2nd LANGUAGE AND COMMUNICATION POSTGRADUATE INTERNATIONAL SEMINAR PROCEEDINGS

Editors

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PREFACE

The LCPIS 2019 is a modified edition of the previous seminar known as ILCPS (International Language and Communication Postgraduate Seminar) which was held on December 10, 2017. The LCPIS 2019 offers researchers the chance to present their papers, exchange information and gain more experience and knowledge about multidisciplinary topics including Applied Linguistics, Cross Cultural Communication, Discourse Analysis, English Curriculum, Health Communication, Intercultural Communication, Language for Specific Purposes, Language Teaching, Linguistics, Literature, Multimodality etc.

Although the seminar is only in its second year, it has already witnessed significant growth. This year's seminar includes Virtual Presentations which give the opportunity to many international and overseas postgraduate students and researchers in the field of Language to join the UTM students and participate in this seminar. The LCPIS 2019 received a record of 53 submissions, representing a significant increase compared to ILCPS 2017. The authors of submitted papers come from more than 10 countries and regions. All the submissions are systematically arranged according to the themes.

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CHAPTER 1   SECOND LANGUAGE ACQUISITION

Teacher's Knowledge on the CEFR Implementation in Malaysian ESL Classroom

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Abstract The development of the Common European Framework of Reference (CEFR) has received widespread enthusiasm in language education. The CEFR has been used around the world for various purposes encompassing assessment, curriculum development and teaching purposes. Through comprehensive studies on the experiences of other countries that have implemented the CEFR, it is evident that the CEFR could enhance the English language teaching and learning process. Malaysia has currently implemented the CEFR in its English language education in an effort to align its system to the international standard so as to ensure that it is globally competitive. However, studies have shown that in order for a reform to achieve its intended goal, teachers need to be well versed on the change that takes place and how to effectively implement it in classroom. Henceforth, a study is being carried out to investigate the implementation of the CEFR in the Malaysia English education system with a focus on teachers' knowledge. This study utilized semi-structured interviews as the main data collection method involving English language teachers from different schools in Johor. The paper will be useful to gauge teachers' awareness on the CEFR implementation and contribute to the literature on the CEFR implementation in Malaysia.

Keywords: CEFR, teachers' knowledge, education reform

1   Introduction

In the era where the pace and scope of economic, social and political change are unprecedented (Drucker 1995), the field of education has also been experiencing changes in the structural-functional of its system to keep up with various change forces (Kondakci et al., 2017). Improved students' outcomes, better teaching practices, operating efficiencies and national agenda (Goh et al., 2006) are among the drives that have spurred policy makers to roll out new policy in hope of improving the education system for the better. Malaysia, like any other countries in the world has taken numerous efforts to reform its education for the better. Needless to say, many programs have been done to bring about changes and improvements to boost the standard of English language education in Malaysia.

The Common European Framework of Reference, also known as CEFR that Malaysian has adopted in its English education system is one of the initiatives by the ministry as a stepping stone to ensure that the English language education system in the country is globally competitive and can be seen as an effort to boost its education level align to the international level (The Roadmap, 2015-2025). However, little is known about this newly implemented reform especially in the context of Malaysian English language education. Although there exists a plethora of studies on the CEFR implementation, the existing literatures were only accentuated on the CEFR implementation in the European continuum. Henceforth, this study will attempt to bridge this gap by investigating the implementation of the CEFR in the Malaysian English education system with focus on the teachers' knowledge.

2   Objectives

The study aims to achieve two objectives which are:

1. To study the teachers' knowledge on CEFR, and
2. To investigate the teachers' reaction on the CEFR implementation.

3   Methodology

The study involved seven (7) English language teachers with 2 males and 5 females from different schools in Johor. All respondents were selected among secondary school teachers who had undergone training for CEFR. This is to ensure that the respondents had background knowledge on the CEFR to ease the data collection. The

study applied the qualitative methodology as it enables the researchers to explore and make sense of people's attitude or behaviour as well as their thinking. The data were collected through the use of semi-structured interviews.

One-on-one interview type was used in this study where the researchers interviewed individual teacher one at a time. The interview guide consists of 14 open-ended questions mainly focusing on revealing teachers' knowledge on the CEFR and how has the CEFR affected their teaching method, assessment method as well as the materials used in their teaching. The interview also focused on their opinions on the feasibility of the CEFR in Malaysian English education system.

The interview data were transcribed in plain text in Microsoft Words and were organized accordingly prior to the analysis phase. This is to ensure that the analysis of the data could be done efficiently and systematically. The data obtained were analyzed using thematic analysis. The study used the 6-steps framework proposed by Braun and Clarke (2006) as it offers a clear and useable approach to thematic analysis.

4   Results

Table 1 below illustrates the data that represent teachers' knowledge on a few key elements of the CEFR implementation.

Table 1: Teachers' Knowledge on the CEFR Implementation

Knowledge on CEFR	R1	R2	R3	R4	R5	R6	R7
Levels in CEFR	/	/	/	/	/	/	/
Aims and objectives of CEFR implementation		/	/				
Teaching method	/	/	/	/		/	
Assessment method		/		/			
Materials development	/	/			/		

4.1   General Knowledge

The key elements in any curriculum innovation implementation take into account on the general knowledge of the curriculum, itself, teaching method, assessment method as well as material development process (Bacchus et al., n.d and the Roadmap, 2015). Based on this consideration, the data collected through the interviews were discussed from the point of views of the elements mentioned. From the data, all respondents testified that they were aware of the 6 levels in the CEFR. This knowledge was gained through the trainings attended as well as through their own reading.

Apart from having the knowledge on the different levels in CEFR, having general knowledge on the CEFR also requires knowing the aims and objectives of the reform being implemented. Conversely, not all teachers were aware of the aims and objectives of implementing the reform. For instance, respondents 1, 4 and 5 mentioned that they are just implementing the reform because it was imperative for them to do so.

4.2   Knowledge on teaching method

In relation to the teaching method, majority of the respondents believe that they have the knowledge of what teaching method is emphasized in the CEFR aligned syllabus. However, not all teachers have similar understanding and identify to the same teaching method under the CEFR aligned curriculum. Some of the teachers mentioned that the CEFR emphasizes on the speaking skill and thus they are now trying to change their teaching method from focusing on reading and writing towards speaking. Hence, communicative activities are frequently done in the classroom. Some even said that they think the CEFR focuses on all four skills. One of the respondents (R2) stated that CEFR emphasizes on the communicative part of the language. She also added that CEFR is not just about the language and passing exam, but more on what students can do with the language. When asked about the actual classroom practice, most respondents believe that the new reform has somehow influenced their classroom practice whereby they are moving towards communicative activities in which students are encouraged to use the language for communication. The following excerpts illustrate the teachers' views on this matter:

R2: before it was introduced I am more focused on in writing [Interviewer: ok] in writing and reading but after CEFR is introduced I'm I'm more focusing on their speaking [Interviewer: ya..ya] level. I'm more concerned on how they're able to use the language as compared to how they're going to just absorb and dump everything on their exam papers. (Respondent 2)

4.3 Knowledge on the Assessment Method

As far as assessment method is concerned, only 2 of the respondents seemed to have knowledge on how to assess students according to the CEFR standard. Most of the teachers were still confused on this aspect of the curriculum. Confusion of this aspect of the implementation is evident in the excerpts below:

R6: <LAUGH> haa.. this I'm definitely confuse with. [Interviewer: really?] ya because aa you know what, I was not sure in the training we didn't do much of the assessment, although mm I know it is formative, but like aa how to say, aa to actually do it, I don't really mmm [Interviewer: know?] aa ya. (Respondent 6)

4.4 Knowledge on the Assessment Method

Materials development is probably the element that brings most problems to teachers. All teachers said that they used the material prescribed by the ministry (the textbook) in implementing the CEFR in classroom. The use of textbook among teachers can be explained in two folds. Firstly, the teachers stated that using the textbook is the safest way to stay abreast with the CEFR syllabus. Because the textbook is prescribed by the ministry, using it for teaching and learning can guarantee the classroom lesson is aligned to the CEFR syllabus. Secondly, using textbook will save them more time rather than having to develop their own material. Most of the teachers also said that there are too many things required of them, leaving them very little time for other tasks. There are also some teachers that despite all constraints, still willing to take up the extra works to develop other non-textbook materials as supplement for their teaching because the textbook is simply incomprehensible to their students. Contextualization is the major concern raised by the teachers pertaining the textbook prescribed by the ministry. Because most of the contents in the textbook is internationalized, it is not easily comprehended by the students especially those with limited language capacity. The excerpt below shows evidence of this issue:

R1: so we have 1 textbook called PULSE 2 [Interviewer: ok] so I'll be using that textbook. one thing to comment about the textbook is not based on Malaysian context…is more like it's suitable for the other like overseas kids [Interviewer: hmm.] it's not for Malaysian kids [Interviewer: alright] like certain terms or like certain things they don't understand…when it comes about the understanding maybe it would be difficult for them to understand because they don't see it (Respondent 1).

5 Conclusion

The CEFR implementation in Malaysia can be seen as a significant effort to reform the English language education system in the country for the better. Given that the implementation is still on the stage of infancy, the study is not undertaken to assess the overall success of the CEFR implementation as it is believed that it is still too early to draw a firm conclusion. However, based on the findings and discussions in the previous section, the study can be concluded in three folds. Firstly, curriculum reform is undoubtedly a complex process and to expect total success and smooth implementation in a short period of time is simply unrealistic. Secondly, curriculum implementation requires teachers to take up new roles and responsibilities as well as to change their practice to suit the new standard. Hence, continuous effort and support from all parties especially support from colleagues and authorities are very important. Lastly, teachers' preparation for the change implementation through in-service and pre-service training is essential. Trainers who are in charge to deliver the trainings to teachers should be chosen among experts to ensure effective interventions in all stages of the change implementation. Given that the CEFR is still on its early stage of implementation, issues are inevitable. Thus, acknowledging their existence and trying to work within the prevailing constraints are important to ensure that the curriculum reform does contribute to increase the quality of education in the country.

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A Systematic Review of the Challenges and Solutions of ESL Students' Academic Writing

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Abstract: Research studies on ESL writing are more interested in providing operational writing strategies for academic writing. However, there are not many studies on challenges faced by students and their solutions. The main aim of this paper is to provide a systematic literature review of academic writing studies which focused on investigating students' academic writing challenges and their solutions. The papers used in this study were published from 2010 until 2019. A systematic search of literature proposed in this paper employs the exploratory approach for identifying and evaluating twenty-seven articles published in the authentic Journals. The themes of the review are divided into two categories, one which is related to ESL Malaysian students and another category is regarding non-Malaysians, this is due to the context of the study which will be conducted in Malaysia and therefore a review of studies done on Malaysian student academic writing is justified. The review shows there is a broader context of ESL students' academic writing challenges and factors influencing students' academic writing skills. In addition, as mentioned above, the review clearly shows the highlight of previous studies was on strategies which help improve students writing skills. As a conclusion, the review signifies that there are three major enormous challenges faced by ESL students in academic writing, such as teaching methods, students' attitude towards English, and language ability. And the solutions to the challenges are to employ active learning English language teaching methods, for example, Task-Based learning (TBL), Blended learning, Collaborative learning and cognitive approach, in teaching writing.

Keywords: ESL academic writing, academic writing challenges; teaching Strategies and Solutions.

1   Introduction

 Writing is a complicated and significant skill in language production. It is involved to develop design idea, captured mental demonstrations of knowledge and practice with subjects (József, 2001). According to Giridharan and Robson (2011), ESL students are expected to develop their academic writing skills through formal instructional situations. Academic writing includes a comprehensive, dynamic procedure with particulars and principles of a discipline (Pritchard, 2008). In addition, Paul and Elder (2006, p.132) point out that academic writing procedure involves "intimate connection between the ability to write well and the ability to think well". Moreover, Hyland (2007) stresses that tertiary level students' ability in sustaining arguments and producing ideas to write in English for academic purposes is essential for academic success. Nevertheless, academic writing challenges have been connoted to students learning and it is not an easy skill to be accomplished specifically in a second language. Academic writing skill requires a continuous practice to develop and overcome writing challenges by students. This paper aims to highlight academic writing challenges and ESL teaching strategies for developing students' academic writing skills.

2   Objectives

The aims of this paper are twofold:

•   To investigate the major academic writing challenges encountered by ESL students.
•   To examine teaching strategies that help improve students' academic writing skills.

3   Methodology

The current study applies the exploratory approach to review the literature on ESL students' academic writing challenges and teaching strategies' that are used as solutions. Twenty-seven articles on academic writing challenges and solutions from different levels of education were reviewed. Among them, fourteen articles were related to Malaysian ESL students' challenges while the remaining thirteen articles were related to Non-Malaysian

ESL students, for example, students from Bangladesh, Korea, Iran, Oman, Pakistan, Indonesia, Thailand, Saudi Arabia, India, Palestine, Canada, South Africa, Australia, and Taiwan. From the literature review, the major academic writing challenges and solutions were categorised accordingly and the focus was on the effects faced by the students. The literature review was conducted in three phases; in the first phase, Malaysian and Non-Malaysian students' academic writing challenges at different educational levels were examined, secondly, it determined different teaching strategies used as solutions in academic writing lessons and lastly, it highlighted teaching strategies that successfully help ESL students develop their academic writing skills.

4   Findings and Discussion

Writing is proven to be the most difficult task for ESL students, and this is the main reason for ESL students to have negative attitudes and perceptions towards English writing (Yusuf, Jusoh, and Yusuf, 2019). Negative attitudes and lack of motivation can lead to obstacles in learning a language. The findings form the literature review show that most ESL students face challenges in writing in terms of clarity, coherent, lack of writing practice, lack of student motivation, errors in tenses, mechanics, conditionals and S-V agreements and more aspects of writing skill such as proper use of grammar, conventions, punctuation, capitalization, spelling, and some of the basic and initiating aspects of writing (Adas and Bakir, 2013). In addition, they have a limited variety of vocabulary, poor spelling, and weak sentence structure (Redman and Maples, 2017). The three major academic writing challenges reported by the previous studies are students' negative attitudes towards academic writing, language difficulties, and effects of teachers' teaching methods in the academic writing class (Ghabool, Mariadass, and Kashef, 2012). Figure 1 illustrates the challenges in academic writing faced by Malaysian and non-Malaysian students.
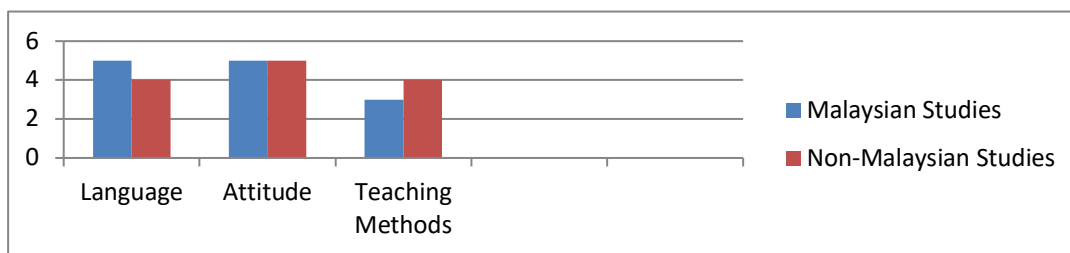
Figure 1: Academic writing challenges

The major difficulty faced by Malaysian and Non-Malaysian students in academic writing is language inaccuracy. 39% of ESL students encounter problems with grammar, coherency, development of writing while 38% have negative attitudes towards English. Students' negative attitude towards academic writing is due to anxiety, apprehension, lack of beliefs and lack of motivation. According to Nagangbam (2016), institutional and family background, fear of exam and examination system, religious and cultural differences have some effects on self-expression and can lead to unmotivated and unhappy environment. 23% of the articles analysed focused on the teaching methods used by teachers to provide students with a better learning environment. There was a great difference between the teaching method used in Malaysia and outside Malaysia. The literature review clearly shows that traditional teaching method is a huge hurdle and teachers are not willing to practice new teaching strategies outside Malaysia. Educators in Malaysia, on the other hand, advocate to implement new teaching methods and in addition, the Malaysian education policies are very supportive to new ideas of teaching styles and strategies. Figure 2 shows the teaching strategies used by Malaysian and Non-Malaysian teachers in teaching academic writing skills.
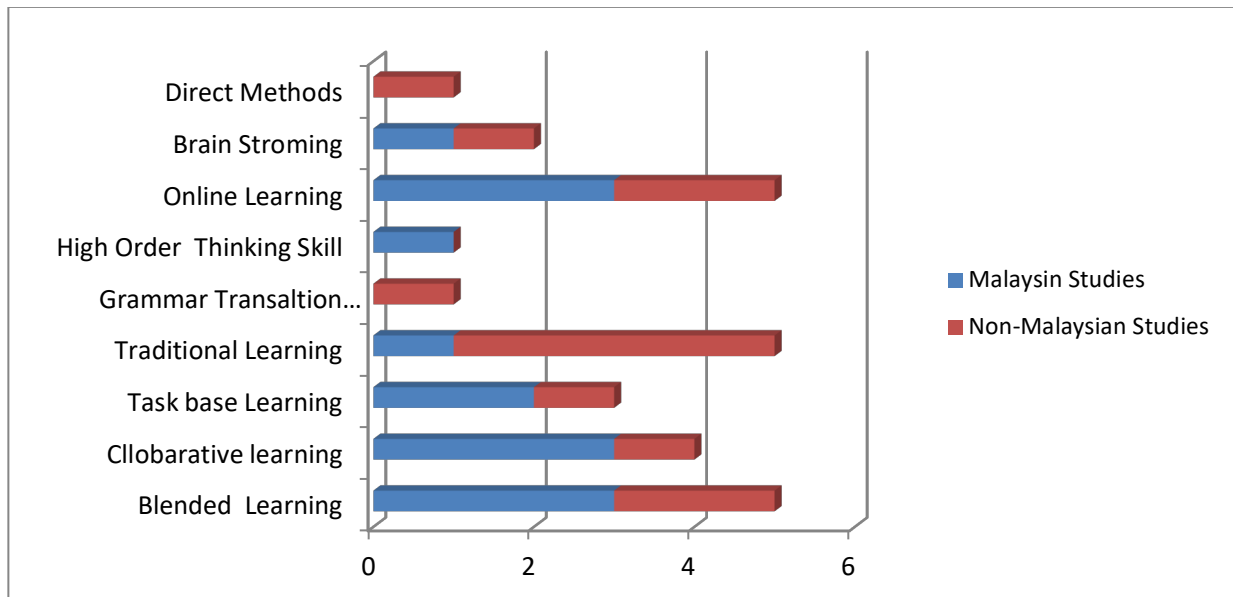
Figure:2 Teaching Strategies

The literature shows that most ESL teachers in Asia use a combination of traditional teaching and online teaching methods. In Malaysia, English teachers use some advanced teaching approaches for example blended learning, collaborative learning, HOT and Brain Storming. This shows that the Malaysian education system encourages teachers to use a combination of CLT approach and online teaching methods. However, teachers in other developing countries are still using traditional teaching methods, for example, Grammar Translation Method (GTM) and Direct Method. The reason for not agreeing to change methods is due to cultural and social norms. It is important to note that the review clearly shows that Task-Based Learning, Blended Learning, Collaborative and cognitive approaches can be employed to develop ESL students' writing skills.

5   Conclusions

This paper highlights the challenges that ESL students faced in academic writing and some possible solutions. Writing is a composite skill that demands both mental and physical activity. Having said that, Ismail, Hussain, and Darus (2012) stated that it is necessary for ESL students to spend time to develop their writing skill. Lack of academic writing practice is considered a basic cause of negative attitudes and writing challenges to Malaysian and Non-Malaysian students. In addition, language teachers do not have enough time to provide opportunities for writing practices in class and the result is that students lack language competence which then affects their writing skills. The findings of previous studies suggest teachers to use Blended Learning (BL) method in teaching writing because it provides students with multiple writing practices online and offline. Secondly, collaborative learning and Task-Based methods can transform students' attitude and overcome their apprehensions towards writing lessons. In sum, this review shed lights on the academic writing challenges, students' negative attitude towards academic writing that is followed by the suggestions for teachers to overcome the challenges.

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Reading Strategies by Struggling English Language Learners (ELLs)

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Abstract Reading is undeniably a language skill that every person needs to master. As children become good readers in the early grades, they are likely to become better learners throughout their school years and beyond. It is important for language learners to acquire profound reading skills at the early stages of language learning so they will advance to higher level of language learning at ease and have pleasure in learning the target languages. One of the factors that hinders learning English as the second language is the learners' failures to read and understand the text in the target language (TL) which is English. The objective of the study is to determine the reading strategies employed by struggling English Language learners in reading English. Six 12-year old English language learners (ELLs) were selected and involved with the study which took place in a primary school in the district of Johor Bahru, Johor, Malaysia. Semi-structured interviews were conducted using questions adapted from a survey of reading strategies (SORS) developed by Mokhtari & Reichard (2002). The findings showed that the ELLs who are struggling readers use various reading strategies to assist them in reading English. The reading strategies highlighted were reading slowly word by word, rereading, making notes, using pictures to associate meaning, spelling letters, sounding the letters, and using dictionaries.

Keywords: English Language Learners, struggling readers, reading, strategies

1   Introduction

The struggle of reading in English encountered by primary school pupils has been overlooked as a common problem of learning English as the second language. Reading skill is one of the language components and it is important to be mastered due to the fact that if they do not understand what they read, they will struggle in their academic life (Selina & Carolyne, 2014, pg.405). Rosana (2009) characterized reading an indispensable skill to be learnt well as achievement and performance in Malaysian schools.

2   Objectives

The objective of the study is to determine the reading strategies employed by struggling ELL readers when they read English texts in the classroom. It is important to rectify their understanding of the strategies and the usage of the strategies in reading to provide input in designing the instructions to assist them in reading English texts in classrooms and providing them to read independently outside classroom.

3   Methodology

The study adopts the qualitative approach to address the dearth of studies in reading strategies when reading English texts in the Malaysian context in primary schools especially involving struggling readers. The findings will allow the researcher to know in depth whether struggling readers apply any reading strategies in reading English texts despite their limited skills in reading. Semi – structured interviews were conducted and learners responded in groups. The transcriptions of the interviews were analyzed and broad ideas of responses were derived.

Research design and procedures

Six 12- year old ELLs from a standard 6 of a Malaysian primary school in Johor Bahru, Johor   were involved in semi – structured interview sessions. The interview questions were adapted from the survey of reading strategies (SORS) developed by Mokhtari & Reichard (2002). English Language Learners (ELLs) were grouped into two groups and the interviews were conducted on two days, two sessions each per group in a classroom. It is to provide less- threatening and peer-support environment to the learners while responding to the interviewer. Semi -

structured interview approach was chosen to let the interviewer have the autonomy to carry on with the interview if the ELLs were unable to give responses to the questions prepared. Ten questions were originally prepared and five questions were asked in each session to the learners. The questions were asked in English and then translated into Bahasa Malaysia which is their first language.

Research participants

Six Year Six English Language Learners (ELLs) from a primary school in the district of Johor Bahru participated in the study namely Faz, Aim, Sir, Mua, Ima and Zha (pseudonyms). Faz, the only female learner, had a very limited English reading skill and is a very shy and quiet person. Aim, also had limited English reading skill but is very voluble and active. Sir and Ima, could read English words but had difficulties understanding the meaning. They were active too. Z, had limited English reading skill and is a quiet person. M, had limited English reading skills and was a little shy but participative. All of them scored below 40%, which is the passing mark in their standardised English Comprehension Test Paper.

4   Results

From the responses received, it is clear that the English language learners did use a few types of reading strategies to assist them in reading the English texts. However, their strategies in reading differ from each other. For a better reader in the group, M, for instance, the strategies of spelling and reading according to syllables were used. He also read word by word and used the dictionary to assist him in reading and understanding. However, he did not do any marks, or note taking nor refer to pictures during the reading to assist him to understand. On the contrary, Ima, applied picture-referencing, kept on reading from beginning to the end to understand the text. He read slowly and spelled words to pronounce them and that helped him in reading. S, on the other hand, used pictures, wrote down meanings of words, reread, read slowly and referred to the dictionary. F, used repeated reading strategy, used pictures, spelled and read slowly to understand the meaning. Aim, applied the strategies of reading from the start, reading slowly, using pictures and making the sound of letters as he continued reading. Another participant, Zha, responded that he read from the start when he lost concentration, he used pictures and he spelled the words when he started to read. Hence, the ELLs who are struggling readers, in the study, used strategies in reading English despite their weaknesses. Frequent strategies used by the students were using pictures to assist understanding, spelling the words, rereading the text, looking up words in the dictionaries, reading from beginning and also reading slowly to understand the text.

5   Conclusion

The findings of the study, was to determine the usage and the types of reading strategies of ELLs who are struggling readers in the study. The findings are similar to the results of Fatimah's (2006) study which reported that the readers used the following strategies when they have difficulties reading in English: reading every word, use the dictionary, skip difficult words, ask for help, give up on difficult book, and stop reading. As implications to the field of teaching, instructors and language educators are suggested to introduce the reading strategies to support less successful English language learners (Zare & Othman, 2013). Second, the nature of learners needs to be investigated and catered to, while their learning strategies should not be underestimated. They need opportunities, exposures, supports, and the right amount of instructions to assist them to develop their reading skills. Third, it is important to note that everyone is born different, hence one size does not fit all. So, it is important for educators to be flexible and persistent in in training learners with how to effectively apply reading strategies. Especially to struggling readers because they have greater challenges to help themselves in comparison to the successful readers.

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EFL Learners' Problems in Learning Speaking Skills in Different Contexts: A study of Literature Review from 2013 to 2018

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Abstract: Speaking is a productive language skill which is responsible for speakers and listeners to make oral communication for exchanging and sharing information to build comprehensive relationship. English is such a language having global demand to perform all levels of communication for the learners from different L1 backgrounds. But, for EFL learners, learning speaking skill is always considered complex and problematic and needs much effort to maintain. This review studies problems faced by learners in EFL contexts published from 2013 to 2019, a total of six years, located and retrieved search engine Google scholar and online databases. Thirty (30) studies were analyzed using Nvivo 12 software. The principal findings include: (a) EFL learners' learning speaking problems are related to curriculum, teaching method, learning activities, using L1, psychology, and examination system; (b) psychological problems are major concerned for EFL learners' learning English speaking skill; (c) Iran as the context of the highest number of studies; (d) quantitative is the most popular research design chosen and (e) tertiary learners are the most prolific participants of the studies. The study is not exhaustive, but it provides potential insights for the EFL teachers. English supervisors, administrators, staff of the Ministry of Education and above all learners in developing speaking skills.

Key words: Speaking Skills, EFL & L1

1 Introduction

Speaking is such a macro language skill which is actively used to convey message and meaning through the word of mouth to maintain effective communication in the daily life. (Hosni, 2014, Afshar and Asakereh, 2016, & Leong & Ahmadi, 2017). The spread of English as a lingua franca requires learners to gain communicative competence due to different practical purposes (Copland, Garton, & Burns, 2014). The scenario of learning English speaking skill in EFL context is not an easy task and some learners even developed problematic speaking skills. Behind this matter there are many reasons found to discuss and solve. In this regard researchers from different English as Foreign Language (EFL) context picked multi-facet problems and suggested multi-dimensional solutions to develop students' speaking skills. In this study, the researchers synthesized studies conducted from 2013 to 2018 in different contexts (Libya, Saudi Arabia, Iran, India, Palestine, Thailand, Taiwan, Japan, Oman, Sudan, Malaysia, Hong Kong, China, Poland, Ukraine, Turkey, Romania, Vietnam and Laos) and categorized seven umbrella terms of problems faced by EFL learners such as i) Curriculum ii) Teaching Method) iii) Learning activities iv) Using L1 v) Psychological Factors vi) examination system and vii) Linguistic Knowledge. This paper offers an overview of published studies on EFL learners speaking problems and provides insights for English teachers, English supervisors, administrators, and staff of the Ministry of Education to overcome these problems for developing EFL learners' leaning speaking skills.

2 Objectives

The objectives of this study are to identify (a) the types of speaking problems faced by EFL learners, (b) the most frequent speaking problems of EFL leaners,(c) the most study held in the context,(d) the most used research design and (e) the most targeted respondents and their levels of education.

3 Methodology

The selection of studies was retrieved from Google Scholar and online databases, namely Research gate, Elsevier, JSTOR, Scopus and Springer link. The key words for searching were "speaking problems, English speaking skills problems, oral English skill problems and oral English communication skills challenges". The search was limited to 2013 - 2018, inclusive, a total of 6 years. Only studies that dealt with learners' learning speaking skills were selected and a total of 48 studies was obtained. The selection of studies was further refined to EFL context studies only leaving 30 studies which were exported from the Mendeley as a RIS file for import into NVivo software, version 12, a program to analyze the qualitative data. Next, seven (7) themes were developed prior to the coding by creating a Node classification. The first author coded the content of each article according to year of publication,

level of study, EFL contexts and research design adopted by the researchers and finally, research gaps highlighted by authors of the studies. Each article was read reflectively to identify contents according to file classifications and seven themes regarding EFL learners' problems in learning speaking skills which were then highlighted and coded to the relevant node.

4 Results

The results of the study are shown in the following figures: according to the objectives (a) and (b), different types of problems and the most studied problems as the psychological problems with word cloud are in the display;
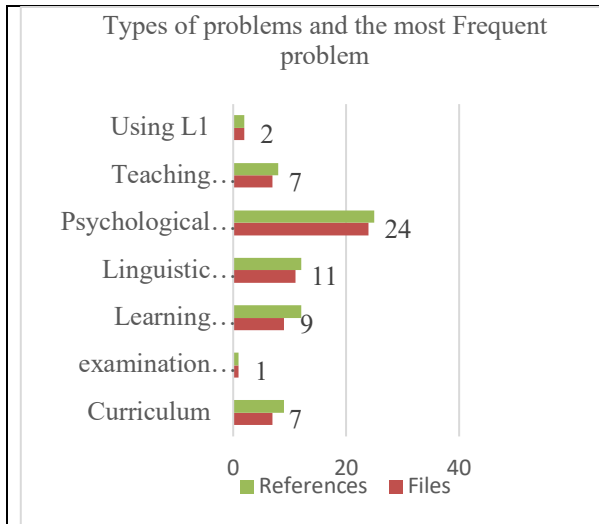
Figure:1.1 Types of problems	Figure 1.2 Word Cloud of Psychological Problems

According to the objective (c), the highest number of studies conducted in Iran among reviewed EFL contexts are shown as;
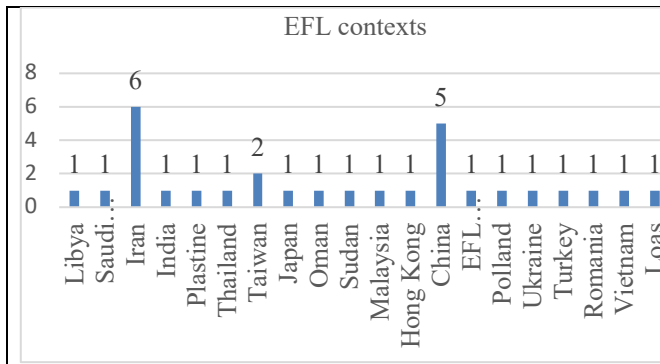
Figure 2.1 EFL Contexts	Figure 2.2 Year of Publications
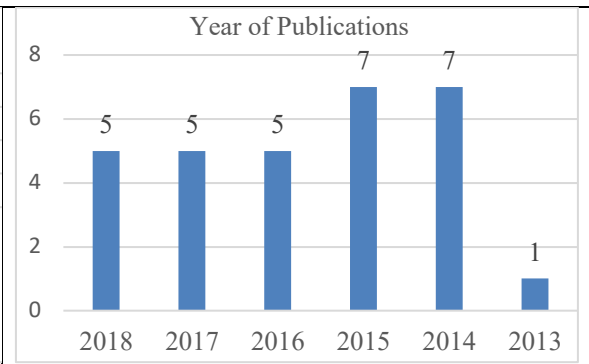
According to the objectives (d) and (e), among these studies, quantitative method as research design and tertiary level learners as respondents are found mostly as illustrated in the following figure.

| Figure 3.1 Research Design | Figure 3.2 Respondents |
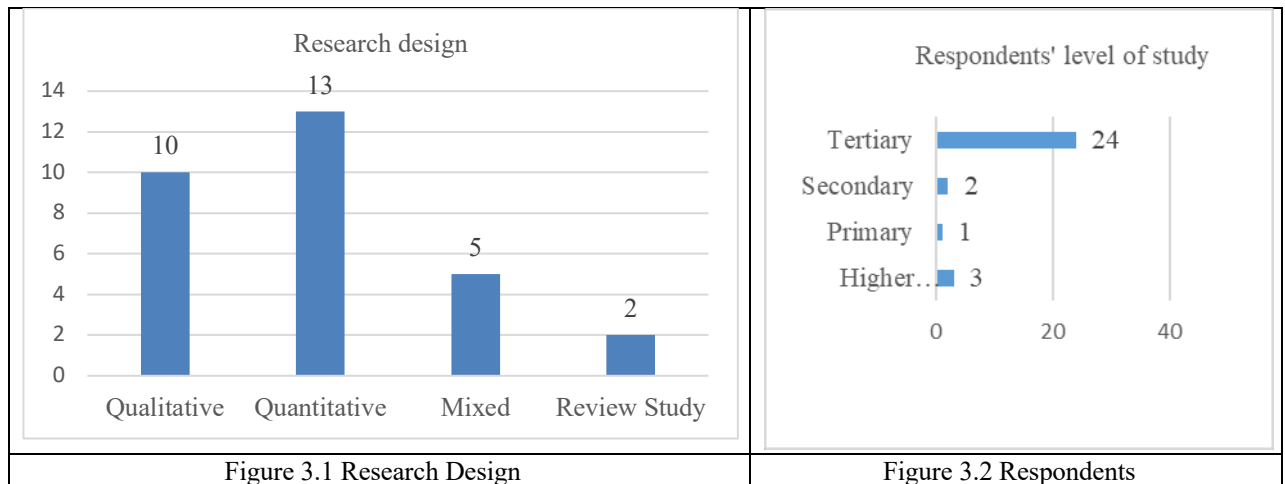
5 Conclusion

To summarise, this paper has reviewed studies on EFL learners' learning speaking skills problems in non-native context. As in this digital era, English has gained the status of Lingua Franka, EFL learners often need to communicate verbally with overseas people through online and offline for multi purposes, the problems should be identified and resolved in this regards. Thus, this paper provides insights for English teachers, English supervisors, administrators, and staff of the Ministry of Education to overcome these problems for developing EFL learners' leaning speaking skills.

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Malaysian Small and Medium Enterprises (SMEs) and WhatsApp Adoption in Their Online Business Communication

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Abstract In today's business world, social media applications play important roles to small and medium enterprises (SMEs). One of the major applications used is WhatsApp. Hence, a study, which was part of a larger study, was carried out to identify the adoption of WhatsApp in their online business communication. It also attempted to find out the SMEs' preferences of WhatsApp to face-to-face communication. Its data gathering was done through questionnaires and to analyse the data, descriptive statistic was employed. The findings revealed that all the respondents chose WhatsApp as one of the social media applications in their online business communication. Some major adoption of WhatsApp included doing follow-up after looking at Instagram, other social media applications or websites, to ask more questions about the product or service, and to explain in further details about the product or service. In relation to the SMEs' preferences, WhatsApp moderately facilitated SMEs in avoiding fear while talking with their sellers or customers and they were able to assist the SMEs to communicate comfortably using written communication through WhatsApp with their business counterparts and the customers. To conclude, the study proposed recommendations for academia and SMEs.

Keywords: WhatsApp, social media, online, SME, business, communication

1   Introduction

In today's business world, social media applications play important roles to small and medium enterprises (SMEs). One of the major applications used is WhatsApp. It has many features suitable for personal and business alike. Since Malaysia is one of the largest users of this application (Bernama, 2017), the usage of WhatsApp is largely seen among her people including in business. The adoption of social media including Whatsapp in Malaysian business environment has been gaining attention from SME researchers (Mokhtar, Abu Hassan & Abdul Halim, 2017; Mohd Sharif, Rosli & Ahmi, 2017; Kahar, 2018; SME Annual Report, 2018). Nonetheless there is still room for this type of research to be carried out in particular business communication. Hence, a study which was part of a larger study, was carried out to identify the adoption of WhatsApp in SMEs online business communication.

2   Objectives

The objectives of the study were as follows:
- to identify the adoption of WhatsApp in SMEs online business communication
- to find out the SMEs' preferences of WhatsApp to face-to-face communication

3   Methodology

This study employed quantitative methodology in which data gathering was done through questionnaires. Convenient sampling was utilised for this purpose. The questionnaires were distributed to 88 respondents via WhatsApp. The respondents comprised of Malaysian SMEs who had social media accounts. The respondents were involved in various businesses such as, body care, tourism, food and clothing, to name a few. The duration of obtaining the data was six months. To analyse the data, descriptive statistics were utilised. These took in the form of means and percentages.

4   Results

This section describes and discusses the results of the study based on the objectives of the study. They are as follows:

4.1 WhatsApp Adoption in Malaysian SMEs Online Business Communication

Table 1. WhatsApp Adoption in Malaysian SMEs Online Business Communication

No.	Item	Percentage (%) (N=88)
1.	To ask more questions about the products or service offered	89.8
2.	To create networking	88.7
3.	Doing follow-up after usage of Instagram and Apps/Websites	88.6
4.	To explain in further details about the products or service offered	87.5
5.	To enquire about payment method	85.3

Table 1 describes five   major adoptions of WhatsApp in Malaysian SMEs Online Business Communication. The highest adoption was to ask more questions about the products or service offered (89.8 percent) while) to create networking (88.7 percent) was the second. Doing follow-up after looking at Instagram, other social media applications or websites (88.6 percent) came in third. The fourth was to explain in further details about the products or service offered (87.5 percent) and finally, WhatsApp was adopted to enquire about payment method (85.3 percent). This adoption indicates that WhatsApp creates opportunities for SMEs to interact online while pursuing their business interests.

4.1 SMEs' Preferences of WhatsApp to Face-to-Face Communication

Table 2: SMEs' Preferences of WhatsApp to Face-to-Face Communication

No.	Item	Percentage (%) (N=88)
1.	To assist SMEs to communicate comfortably using written communication with their business counterparts	76.1
2.	To assist SMEs to communicate comfortably using written communication with their and also the customers	76.1
3.	To facilitate SMEs in alleviating fear of speaking to sellers	65.9
4.	To facilitate SMEs in alleviating fear of speaking to customers	65.9
5.	To not have face-to-face communication while doing their business	61.3

Table 2 depicts the SMEs' preferences of using WhatsApp to face-to-face communication. Primarily, WhatsApp was able to assist the SMEs to communicate comfortably using written communication with their business

counterparts and also the customers (76.1 percent). WhatsApp also moderately facilitated SMEs in alleviating fear of speaking with their sellers as well as with their customers in which both comprised 65.9 percent. Lastly, WhatsApp also helped SMEs moderately in not having face-to-face communication while doing their business (61.3 percent). This reflects that WhatsApp acts as an alternative to SMEs who do not have the confidence to speak verbally with their business counterparts or customers in the pursuit of achieving their business goals.

5   Conclusion

WhatsApp plays a crucial role in today's online business communication. SMEs who are involved in business should incorporate this application as part of their business strategies in order to overcome their weaknesses such as fear of oral communication with their business counterparts or customers. Among the academia, since this study was a part of a larger one, more research should be conducted and training provided for the SMEs to facilitate their online business communication goals.

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An Evaluation of Sub-Skills (Vocabulary, Grammar and Pronunciation) in the Grade 9 English Textbook of Afghan Secondary Schools

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Abstract The English language is part of the school's curriculum at all levels in Afghanistan, as a foreign language. Despite it being included for decades, very little research has been done in regard to the quality and evaluation of the ELT English textbooks. The current study investigates and evaluates the Sub-skills of the Grade 9 English textbook to determine the effectiveness of the materials for the teaching and learning of the subskills. The Eclectic Checklist of Demir & Ertas (2014) has been selected for evaluating the selected English textbook. The findings indicate that the textbook lacks contextualized and recycled usage of vocabulary, systematic and explanatory representation of the grammatical structures and appropriate representation of the pronunciation activities. The study proposes that the textbook needs improvements in developing and presenting the sub-skills, namely vocabulary, Grammar, and Pronunciation. These findings would be helpful to policymakers and ELT textbook developers in Afghanistan to produce more up to date and relevant textbooks that are contextualized and relate to the target students.

Keywords: *ELT Textbook Evaluation,* Grade 9 *EFL Textbook, Afghanistan*

Introduction

Teaching and learning are two interrelated aspects of gaining knowledge. These aspects involve three main participants that can make the process of gaining knowledge easy: instructor, learner, and teaching materials. According to McDonough & Shaw, (2003), "[T]eaching materials are among the most important constituents of any language programs". In a similar vein, Richard (2001) stated that these materials provide second language learners with adequate input to practice and are mostly considered as reliable sources of ideas for inexperienced teachers to plan and teach lessons in their classrooms. For this reason, teaching materials can play a significant role in the process of teaching for teachers, and most importantly, in the process of learning for learners. Thus, if the teaching and learning activities are organized and up to date, the learners would best benefit from the learning process. Besides, textbooks should be organized in a way that is easy to use, not only for the instructors but for the learners as well. It means that the structure of teaching materials is one of the vital aspects that is sometimes ignored by material developers & curriculum designers.

In English language teaching, normally, the teaching materials are divided based on skills. The four main skills in English consisting; listening, speaking, reading and writing. In order for a language to be mastered by learners, language materials developers need to contextualize the four main skills in ELT textbooks. Contextualization has been defined as "a diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" (Mazzeo, Rab, & Alssid, 2003, pp. 3-4). Within the main skills, there are also sub-skills, i.e. Vocabulary, Grammar and Pronunciation, which are equally important and need to be contextualized in the ELT textbooks. These subskills are the building blocks for the four main skills. For example, for learners to be able to master a language, they need to acquire a certain level of vocabulary. Hoshino (2010) stated that vocabulary is the basis of language; thus, we can never underestimate its importance in learning a target language. As Færch et al. (1984:100) explain, vocabulary knowledge in a foreign language (FL) is a "continuum between the ability to make sense of a word and ability to activate the word automatically for productive purpose". Additionally, Ngan-ha (2007) opines that learners, who learn the target language, must attain a certain level of vocabulary knowledge in order to not only understand the written forms but the spoken forms of a language as well. Similarly, grammar is given great importance too as language learners need to learn and know a certain level of structures in a language. Learners must know grammatical structures and be able to use the storage of vocabulary words not only in oral communications but written as well. Yeldiz and Senel (2017) stated that "Effective use of the language prerequisites the effective use of grammar, so the language users have to be efficient grammar users." They further added that if a language learner wants to reach this goal, he/she has to learn the grammar of the target language effectively. Richards & Reppen (2014) opine that Grammar can be viewed both as knowledge and as ability. When viewed as knowledge, the focus is on rules for sentence formation and when viewed as ability, the focus is on how grammar is used as a

resource in the creation of spoken and written texts. Within that, pronunciation is another vital sub-skill that learners need to master. "In teaching and learning the English language, it is believed that grammar has always been an essential component since it provides the speaker with the needed structures to organize words and ideas in a comprehensible form" (Alghanmi1 & Shukri, 2016). Besides, the main goal of grammar teaching is to enable learners to achieve linguistic competence; learners use grammar as a tool or resource for comprehension, and creation of oral and written discourse efficiently, effectively, and appropriately depending on the situation (Huang, 2005). Harmer (2007)) identifies the importance of pronunciation instruction in that it "not only makes students aware of different sounds and some features but can also improve their speaking immeasurably." Ketabi (2015) mentioned that the importance of pronunciation, however, is critical enough to merit far more serious attention from second language teachers and researchers alike, as it is a key to intelligible speech and effective communication in a globalized world. Shabani & Ghasemian (2017) opine that "Knowing the way of expressing and stating a sound or word is very important in English because to mispronounce a word may change the meaning of the word." They further added that "Pronunciation like other skills such as spelling, vocabulary, grammar and also main skills has received increasing attention from the researchers, teachers and also learners to learn English as a foreign language or second language."

As the sub-skills are one of the important language elements for the learners to master second language learning, the purpose of the current study is to investigate how the sub-skills are presented in the Grade 9 English Language textbook of Afghan Secondary Schools based on Demir & Ertas' (2014) Eclectic Checklist for ELT Course Book Evaluation. There have been many research studies in regard to evaluating ELT textbooks, but within the Afghan context, to the knowledge of the researchers, there is a lack of research on the evaluation of sub-skills in the ELT textbooks.

Objectives

To find out how the subskills of vocabulary, grammar and pronunciation are presented in the Grade 9 English Language textbook based on Demir & Ertas' (2014) Ecclectic Checklist for ELT Course Book Evaluation

Methodology

The current study has been conducted to evaluate English Language Sub-Skills of Grade 9 English Textbook in Afghan Secondary Schools based on the Eclectic Checklist for ELT Course Book Evaluation by Demir & Ertas (2014). There are many checklists developed by language scholars and curriculum designers for ELT textbooks evaluation, and one cannot say that one checklist is better than the other, but they might vary based on the structure of the textbook(s) being evaluated, and the reason why this checklist selected is that there are enough items in Demir & Ertas (2014) eclectic checklist for evaluating the subskills in an ELT textbook.

Materials

For conducting this study, Grade 9 English Textbook of Afghan Secondary Schools has been selected for evaluation based on the selected checklist. The textbook consists of 16 units with a focus on language skills (e. g., Listening, Speaking, Reading, and Writing) and sub-skills (Vocabulary, Grammar, and Pronunciation). The book consists of 4 revision units which mean that after three units, there is one unit for revising some parts of the previous three units. In the current study, only the sub-skills of language have been explored against the criteria in Demir & Ertas (2014) eclectic checklist for evaluation.

Research Design

It is a qualitative study design that evaluates the sub-skills presented in the Grade 9 English Textbook of Afghan Secondary Schools. Montasser (2013) explained that by employing a checklist, it would be then easier to establish comparison among diverse materials. Within, "As a rather easy method, an evaluation checklist introduces us a list of criteria considered for any efficacious learning and/or teaching materials.

Results

The results of the current study are based on the evaluation of the Grade 9 textbook using the selected checklist, which consists of the criteria for language sub-skills. The findings of the study indicate that the total number of new words being introduced in grade 9 is around 480, which are presented over 12 units. Thus, we can say that enough importance is given to the teaching of the subskill of vocabulary in this textbook. The distribution of the vocabularies (simple to complex) seems to be appropriate according to the checklist. For example, in unit two, page number (23) the words like 'Practice and Suggestion' which could be categorized as simple and the words 'Troupe and Gut' which could be represented as complex words have been placed in the unit. In terms of internalization of new and previous vocabularies, subsequent repetition of previous vocabularies, and integration of vocabularies in a variety of contexts the textbook fails to fulfil the selected criteria of the checklist. This is where Stahl (2005) cautioned against "mere repetition or drill of the word," emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.

Furthermore, a sufficient number of exercises clarify the grammatical structures. However, the textbook lacks enough explanations for the presented grammatical structures. Chastain (1987) clarified the necessity of grammatical explanations by stating that "The type of grammar explanation itself may well play a significant role in determining its usefulness." Besides, the grammatical structures have not been recycled to be reinforced in upcoming units. On the other hand, the presentation of the grammatical structures from simple to complex seems fair enough. For example, in Unit 1of the textbook, simple present tense has been placed and structures e.g. conditional clauses, which are gradually more complicated are stated in upcoming units (Unit three).

In addition, pronunciation related patterns like stress and intonation lack to be placed clearly in the textbook as well as the subsequent repetition of the previous related lessons of the pronunciation in upcoming units. Additionally, Shabani & Ghasemian (2017) reinforce this argument by stating that "Knowing the way of expressing and stating a sound or word is very important in English because to mispronounce a word may change the meaning of the word." As English is being taught by Afghans, not the native speakers of English, so they may have sometimes mispronounced the word, which, as Shabani & Ghasemian (2017) stated, may change the meaning of the word. The textbook lacks to have some pronunciation clips to help teachers and learners understand the exact pronunciation of a word. This is another part where the textbook lacks clearer instructions and representation of the pronunciation patterns may mislead to the wrong pronunciation of the words.

Conclusion

The findings of the current study, based on Demir & Ertas (2014) eclectic checklist, indicate that the ELT English Grade 9 textbook of Afghan Secondary school lacks presenting the subskills of English languages suitably and appropriately throughout the units of the book. It means that all the subskills have not been organized in a contextualized and follow-up way through which learners can have a chain of relevance in their mind and the book lacks in recycled representations of the sub-skills activities. Furthermore, most of the parts of the subskills, when compared against the questions of the selected checklist, found negative, but a few parts are indicated as fair against the checklist which is not enough for a quality textbook. Finally, the overall representation of the selected textbook needs improvements in order to be suitable for the needs of the learners.

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An Evaluation of the Malaysian Primary 6 (KSSR) English Textbook

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Abstract This study investigates the effectiveness of Malaysian Primary 6 (KSSR) English textbook to determine the extent to which the textbook conforms to the universal characteristics of ESL/EFL textbooks. A modified version of Alamri's (2008) English as Foreign Language (EFL) textbook evaluation checklist developed by Akef and Moosavi (2014) was distributed along with the textbook for evaluation, to 12 TESL postgraduate students and 18 primary school English Language teachers currently studying at University Technology Malaysia (UTM). A quantitative method was used for data analysis by comparing the min scores. The findings highlight some of the weaknesses of the textbook in compliance to the universal characteristics of ELT textbooks. These include lack of supplementary materials and teachers' dissatisfaction towards language contents and language skills elements. The findings from this study can provide significant feedback for teachers, textbook designers, curriculum developers and policy makers to place more emphasis on textbook evaluation when developing textbooks.

Keywords: Textbook evaluation, Primary school, Year 6 (KSSR)

1   Introduction

The quality of teaching and learning English can be determined to a great extent by the quality of the teaching materials used, especially the textbook (Mukundan, 2010). In the same context, Çakit (2006) highlighted that textbooks provide an invaluable resource for both learners and teachers and play a vital role in language teaching. Therefore, teaching materials in general and textbooks in particular must be evaluated to ensure high quality of teaching English. In Malaysian public schools English is taught as a second language. And in recent years, evaluation of English Language textbooks has been given more attention. Ghazali (2008) and Mukundan (2003, 2007) investigated the effectiveness of the English language textbooks used in secondary schools in Malaysia. Their findings have shown that the textbooks needed improvement, and the researchers have recommended further evaluation of the textbooks by using other instruments and larger samples. Mukundan, Leong and Nimehchisalem (2011) have examined the content of the articles in the five Malaysia Secondary school English textbooks and found out that the exercises on the articles lack variety.

Thus, many studies have focused on evaluation of Malaysian EL textbooks. Despite the body of literature on textbook evaluation in ELT, there is still a need to evaluate Malaysian primary school textbooks because of the many changes to the syllabus and textbooks in recent years. The current study aims to investigate how far the Malaysian Primary 6 (KSSR) English textbook is compliant to the universal characteristics of ESL/EFL textbooks in general. The researchers believe that investigating the weaknesses and strengths of the English language textbooks and making sure that they are in line with the current curriculum trends in ELT as well as recent pedagogical principles might contribute to the effectiveness of the current textbook and hence lead to high quality teaching of the English language at the primary school level in Malaysia.

2   Research Objectives

The objectives of the current study are:

i- To explore if the ESL textbook for year 6 (KSSR) in Malaysian schools conforms to the universal characteristics of ESL/EFL textbooks

ii- To discuss the weaknesses and strengths of the textbook

3   Research Methodology

The method used in this study is qualitative using a checklist type questionnaire. The questionnaire used was a modified version of Alamri's (2008) English as Foreign Language (EFL) textbook evaluation developed by Akef and Moosavi (2014) and distributed to the participants along with the textbook to be evaluated. The questionnaire consists of two parts; part A on demographic information of the participants and part B on information about the characteristics of the textbook. Part B includes 40 items which are grouped under eight categories: General Appearance; Design and Illustration; Accompanying Materials; Topic Contents; Language Contents; Social and Cultural Contexts; Language Skills; Exercises and Activities. The weighting system is based on Linkert Scale ranging from one up to four; strongly disagree, disagree, agree, strongly agree. The participants for the study are 12 TESL postgraduate students and 18 primary school English teachers currently studying at University Technology Malaysia (UTM). Data collected from this study was analysed using a quantitative method which is descriptive statistical technique by calculating the percentages for each item in the checklist in terms of the participant's agreement and disagreement levels.

4   Results

The findings for the Year 6 KSSR English textbook evaluated indicated several good qualities. Based on the respondents' answers, the overall layout of the textbook is adequate, considering the paper quality and general physical attributes. Likewise, the layout and design are appropriate and clear with varied and attractive illustrations in each unit of the textbook. The results also demonstrated that the topics included in the textbook are appropriate to the learners' level and life contexts, and the social and cultural contexts are comprehensible and relatable to the learners since the textbook contains positive view of ethnic origins, occupations, age groups, social groups and disability. In the same line, the results revealed that all the activities and exercises in the textbook are appropriate and match the content well. Exercises have a clear direction and provide meaningful and mechanical activities to practice language items and skills. There is also a number of reasonable and appropriate exercises in the textbook with regards to correct use of language. Therefore, the general appearance, the design and illustration, contents, social and cultural contexts, and activities and exercises are considered as the strengths of the textbook.

However, the findings also revealed that there were no accompanying materials such as teacher's guide or students' activity book, on top of the missing glossary section in the textbook. Besides, the grammar rules are not presented with clear and simple explanations, and the textbook has insufficient material for training pronunciation. Furthermore, there is a lack of materials to teach both vocabulary and pronunciation, and the materials for teaching grammar, vocabulary and pronunciation are inadequate. Moreover, the activities for the four skills such as listening, speaking, reading and writing are lacking. Thus, it can be concluded that the lack of accompanying materials, language contents, and language skills elements are considered as the weaknesses of KSSR English Year 6 textbook.

5.   Conclusion

The textbook evaluated in this study displays several good qualities especially the physical quality. Accordingly, the content presented in the textbook is also coherent to the level of the learners and their different cultures have been represented very clearly through the illustration and content. Hence, it affirms that the Malaysian ESL textbook for year 6 (KSSR) does conform to the universal characteristics of ESL/EFL textbooks. However, the findings also revealed several weaknesses regarding the lack of accompanying material such as teachers guide or students' activity book, missing glossary, and insufficient language contents and skills elements.

Some textbooks may seem adequate on the surface level but, might be lacking in certain aspects when evaluated critically, thus careful inspection by the language professionals before the books are sent out for use in schools or other language institutions is crucial. It is significant for teachers, textbook designers, curriculum developers and policy makers to place an essential emphasis on textbook designing by evaluating critically every material included in the textbook before finalizing the end product. They need to see the appropriateness of the content included and how would it cater to the varying needs of learners. It is fundamental to strive for creating textbooks that match greatly to needs and background of learners in order to ensure successful learning.

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Exploring Group Composition of Test-takers and Examiners According to Gender

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Abstract The area of language testing has continued to provide researchers with an array of topics to be investigated. Variables in language tests are often re-evaluated to ensure equity and equality can be achieved for those involved in the test. This study placed the importance of providing test-takers with the best opportunity to achieve success by performing to their maximum ability as its main goal. The grouping of both the test-takers as well as examiners according to gender in an oral interaction test was investigated. The Universiti Teknologi Malaysia (UTM) Test of English Communication Skills for graduating students (TECS) oral assessment was the platform used to study 15 groups of four test-takers and 4 pairs of examiners. The analysis involved the interaction produced by the test-takers and how it translated into the overall performance of the test-takers in each group. The findings revealed groups consisting of both gender of test-takers met the objective to produce the desired amount of interaction and thus helping them achieve higher scores. Single-gender groups found it difficult to consistently produce interaction even though the majority of the test-takers involved believed they had performed well. Pairings of a male and female examiner also provided a positive influence on the interaction among test-takers as opposed to single gender pairings of examiners. This paper shares the findings and implications in relation to test qualities and procedures.

Keywords: *Group composition, Gender, Test-takers, Examiners, Oral Interaction Test.*

1   Introduction

Oral interaction tests can be defined and viewed in many different perspectives. Hence, oral interaction assessment has become an interesting topic for researchers to make new findings and discoveries. Fulcher (2003) regarded the process of research and practice in assessing oral communication as 'the youngest sub-field in language testing'. Interaction or communication among students is often evaluated through many different variations of oral tests. The setup for these tests often differs as test designers, teachers, learning institutions and other stakeholders use their own setup that could bring the best possible outcome for the test takers. Apart from reliability and validity, test implementation should be taken into consideration for an effective test setup.

This study was carried out to explore what kind of impact would the gender of test-takers and examiners have on test-takers' performance in an oral interaction. The main aim of the study was to hope its findings would lead to a better understanding for an effective group formation for such test. It investigates test procedures for the group formation conducted at one of the universities in Malaysia. The study used the Test of English Communications Skills (TECS) carried out by Universiti Teknologi Malaysia (UTM). This assessment evaluates final year undergraduates in a communicative task. The main objective of the test is to provide future employers a measurement of the test takers' readiness and ability using the language at the workplace. With regard to the effects of interlocutor traits, research suggests that the test takers' familiarity with other test takers (O'Sullivan, 2002), as well as personality (level of extraversion), English proficiency level, and the number of participants, may influence test takers' performance in group discussion.
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2   Objectives

The study focuses on how grouping the test-takers' based on their gender as well as the pairings of examiners for the test based on the same factor would influence the interaction generated in the test. This would then be transcribed and matched with the final results gained by the test-takers. This paper shares its findings and it is hoped that it would raise awareness for test designers to consider the formalities in their test designs in order to meet the goal and targets. There are limited researches that have looked into group composition of test-takers and examiners for an oral test. However, Kobayashi and Van Moere (2004) showed that a group size variable (three or four students) did not have a significant influence on overall test scores. Richards (2014) stated that even in mono-cultural classes, individual L2 learners may approach the learning of a foreign language in different ways - a feature

of the language learner known as their *learning style*. Thus, it may include a difference in how a male or a female learner would also approach learning a foreign language or even how they would perform in a test situation. O'Sullivan (2008) suggested that there is a need to understand the pairings and groupings of test takers and it should be conducted appropriately. Despite some findings of research conducted revealing the impact of test-taker characteristics on their test success, reasons behind these influences have scarcely been focused on.

3   Methodology

The participants of this test were final year undergraduate students coming from several different courses such as engineering and science background. A total of 41 test-takers agreed to become participants in this study with 11 groups of three to four students involved. There was a total of 15 male and 26 female test-takers while 8 examiners were also involved making up 4 pairs altogether. The study involved several instruments that were used to assist in collecting, analysing and validating the data collected. The main instrument used was the Test of English Communication Skills (TECS), specifically, the oral component. The oral assessment involves groups of four test-takers who are given 15 minutes to discuss and conclude their views and opinions of two questions related to a given topic. The group's interaction and communication that takes place is assessed and evaluated by two examiners. The grading of the test-takers ranges from Level 1, which is lowest level of proficiency, to Level 6 being the highest level of success that could be achieved by a test-taker. As part of this study, another instrument, all the test sessions were video recorded with the consent of the test-takers, as part of their voluntary agreement to be involved in the research.

Another instrument used as part of the data collection procedure was a set of questionnaire which was distributed to all test-takers along with the examiners involved in this study with the aim of extracting background information from the participants and gaining their opinions and feedback related to the test setup. In addition, the test-takers feedback through the questionnaire also gave the study a better understanding of how their choice and preferences matched against their performance and actual results in the test. The examiners were given a separate set of questionnaires that asked for their thoughts and opinions on the oral test setup and their preferences related to the method of grouping test-takers according to gender as well as their own role in the test.

4   Results

This study explored how the grouping of the test-takers and pairings of examiners according to gender contributed to the interaction produced by the test-takers as well as the overall impact it had on the test-takers final results. The following is a discussion of the findings for this study.

4.1   Impact of grouping test-takers according to gender

Level Achieved	Groups			
			Mixed Gender	
	All Male	All Female	Male	Female
2	0	5	0	0
3	10	11	2	3
4	1	4	2	4

Figure 1. Types of groups and level achieved according to gender

Figure 1 displays how the test-takers in this research fared in their oral interaction test. All but one of the test takers in the All Male groups managed to achieve a Level 3 score. The other sole test-taker from this category managed to achieve a Level 4 score. Level 3, described as 'Functional', are for test-takers who possess the ability to communicate and interact using the language at the most basic level. Level 3 was the level achieved by the majority of test-takers in the All female groups too. However, five test-takers from these same-gender groups only managed the Level 2 – 'Limited' result. This was the lowest score that was seen in this study and only came from the All-Female group category.

Analysis carried out through the observation checklist and notes, the video-recordings of the test sessions as well the test transcription suggests that test-takers in the same-gender groups were seen as speakers who did not have much problem in understanding and airing their views on the task given.

4.2   Impact of grouping test-takers according to gender

Another objective of this study was to discover what effects the pairing of examiners according to their gender would have in an oral interaction test. The most significant finding that could be concluded from the study was that examiners too have a part to play in enhancing the chances for test-takers to achieve their success. The examiners seemed to be a lifeline for test-takers who found it difficult to start or continue a conversation or were out of ideas. Some could not even get their interaction test started thus the aid of examiners were needed, at the very least, to get the test takers to speak and interact at a minimum and evaluate them.

There was also a need for the examiners to step in when necessary to control the balance of the group interaction, for example to step in and prevent any test taker from dominating proceedings that held back others test takers' participation. The most interesting point coming out from this study on the examiners' gender is that examiners were more interactive and apt to prompt and engage test takers of the opposite gender. For example, a male examiner managed to create interaction among a group of female test takers with his humor and ease their tension and talk freely. The same can also be said of a female examiner. An example was when a female examiner's persuasive and calm approach in prompting a response from her male test takers managed to ignite an interaction with an idea to be discussed. However, the female examiner was less interactive with test takers of the same gender. Again, this aspect needs further investigation but from this study it is clear that data from this research should probably be used as a platform for further in-depth study.

5   Conclusion

In conclusion, different group composition based on gender for an oral interaction test brings varying results. Test-takers that interacted and performed the best were those in mixed-gender groups. Although there were only three of these mixed-gender groups, the desired amount of interaction, the better quality communication and ultimately better results achieved by the test-takers were more significant than that of same-gender groups. The various attributes and communicative qualities of the test-takers were hallmarks of mixed-gender groups. However, there is no ruling out that success can still be accomplished by groups made up of a single gender. Test-takers in same-gender groups were still able to interact and utilize their communicative abilities but flaws that were evident in this study included familiarity and similarity among the test-takers that stuttered their effectiveness in interacting and their communicative strategies brought less quality because a lack of creativity in finding opportunities to speak and interact among themselves.

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Listening Practice: Listen to the Local Speakers! Students' first impressions

Baizura binti Hasni

Abstract. This paper investigates the perceptions on the use of an innovation product known as LiLos (*Listening Practice: Listen to the Local Speakers*) among PMJ students. A set of questionnaire was used to collect data on their first experience using the material independently. A total of 39 students majoring in electrical engineering and secretarial science were chosen as subjects. The findings revealed that majority of the students prefer LiLos more than the usual materials used in the classroom for different reasons. In addition, the study also highlights the common problems that the students faced with the usual materials. Hence, the study hopes to highlight the good points of LiLos so teachers would utilize it in their ESL classroom.

1 Introduction

Listening is one of the basic skills in English communication. Students must understand what they listen to enable them to provide relevant and meaningful response to the input received. In the syllabus of English communicative courses in Malaysian Polytechnics, students of various disciplines are required to enrol in three communicative English courses throughout the three years diploma programme. In all three English communicative courses, the listening skill is one of graded tasks that is emphasized. Students are required to listen to audios of practical conversations, short dialogues and are tested for their understanding. Initially, only native audios were used for the Listening Exercises. To overcome the students' apprehension towards native audios and as the improvisation effort for the average score by the students, a set of materials of localized audios are developed for the Listening skill lessons. '*Listening Practice: Listen to the Local Speakers!*' comprises listening practice to audios of similar conversations but with local accents. It consists of a et of questions with increasing level of difficulty; beginner, intermediate and advance to suit students' English proficiency level.

1.2 Problem statement

For the past 7 semesters, students' overall achievements in Listening Tests for both courses, Communicative English 1 (DUE1012) and Communicative English 2 (DUE3012) have not been impressive as the group attainment for several classes were only between 40-50% and the average result rarely passed 70%. Hence, it is hoped that this innovation project, '*Listening Practice: Listen to the Local Speakers' (LiLos)* will help to assist both lecturers and students in the Teaching and Learning (T&L) process.

1.3 Literature Review

Listening is one of the skills required in communication. Communicators need to listen well so they will be able to respond to the input received relevantly. If the learners do not listen effectively, they will be unable to communicate orally successfully (Pospieszyńska, 2000). It is evident in the overall achievement of Semester One students (December 2016 Session), Politeknik Mersing for Group Discussion assessment. According to Baizura *et. al* (2017), the group attainment of four programs from two major departments for Group Discussion assessment is only 64-72%. The average result should be due to the students' average level of proficiency in listening, besides speaking. A number of researches have been carried out to pick out the problem in listening (Hien, 2015). According to Yagang (1994), in general, the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. In addition, Higgins (1995) highlights the problems in listening comprehension were believed to cause by the speech rate, vocabulary and pronunciation. Higgins (1995)'s findings relate to one specific factor mentioned by Yagang (1994) which is the speaker. Speech rate, vocabulary and pronunciation differ due to different accents of English. As for second users of English, native accent may inhibit the understanding of the language when the users rarely listen to the native speakers. Renukadevi (2014) also states that the listeners' problems with different pronunciation and accents are one of the main reasons why the learners find listening difficult. Therefore, it is not surprising when students perform poorly in their listening task comprising native speaker conversations.

Other than that, students may also find difficulties to analyse the meaning of the input in native English they listen due to their lack of pre-programmed schemata in the accent, hence, slowing them down from predicting the whole idea of the conversation. Students may find it more difficult if the listening materials are made up of everyday conversations, which contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions (Yagang, 1994). This is in line with the Input Hypothesis by Krashen (1985) which

claims that an important "condition for language acquisition to occur is that the acquirer understand (via hearing or reading) input language that contains structure 'a bit beyond' his or her current level of competence . . . . If an acquirer is at stage or level *i*, the input he or she understands should contain *i* + 1" (Krashen 1985: 100) (Brown 2000: 278). Thus, limited schemata for native speakers' vocabulary, expressions and slang affects students' comprehension of listening input.

2   Objective of the Study

The objectives of the study are;

i.   to identify the students' preference between the usual (native speakers) audios and the LiLos (local speakers) audios.

ii.   to recognize the common problems that students faced with the usual (native speakers) audios and the LiLos (local speakers) audios.

3   Methodology, Scope and Limitation

The study begins as the students practice their listening exercise using both types of audio. Students are informed that they are using 2 sets of audio, A and B but they are not informed of the difference in the type of speakers of the audio. First, students performed the exercise using Audio A which is the native speakers' audio. Then, the teacher performed other activity as an interlude to both sets. After that, students performed another set of exercises using Audio B (LiLos), the audio by local speakers. Lastly, the students were asked to fill out a set of questionnaires to obtain their views on their preference and difficulties with the audios.

This study involves semester one Diploma students of electrical engineering and secretarial science in Politeknik Mersing. They are from various backgrounds and have completed their Sijil Pelajaran Malaysia (SPM). Since the scope of the study involves a very specific population of subjects, the findings of this study cannot be generalized, and they cannot represent other conditions and situations in Malaysia.

4   Results
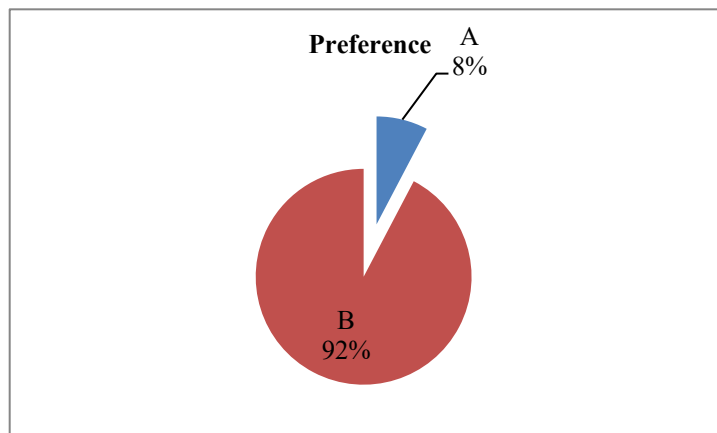
Figure 1. Students' Preference between Audio A and Audio B.
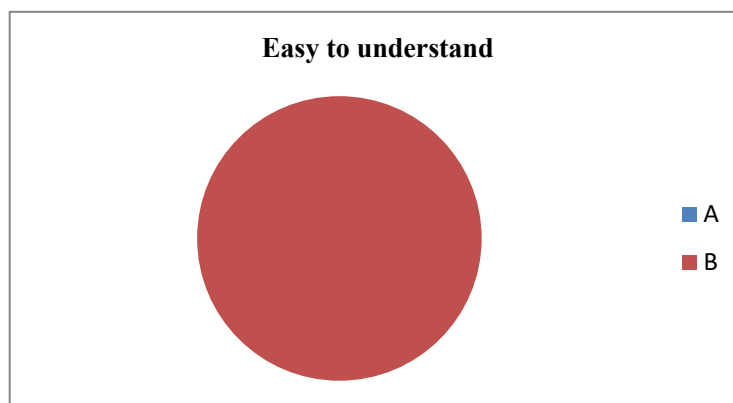
Figure 2. Audio that is easy to understand

Figure 3. The Problems That Students Experience According to the Audios.
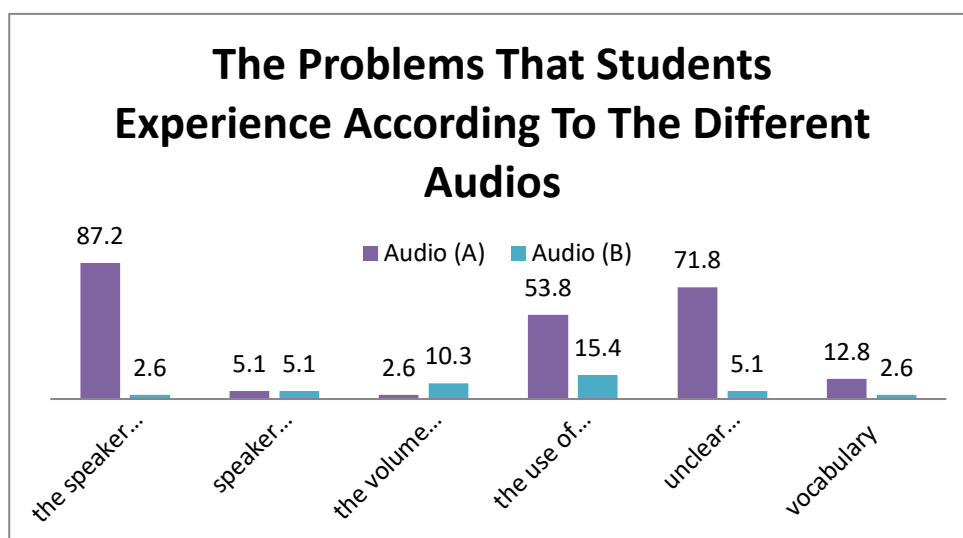
5 Discussion

From the figure shown, it is clear that majority of the students (92%) prefer Audio B (LiLos) for their listening exercises, as all of them (100%) agreed that LiLos is easier to understand than the common Audio A (native). The preference is most likely due to the lower percentage of problems that the students encounter while using Lilos, in comparison to Audio A. Evidently, students faced difficulties with Audio A as the production of utterances is considered too fast (87.2%), the pronunciation is unclear (71.8%) and the use of foreign accents (53.8%) affects their listening process. Thus, students prefer to use Lilos as the material for their listening exercises due to its limited impediments. Nevertheless, Lilos should be improved as the volume is considered as too low (10.3%) compared to Audio A. Although the percentage seems very low, it is still higher than Audio A. Therefore, further improvement of LiLos should be conducted.

6 Conclusion

This paper has looked into the perceptions on the use of an innovation product known as LiLos (*Listening Practice: Listen to the Local Speakers*) among PMJ students. The majority of the students prefer LiLos more than the usual materials used in the classroom as they encountered less problems compared to the usual audio used previously. Nonetheless, the quality of volume for Lilos should be improved for the betterment of the materials and the use for listening practices.

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Features and Teaching/Learning Activities Used in Educational Android Mobile Applications to teach Quranic Arabic Vocabulary

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Abstract Today, the use of mobile devices such as smartphones and tablets have become truly ubiquitous. This has created an opportunity for mobile learning to prosper. Mobile learning applications have become so popular that there are thousands of developers and tens of thousands of educational apps on numerous subjects, including language learning, which can be easily downloaded and installed on mobile devices. One area of interest for Muslims is Quranic Arabic vocabulary learning. This qualitative exploratory study aims to examine all Quranic Arabic vocabulary learning applications provided on the Google Play Store website through content analysis in order to determine their features and the teaching activities. Data was gathered both from the 'product detail' page on the Play Store and from the testing of the application by the researchers. The findings of this study indicate that most Quranic Arabic vocabulary mobile apps deliver their lessons through a textual interface though there are several apps which also include pictures, audio, and videos in their lessons. Many apps also provide exercises in the form of translation, matching items, and sentence completion. However, only four apps provide assessments. As a conclusion, this exploratory study has shed some light on the current state of Quranic Arabic vocabulary mobile apps in terms of their features and activities and it is hoped that more apps will be developed in the near future to cater to the needs of millions of Muslim adults who want to improve their devotional practises.

Keywords: Quranic Arabic, Vocabulary app, Mobile Assisted Language Learning, MALL, Content analysis

1   Introduction

Today, the use of mobile devices such as smartphones and tablets has become truly ubiquitous. In many countries of the world, including Muslim majority countries like Malaysia, mobile device penetration is phenomenal. This has created an opportunity for mobile learning to prosper. Mobile learning applications have become so popular that there are thousands of developers and tens of thousands of educational apps on numerous subjects, including language learning, which can be easily downloaded and installed on mobile devices. One area of interest for Muslims is Quranic Arabic vocabulary learning. This is because the majority of Muslims in the world, more than 80 percent, are not Arabic speakers (Abdullah & Pathan, 2013). Understanding of the language of the Qur'an or Qur'anic Arabic is important for Muslims to enhance their devotional activities such as performing salaah or reciting the Qur'an (Elobaid, Hameed, & Eldow, 2014). As Muslim adults get older, this area of religious practise becomes more important for them. One of the solutions to satisfy this segment of the Muslim population is to offer them Quranic Arabic vocabulary lessons through the use of mobile applications.

2   Objectives

This qualitative exploratory study aims to examine all Quranic Arabic vocabulary learning applications provided on the Google Play Store website through content analysis in order to determine their features and the vocabulary teaching activities that they provide to users. Unlike dedicated English vocabulary mobile applications which, in our last count, are more than three hundred in number (Sirri, Azizan, Mustaffa, & Salam, 2018), dedicated Quranic Arabic vocabulary mobile applications are very few in number. Thus, this exploratory study will help us determine the number of Quranic Arabic mobile applications available to users today and to explore the features and teaching activities that they offer to users.

3   Methodology

This study employed content analysis approach in its data collection methodology. In order to find the relevant Quranic Arabic vocabulary mobile applications to analyse, we did a search in Google Play Store website using the keywords "Quranic Arabic" and "Understanding Arabic". The search found nearly 300 results. However, after discarding redundancies and non relevant applications, we found that there were only 11 mobile applications (listed in Table 1 below) that truly fit the criteria of 'Quranic Arabic vocabulary mobile application'. After determining the number of applications to be studied, we employed the content analysis approach in analysing them. First, the

'product detail' page of mobile application was analysed to glean relevant information from them such as the name of the application, the developer's company and website URL, the version of the application, the number of times it has been installed, and the ratings it received . Then, each mobile application was opened and used in order to find out their features and the learning activities employed. The data collected, as well as other relevant information, was then recorded in a Microsoft Excel file to facilitate data analysis.

Table 1: List of Quranic Arabic Vocabulary Mobile Applications in Google Play Store

Application Code	Application Name	Developer	No of Installs	Ratings
A1	Quranic: Learn Quran and Arabic	Busypeople	10 000	4.8
A2	Learn Quran – Arabic Learning App	Blue Yeti Inc	10 000	4.8
A3	Learn Arabic Quran Words	Skylight	50 000	4.7
A4	e-iqra - Quranic Arabic	Transformations Unlimited	10 000	4.5
A5	Quranic Words	Droid Dreams	10 000	4.8
A6	Learn Quran & Arabic Grammar	Grammic	1 000	4.1
A 7	Quran Coach Vocabulary	Mirath LLC	5 000	4.6
A8	Quran Progress-Learn and	Quran Progress	10 000	4.7
A9	Learn Quran Vocabulary Gold	Smartappsweb	1 000	4.5
A10	AnalyzeQuran	Logic-unit	10 000	4.9
A11	Learn Quran	Understand Al-Qur'an	50 000	4.6

4   Findings and Discussion

Table 2 below depicts the features and teaching/learning activities which are present in available Quranic Arabic vocabulary mobile applications on Google Play Store as of March 2019. The features and activities are divided into five categories which are lessons, excercises, assessements, motivational elements, and other elements.

Table 2: Features and Activities in Qur'anic Arabic Mobile Applications

Features / Activities in Quranic Arabic Vocabulary Mobile Applications	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Lessons											
Stage by stage lessons – complete one lesson to advance to the next one	√	√		√					√		
Stage by stage lessons – do not have to complete one stage to advance to the next			√				√				
Determining level of students first before giving lessons	√	√									
Lessons given in text mode	√	√	√	√	√	√	√	√	√	√	
Part of lessons given in audio mode (pronunciation of vocabulary item)		√	√				√	√			
Parts of lessons given in graphics format				√							
Parts of lessons given in video format		√	√			√					√
Gamification elements (achievement badges, score board, progress tracking, 5 lives)	√	√	√	√	√		√	√	√		
Multiple language medium of instruction				√							
Exercises											
Matching items	√	√		√							
Sentence completion	√	√									
Translation from Arabic to English and/or English to Arabic	√	√	√	√	√	√				√	
Reinforcement (right/wrong feedback)	√	√			√	√		√	√		
Game elements (word game, quests				√	√						
Flashcard exercises							√	√			

Assessments	√					√	√		√		
True / False Questions	√										
Multiple Choice Questions						√					
Matching quiz							√		√		
Motivational Elements											
Progress tracking	√	√	√	√			√	√	√		
Right / Wrong reinforcement feedback	√	√			√	√		√	√		
Other Elements											
Requires sign-up before using	√	√		√							
Can access part/full lessons offline	√	√									

Generally, Quranic Arabic vocabulary lessons were given in text format. This can be seen in all the applications with the exception of the A11 application which gives its lessons entirely in video format. Furthermore, lessons were also given in picture form (A5) and audio form (A2,A3,A7,A8). For exercises, seven out of eleven apps uses the translation method, mostly from Quranic Arabic to English in order to teach users. Six apps also provide reinforcements by giving feedback to users' right or wrong answers. This will not only help them keep track of their progress but also will motivate them to continue learning (Ok, Kim, Kang, & Bryant, 2016). What is interesting is that two of the apps also include gamification elements in their excercises. This could potentially make their apps for attractive to users (Wankel & Blessinger, 2012). Only four out of eleven apps provide assessments to users. This is probably due to the informal nature of the apps. To motivate users in learning, seven of the apps provide progress tracking elements in their apps. Finally, three of the apps require users to sign-up before they begin the lessons while two of the apps also provide their lessons completely offline.

5   Conclusion

Through this exploratory study, some preliminary knowledge on the features and activities present in Quranic Arabic vocabulary mobile apps have been achieved. The development of Quranic Arabic vocabulary apps is still in its infancy by looking at the small number of the apps available on the Play Store if compared to English vocabulary apps. However, through the analysis of these apps, we can see that serious efforts have been exerted by some developers to deliver quality apps which incorporate lessons, exercises, assessments, motivational elements, and also gamification and game elements in order to attract users to use them. It is hoped that more apps of this nature be developed in the near future in order to help millions of Muslims worldwide for the betterment of their devotional endeavours.

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Feedback in Higher Education(HE) ESL Writing Classroom: Is it Pedagogically Practised?

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Abstract

Feedback is an integral part of a learning process. Feedback, when used effectively, can improve students learning. In a writing course particularly, feedback aims to aid learners to perform better in the future as it serves as a guidance to the learners. This study sets out to determine the perception of learners on the actual feedback practised by higher education instructors. Additionally, whether the feedback provided is focused and meaningful to facilitate them in performing better in writing. The data were gathered through a purposive sampling instrumented by a self-perceived survey on 46 students presently enrolling for a writing course in a higher education institution. The data further validated by an analytical software. The findings revealed that learners perceived their instructors do provide meaningful and specific feedback. However, the instructors practised more meaningful feedback rather than being specific. Further analysis depicted that the feedback delivered by the instructors significantly differed among faculties. In essence, this study benefits the higher education system as it concludes the implications of feedback practices in ESL writing classroom and all at once are able to ensure its success on teaching and learning.

Keywords: Feedback, language assessment, ESL writing, higher education, writing assessment

1   Introduction

Being one of the essential components in the ESL curriculum, writing is considered a difficult skill to acquire as it involves more than constructing grammatically correct sentences. It is believed that L2 writers often struggle with the L2 and writing skills in general compared to L1 writers as writing involves a more complex process and it has to be learnt and taught (Brown, 2015). Feedback provides vital contribution to learners' progress and is considered central to learners' learning in writing class. It is important for the development of second language writing skills in terms of uncovering learners' potential for learning as well as their motivation (Hyland & Hyland, 2006). Learners need appropriate feedback on their performance to be able to progress. It is also indicated that learners have a positive and strong inclination to teacher feedback as they consider the comments given is the most effective method to improve the quality of their writing (Franak, 2018). For over the past twenty years, research and studies have been conducted to investigate the effects and roles of feedback provision especially in improving writing performance (Tang & Liu, 2018; Frear & Chiu, 2015; Duijnhouwer, Prins & Stokking, 2012 & Peterson & McClay, 2010). Studies have proven that positive changes can be encouraged among the learners to improve in the subsequent writing piece after receiving feedback from their educators or peers (Ravand & Rasekh, 2011; Leng 2014). Other than that, the findings of another study suggested that corrective feedback had a significant impact in improving learners' essay writing to become more accurate (Gharehbagh, Siti Hamin and Saadiyah, 2019). The researchers have stressed that in writing classes, providing feedback, i.e corrective feedback to the learners is inevitable. Leng (2014) argued that educators need to recognize convenient ways to provide feedback to their students in ensuring the effectiveness of the feedback, specifically in providing feedback for learners' writing practices. One type of feedback is feedback specificity. One of the impacts on lacking specific content in providing the feedback to the learners is they will feel hopeless and unsatisfying (Williams, 1997 as cited in Ravand & Rasekh, 2011) also lacking in specificity in providing the feedback will bring the learners to uncertainty in responding to the feedback itself (Fedor, 1991 as cited in Ravand & Rasekh, 2011). In regard to this, there are two sides of learners' views on feedback; while some learners feel that feedback indeed contributes to their improvement in writing, there are also learners who are not satisfied with the feedback they received. Mulliner and Tucker (2017) reported in terms of quality feedback, learners agreed that comments must be constructive, encouraging and at the same time must be detailed for future improvement. Not only learners feel feedback is important, but the quality of the feedback they received does give an impact to their progress. From the abovementioned study, it can be seen that, feedback, in whatever form could improve learners' writing performance because learners were given insights on the areas that they know and do not know which promotes focused learning.

2   Objectives

As this study aims to investigate learners' perception on ESL writing feedback, it attempts to fulfil the following research objectives:

i. To investigate learner's perceptions on feedback in the higher education ESL writing classroom
ii. To determine whether instructors provide meaningful feedback in the higher education ESL writing classroom
iii. To determine whether instructors provide specific feedback in the higher education ESL writing classroom
iv. To compare differences in learners' perceptions on feedback in the higher education ESL writing classroom

3   Methodology

This study employed the cross-sectional survey design. Based on the purposive sampling design, questionnaires were distributed randomly to 57 students to three faculties namely AD, HS, and IC where the learners have the same criteria-enrolled for the diploma ESL writing course. However, only 46 complete questionnaires were returned. The questionnaire, Perception on ESL Writing Feedback (PWFB), which was adopted and adapted to address the objectives of the study comprised of 19 questions with 2 sections; Section A: Perception towards Feedback in ESL writing class and Section B: Demographic. It applied the 6-point Likert-type Agreement Scale and was analysed for reliability using the Winstep software for Rasch modelled analysis which resulted reliability index of .97 and Item Dimensionality with 60.8% raw variance explained by measures and 8.6% of unexplained variance in 1st contrast. After ensuring the reliability and dimensionality of the questionnaire, the data obtained was analysed using SPSS software for descriptive and inferential statistics.

4   Results

The analyses based on 81% response rate will be discussed according to objectives of the study. The first part of the analysis is presented using descriptive statistics, while the second part of the analysis is presented in the form of inferential statistics.

4.1   Perceptions on Writing Feedback Practices in HE ESL Writing Classrooms

As shown in Table 1, it is reported that writing feedback practice (M =4.59, SD= .41) in ESL writing classrooms is slightly agreed being practised. Based on the ESL learners' agreement, their instructors practised meaningful (M =5.07, SD= .52) feedback practice more than being specific (M =4.10, SD= .41). Even though, Meaningful in providing feedback dimension has the highest mean but it has the largest dispersion of agreement. As for being Specific, it has the lowest mean between those two dimensions, yet it has the smallest dispersion of scores which means it has closest range of agreement among the learners.

Table 1. Perceptions on Writing Feedback Practices in ESL Writing Classrooms

Item	Mean	SD
Perception on Writing Feedback in ESL Classroom	4.59	0.41
Meaningful	5.07	0.52
Specific	4.10	0.41

Based on a 6-point Likert-type scale

4.2   Perceptions on Writing Feedback Practices in ESL Writing Classrooms based on Faculties

To address the fourth research objective, the inferential statistics analysis, ANOVA one-way with post-hoc test was applied to compare the means between the three faculties and to determine the significance in the mean differences. Primarily, the data was tested to ensure the assumptions of normality and homogeneity were fulfilled. The Shapiro-Wilk test of normality returned p> .05 to show that the data is normal and homogeneity test also returned p> .05 which means homogeneity assumption was not violated. Then, the one-way between-groups analysis of variance was conducted to explore whether the different faculties influenced learners' perception of

PWFB, as measured in the PWFB questionnaire. Respondents sampled were from 3 faculties which are AD, HS and IC. As detailed in Table 2, there was a statistically significant difference at the $p < .05$ of their PWFB: F (2,46) = 9.31, p = .00. Despite reaching statistical significance, the actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was 0.28.

Table 2. ANOVA Test For PWFB based on Faculties

	df	F	Sig.
Between Groups	2	9.31	.000
Within Groups	46		

Post-hoc comparisons using the Tukey HSD test (refer to Table 3) resulted a significant difference in the mean score among the students of the three faculties. It was apparent based on the descriptive analysis that AD (M = 4.08, SD = 0.30) was significantly different from HS (M = 4.61, SD = 0.40) and IC (M = 4.75, SD = 0.27) as depicted in Table 4. In conclusion, the perceptions of the respondents differ across the three faculties.

Table 3. Post-hoc Test For PWFB based on Faculties

Faculties	Faculties	Mean Difference
AD	HS	-.53464*
	IC	-.67504*

The mean difference is significant at the 0.05 level.

Table 4. Descriptive Analysis For PWFB based on Faculties

Faculties	Mean	SD	Faculties	Mean Difference
AD	4.59	0.41	HS	-.53464*
			IC	-.67504*
HS	5.07	0.52	AD	.53464*
			IC	-.14039
IC	4.10	0.41	AD	.67504*
			HS	.14039

Based on the findings above, it can be said that learners agree that eventhough instructors provide both meaningful and specific feedback, it is perceived that more meaningful feedbacks were practised compared to the specific feedback. Secondly, comparing the three different faculties, it is clear that AD has the highest number of agreements in writing feedback practised by their ESL instructors. Thus, it can be concluded that different faculties and different groups of learners have different views on how they perceived writing feedback in the ESL classroom.

5   Conclusion

The focus of this study was to investigate the types of feedback provided by instructors and the differences in learners' perception on writing feedback in ESL writing classroom. The findings of this study show that all types of feedback (meaningful and specific) provided by instructors were being practised and helpful for learners to improve their writing, thus, being very crucial in the effort to improve students' writing in the ESL classroom. Instructors are requested to also improve the quality of their feedback by practising more specific feedback in order to optimize the teaching and learning process. In addition, students will be guided and would not lack information in order to progress.

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Blended Learning Application in Teaching & Learning English as a Second Language: A Conceptual Paper

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Abstract: 21ˢᵀ century is the age of intelligence where information and communication technology restructured educational instructions particularly teaching and learning ESL (English as a Second Language). Traditional approaches are intensively substituted with the new technologically integrated teaching and learning schemas. Currently, Blended Learning is in its advanced stage of application. It is revolutionizing education and paving the way for effective ESL practices. In fact, blended learning offers ESL students a wide range of interactive language activities since it is double component, integration of face-to-face teaching and learning with technology-generated learning. Thus, this article investigates the use of blended learning in ESL teaching and learning which combines the best of traditional methods and technological interactive collaborations. It undertakes an in-depth review of literatures, practices, and authentic enhancements of blended learning in the context of ESL. The study would enrich creative ideas toward blended learning application in ESL classrooms.

Keywords: *technology, blended learning, ESL, teaching approach, education.*

1.0   Introduction

Since the emergence of technology and its integration into education, there has been research investigating the influence of technological tools in teaching and learning. Indeed, technology restructured education and paved the way for effective ESL practices. Currently, technology is a dependent indication of teaching and learning English as a second language. It facilitated the policies for education and is widely applied in educational institutions. In addition, there are many technological trends that became the core component of language teaching. Approaches for teaching and learning particularly language teaching are changed. Virtual education, distance learning, MOOCs, and university learning platforms have been the main educational environments that have attracted the learners' interest.

Aligned with the traditional language teaching and learning approaches, blended learning has been broadly applied as another module of education by schools and universities since the 1980s (Pappas, 2018). It is an integration of face-to-face education and technological approaches that provides massive online educational resources for both teachers and the learners. According to Albiladi & Alshareef (2019), blended learning is an upgraded educational approach that integrates traditional teaching methodologies with distance and online learning. In fact, blended learning is a revolution in teaching and learning ESL because of unfair use of traditional methodologies in the language teaching context before. In addition, student-centred learning is a matter for most of the institutions but still it is not applied widely. So, aspects of blended learning application will also facilitate student-centred learning as it provides the learners with collaborative tasks and helps the teachers to design the learning activities that are more student-oriented.

For effective ESL practises, blended learning approach enhances anytime/anywhere learning while flexible learning platform is a demanding teaching and learning module in the 21ˢᵗ century education. According to Ju & Mei (2018), due to limited class hours, technological approaches facilitate life-long learning. Hence, blended learning approach provides this opportunity for ESL learners and encourages them to practice the language inside and outside the classroom. Indeed, blended learning can function as an essential method to learn a second language aligned with the current demands of education globally. It really supports the idea behind the literatures in this paper that blended learning approach provides the opportunity for language learners to use their brain effectively with ICT spaces to practice the language more authentically.

Reviewing the literatures, the study indicated that blended learning approach is a common suggestion for ESL classrooms. It is an applicable element in the current educational setting. Zhang & Zhu (2018) stated that by integrating features of technology and traditional learning, blended learning is an initial teaching/learning factor for higher education. Therefore, the current conceptual paper reviewed the recent related literatures on the application of blended leaning in the context of ESL to provide a better understanding of the related concepts

which could enhance ESL practises. Based on the study investigation, blended learning application in the context of ESL is thematised in the following sections.

2.0   Literature Review

2.1   *Blended Learning as a Combination of Traditional and Online Approaches*

In accordance with the emergence of technology and its integration into education, there have been several technological concepts used by educators. CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning), and yet, many other online models are widely used in teaching and learning platforms. Blended learning is one of these technological approaches used in the educational context which effectively integrates active language learning. According to Zhang & Zhu (2018), it is difficult to develop an appropriate learning context for all students, but the blended learning approach assists a flexible, active, interactive, encouraging, and inspiring teaching and learning environment. This indicates the preference of blended learning module which is an integration of technological approaches and traditional methods of education.

Thus, blended learning incorporates an applicable approach to replace the traditional methods with technological teaching and learning schemas. According to Dziuban et al (2018), blended learning is double component, integration of face-to-face teaching/learning with technology-generated platforms. Since the concept of blended learning is the integration of technology and online teaching/learning with traditional approaches, similarly the learners will have the interest to use analog and digital spaces. In addition, Fakhir (2015) intended that MoEs should investigate more on the blended learning approaches. This indicates the need for exploring the blended learning applications.

Indeed, blended learning integrates the existing teaching and learning practices to the new technology-oriented approaches. According to Albiladi & Alshareef (2019), blended learning is accomplished as a creative idea for linking major fields like teaching approaches, educational technology, and online learning/teaching platforms. This signposts that the integration of technological trends with the traditional teaching and learning environments directed to the new phase in education which ultimately causes the restructuring of a new mind-set for the future of education, particularly in the ESL teaching and learning.

2.2   *Blended Learning as a Flexible Language Learning Platform*

In fact, blended learning is an approach where students are motivated to take responsibility for their own learning strategies. According to Ghazizadeh & Fatemipour (2017), blended learning provides a flexible learning platform for language learners and the teachers. It supports the idea that blended learning is an approach which guides to anytime/anywhere education. Accordingly, Oweis (2018), investigated the effect of blended learning as impacting learners' achievement and motivation to learn English. This indicates that blended learning affects students' learning performance as well as motivates them to practice the language more authentically. Using blended learning, students will have enough time and space to practice the language inside and outside the classrooms. This will provide the students with a dynamic language input and promote their language proficiency.

Moreover, blended learning leads institutions to have an upgraded ESL platform. According to Sharma & Barrett (2018), a blended learning approach certainly has a place in the ELT sector, and, for certain institutions, blended learning platforms afford a range of fresh and innovative teaching opportunities. Therefore, the finding of this conceptual paper highlights the elements aligned with the previous studies that blended learning applications versus the traditional approach has resulted in many benefits not only for language learners but also in educational arenas. For instance, integrating pedagogical objectives of the institutions, leading to self-directed learning, developing teaching/learning schemes for English language, enhancing learners' language skills, and improving the English language classrooms.

2.3   *Blended Learning and Learners' Academic Achievement*

Blended learning endorses the ESL learners learning performances. Akbarov, Gönen & Aydoğan (2018) stated that EFL learners have the motivation to use blended learning while it enhances their professional performances. In fact, the motivation to use blended learning directly affects the students' performance and this effective performance leads to the academic achievements. It also supports the idea that learners have a positive attitude towards the implementation of blended learning strategies in their classrooms. This issues the need for blended learning application in the ESL contexts. According to Ju & Mei (2018), blended learning effects positively on students' learning as well as paves the way for student-centred education. This justification results in blended learning being an effective approach that enhances the ESL learners' academic achievements.

Accordingly, using blended learning, students evaluate their educational experiences (Dziuban & Graham, et al, 2018). While ESL students are able to evaluate their language learning process, it will ultimately enhance their academic achievement. Furthermore, blended learning preserves collaborative learning for students. The interactive outcomes express to decide on individual or active group learning environments. Whereas, Oweis (2018) declared that there is a significant difference on academic achievements as well as in terms of motivations

between the students treated traditionally and those language learners using blended learning modules. It evaluates the objectives for the current study that blended learning is an applicable approach for better ESL classrooms.

2.4   ***Blended Learning Influence on ESL Practices***

Since there is a need for restructuring the ESL teaching and learning context where there are hundreds of technological trends integrating education. This enhancement can be possible by empowering the need for doing further research on blended learning application in the ESL classrooms. In addition, technological approaches specifically blended learning has evaluated educational demands. Dziuban et al (2018) stated that blended learning implications, outcomes and future directions are increasingly affecting educational settings. This indicates the need for paradigm shifting in the ESL context and expresses a rapid influence of innovative approaches in the ESL education.

Currently, technology functions as a tool to enhance language proficiency. Language classrooms are equipped with major technological tools which influences the ESL practices effectively. According to Ja'ashan (2015), blended learning can be incorporated as a core approach to learn ESL with the existing trends of education. In addition, blended learning not only facilitates the language learning process, it also supports the ESL teachers to accomplish multi pedagogical goals. Therefore, the study indicates that methodology shift in the ESL education is an issue where technological innovative approaches are the key to address the gap. Therefore, Shebansky (2018) claimed that transaction from traditional teaching methodologies to the technological educational schemas is the nature for a better education.

Obviously, blended learning platforms help ESL learners to enhance the language skills. It provides the ESL learners with a variety of collaborative tasks. In addition, applying blended learning incorporates the ESL teachers with contextualized content for language delivery. Whereas, Albiladi & Alshareef (2019) signposted that blended learning enhances the language skills development, boosts the English language learning contexts, and encourages learners to learn the language authentically. This is aligned with the objectives in this conceptual paper that blended learning application develops critical-thinking skills of the ESL learners, promote learning and teaching quality, and utilizes a generative learning environment.

2.5   ***Blended Learning Implementation, Barriers and Opportunities***

Still, there are some issues on how to apply the blended learning approach in the ESL classrooms. However, majority of recent studies claimed that there is common perception by both language teachers and the ESL learners that blended learning has the efficiency to develop the educational arenas. Zhang & Zhu (2018) highlighted that applying blended learning effected learners' academic achievements in the ESL contexts in comparison to learners who had attended traditional face-to-face classrooms. In fact, adoption of blended learning needs time and commitment to replace the traditional ways of education. In addition, a paradigm shift in the educational setting from traditional to integration of blended learning and merging it with the ESL context requires further research.

Reviewing the available literatures, elements that influence adopting the blended learning approach in the ESL context are stated as lack of technical support, ICT knowledge of instructors and curricula alignment with technology. Since, there was some common themes in terms of obstacles for blended learning applications in the ESL context, this study examines the investigation done by Riel, Lawless & Brown (2016). It evaluated six elements that the teachers encounter while applying blended learning approach.

Thus, the first barrier is investigated as lack of students' cooperation to complete a task based on curriculum using blended learning approach. In fact, learners face peers' miscommunication to complete the task. Second, using blended learning approach, students face mismanaged while it is also a challenge for the teachers to keep the students concentrated on the given tasks. Third, task assignment among learners. Applying blended learning, it is difficult to assign the roles among students to participate in a particular activity. Fourth, blended learning and curriculum alignment. Using blended learning is time-consuming specifically to apply all teaching activities. Fifth, since blended learning also provides the opportunity for out-class learning, it is still a barrier for educators to control the students' participation in out-class activities. Sixth, lack of ICT knowledge of the teachers is another challenge for blended learning application. These are some of the barriers which may affect successful implementation of blended learning in the ESL education.

3.0   Conclusion

The study concludes that the blended learning approach is an integration of online education with traditional methods which can be applied effectively for ESL enhancement. It provides a flexible learning platform, endorses ESL students' motivation toward authentic language learning practices, and leads to better academic achievements. In addition, there is a significant difference in terms of language proficiency and motivation between ESL students dealing with blended learning approaches and learners treated by traditional face-to-face classrooms. Moreover, the study highlighted practical enhancement that blended learning approach enhances the ESL learners with collaborative language activities and facilitates them with interactive language skills. The investigation also

indicated ESL students and teachers' perceptions toward the blended learning application and extended a positive attitude for its successful implementation. However, studies intended some barriers for blended learning application in the ESL context which needs to be addressed through further research.

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The Use of Deductive and Inductive Approaches in Teaching Grammar for the Afghan Students of English Department in Education & Literature Faculties of Kandahar University

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Abstract Teaching English language started with using the traditional teaching methods in the educational system of Afghanistan. Teachers preferred such kinds of classical methods for teaching grammar as well. To the knowledge of the researchers, there is a lack of research conducted to indicate whether the two common methods for grammar teaching, i.e. inductive or deductive, is more effective within the Afghanistan teaching and learning context. The current study has been conducted to find out the effectiveness of using inductive and deductive teaching approaches to teaching English grammar in Afghan context. Using a mixed-method (qualitative and quantitative) approach for data collection as well as analysis, the study conducted a questionnaire survey of 218 students and 13 instructors and semi-structured interviews with 4 language instructors from both English departments (Education & Literature Faculties) of Kandahar University. The findings from the quantitative part indicate that students prefer both of the methods (deductive & inductive) in teaching grammar equally. Within that, the teachers in the quantitative part also prefer both of the methods that can be used in teaching grammar. However, the qualitative findings indicated that teachers preferred to use the inductive method of teaching grammar, rather than deductive, but they still rely on the classical (deductive) method of teaching grammar, due to the constraints of the ELT textbooks curriculum, in which most of the grammatical activities are organized deductively, (inductive) is not more time-effective, large class size and traditional manner of students toward learning grammar. The findings of the current study will help policymakers and curriculum developers, to organize the grammatical activities inductively in the ELT textbooks in order the learners to be able to not only master English grammar structures but to master using them communicatively as well which will help Afghan learners to overcome the problems of low proficiency in English.

Keywords: Inductive Approach, Deductive Approach, Teaching Grammar, Kandahar University, Afghanistan

1   Introduction

English is considered one of the international languages and most of the people around the globe use English as the medium of communication. Meanwhile, it is one of the compulsory subjects starting from primary education up to advance level in Afghanistan. With the economic downturn in Afghanistan for the last three or four decades, the education system in the country has declined, but currently, many companies and educational institutions in Afghanistan have embraced cooperation regionally and internationally. Thus, more importance is given to the English Language. English is used as the means of communication, negotiation, and execution of the transaction by many participants inside or outside of the country between native and non-native speakers. However, Afghans' level of English proficiency is low in contrast with many other countries in Asia such as India, Malaysia, and Singapore. It can be stated that English language teaching in Afghanistan has not prepared Afghans for the changing world.

In Afghanistan, the English language is taught mainly by Afghan teachers and English appears to be taught through the Afghan language(s) as the medium of instructions. The lessons are limited to grammatical points and comprehension reading which require heavy explanations in National languages. Moreover, many language teachers are used to the traditional style of language teaching as they themselves were taught via such a method at school. This is especially so with the teaching of grammar. For example, a teacher explains the rules of the language and tries to make learners understand and memorize them. Since the students only study English to go through school examinations, they are not well-motivated and consequently do not create opportunities to practice English in real life situations. They are not able to communicate effectively in English due to numerous factors.

In this regard, the focus of this research is on grammar teaching and specifically on the two methods (deductive and inductive) generally used for grammar teaching in the classroom. Selecting the appropriate method of teaching grammar is difficult for instructors because students have various types of styles of learning a language,

especially English. There are many studies conducted to investigate the use of deductive and inductive approaches of teaching grammar in various contexts, however in the context of Afghanistan, it has not been investigated so far. Thus, this study aims to investigate the perceptions of Afghan English language teachers and students about the use of the inductive and deductive methods for the teaching of grammar.

2 Objectives

a. To explore the perceptions of Afghan English students and teachers about deductive and inductive methods of teaching grammar
b. To find out which approach of learning grammar is preferred by the teachers

3 Methodology

This study adopts the Explanatory Design of Mixed-method approach. Creswell (2005) stated that using Explanatory research design is the most popular form of mixed methods design in educational research. The researchers first collected quantitative data by adapting Nesic & Hamidovic's (2015) questionnaire to find out about the preference of inductive and deductive method for teaching and learning of grammar by students and teachers of Kandahar University in Afghanistan. Two hundred and eighteen (218) English language students and thirteen (13) English language teachers took part in the quantitative study. The quantitative data was then analysed using SPSS. For the qualitative method, four English (4) English language teachers were interviewed. The semi-structured interviews were transcribed, coded for themes and analysed.

4 Results

The findings from the quantitative part indicate that students prefer both methods in teaching grammar equally. Within that, the teachers in the quantitative part also prefer both methods equally that can be used in teaching grammar. While others are moved toward using the inductive method of teaching grammar, Afghan teachers still rely on the classical (deductive) method of teaching grammar. But that does not mean that they do not use inductive method for teaching grammar at all, they use inductive methods in teaching grammar, but they are still influenced by the classical methods of teaching grammar.

Mallia (2014) opines that "fewer a 'priori generalisations' should be made about any single approach being a suitable 'one size fits all', notwithstanding the large volume of literature about approaches adopted for teaching grammar globally, including Middle East countries such as Iran (Chalipa, 2013) and Saudi Arabia (Al-Kharrat, 2000)." On the other hand, Swan (2006) mentioned that this should not be surprising that there are substantial differences in the learning and teaching situations around the world. The modern teaching approaches like communicative language teaching (CLT) and task-based language teaching (TBLT) used in BANA (English speaking countries) have reduced the role of course books for language teaching in these countries. On the other hand, language course books or textbooks still play a significant role and function as part of the curriculum in TESEP; non-English speaking countries (Holliday, 1994). For this reason, as in Afghan context, the role of the textbook is still significant, and the learning/teaching culture for the students/teachers is explanations of the grammatical points from the textbook, and the learning culture is that students are not eager to willingly participate in the teaching and learning activities outside of the textbook, so teachers need to rely on the textbook explanations and examples, rather than using the examples in real-life situations. Additionally, most of the activities in ELT textbook represent the classical type of representation, where most of the activities are organized deductively.

Although the inductive approach is often universally assumed to be the better choice, in some TESEP countries a deductive approach may be more appropriate: it may be more time-effective, acknowledges local cultural perceptions on language learning, is appropriate for large class sizes, and comfortably accommodates the predominant exam-culture mentality that values accuracy through written testing (Küçük, 2011) (As cited by Mallia, 2014). The qualitative findings of the current study indicate that Afghan teachers preferred to use the inductive method of teaching grammar because of the effectiveness that they felt during teaching grammar and grammatical activities, rather than deductive, but the reason that they still rely on the classical (deductive) method of teaching grammar is, due to the constraints of the ELT textbooks curriculum, in which most of the grammatical activities are organized in the deductive manner, (inductive) is not more time-effective if compared with (deductive), large class size and traditional manner of students toward learning grammar, are of the main challenges in the Afghan context, that prevent teachers to apply inductive method of teaching for grammar.

5 Conclusion

Based on the quantitative findings, students preferred both methods of teaching grammar in the Afghan context. It might be one of the reasons that students still have a traditional manner of learning English grammar. Additionally, teachers participated in the quantitative part of the research also viewed both of the methods that can

be used for teaching English grammar. This shows that that as the inductive method is preferred as one of the effective methods to teach grammar, Afghan teachers still rely equally on both methods of teaching grammar. However, the findings from the qualitative part (the semi-structured interviews with teachers) indicate that the teachers really would like to use the inductive method of teaching and to teach not only the grammatical structures, but to motivate students to use these structures communicatively in various types of real-life activities as the research studies indicated that inductive method is more useful than deductive, because inductive method includes the modern teaching approaches of teaching and learning as; TPR (Total Physical Response), CLT (Communicative Language Teaching), and many notional and functional syllabuses, which are based on the modern theories of second language acquisition (SLA).

According to Hinkel and Fotos (2002), inductive approach fosters the mental effort and enabling the development of students' mental capabilities, analysis and making the connection between the segments of speech, thus participating actively in the teaching process. It means that inductive approach of teaching is globally accepted by ELT teachers and they claim that students who are trained with inductive method of teaching grammar would have higher proficiency than those who are trained with the traditional methods. But the constraints toward implementing inductive method of teaching grammar in Afghan context include, the ELT textbooks curriculum in which most of the grammatical activities are organized deductively, (inductive) is not more time-effective if compared with (deductive activities) due to the large class size. It means that such kinds of the teaching and learning environment in the Afghan context prevented applying inductive approach of teaching grammar in the process of teaching and learning. The findings of the current study will help policymakers and curriculum developers in Afghanistan to include inductive grammatical activities in ELT textbooks in order to let the teachers be able to practise the inductive method in Afghanistan. This study is limited to the perceptions of Afghan ELT teachers and students regarding the use and preference of using deductive and inductive approach of teaching grammar. Therefore, this study recommends conducting more researches focusing more specifically on all the constraints and challenges toward implementation of inductive approach of teaching grammar in the Afghan context.

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THE ESL LEARNING STRATEGIES USED AMONG HOMESCHOOL STUDENTS: A CASE STUDY IN SEREMBAN

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ABSTRACT

This case study seeks to investigate whether the gender of 30 homeschool students would affect their language learning strategies (LLS) in Seremban, Malaysia. While homeschool activities is still in its early stages in Malaysia, the study aimed to discover the language learning strategies of the Seremban homeschool students in learning English as their second language and to examine whether the gender of students affects their language learning strategies. The research instrument used was the Strategy Inventory for Language Learning (SILL) and the researcher adopted descriptive statistics to analyse the data. All results were recorded in table or chart forms through percentage or mean figures to display the findings and anaylsis. The results discovered that the compensation strategy was the most popular strategy while the affective strategy was the least popular strategy used among the students, together with the findings that females predominantly use more LLS than males. The future recommendations to improve similar research are also stated.

Keywords: Home Schooling; ESL Learners; Gender Study; Language Learning Strategies; Home Education

INTRODUCTION

Homeschooling is a parent-led cum home-based education where families are not dependent on public, tax-funded materials for their children's education (Ray, 2015). In other words, homeschooling can be done at home or privately under the guidance of parents with provided education programs which are available on the online network. The author of "Leading Beyond Schooling", Chong Wai Leng (2012) discovered that it was the ominous Malaysia education system which caused some parents to consider homeschooling education for their children. For instance, public schools are too mindful with academic performances rather than character building for the children and the parents desire their children to be more independent outside of textbooks. Besides that, Lee and Abd. Razak (n.d.) found through their research that many parents deemed homeschooling to be a better option because they regard religion or religious teachings as essential since public schools generally have no religion or spiritual basis while homeschooling provides religious teachings.

Furthermore, according to the Education Act of 1996 (Act 550) in Malaysia, homeschooling is legal and that only primary education is compulsory; fines will be imposed upon parents who neither send their children to school nor educate them at home (Jason, 2016). In other words, parents are allowed to arrange homeschooling for their children as long as the children receive education as they grow (Ng, Abd Rahman, Muhammad 2015; Ng, 2015) also discovered that the Ministry of Education granted homeschooling permission to operate after the enactment of the Compulsory Act Education in 2003. This could act as another form of encouragement for parents to consider homeschooling as one of their education choices for their children.

Ng et al. (2015) stated that the curriculum or syllabuses that Malaysian homeschool centres use are independent and brought into Malaysia by parents and private schools who have experience in this area. For example, the IGCSE / O level programmes employed by Malaysian homeschool students originated from the United Kingdom (Tan, 2011). Subsequently, the IGCSE Centre (n.d.) explained that IGCSE stands for the International General Certificate of Secondary Education, which is equivalent to O-level and the UK's GCSE. It is commonly used in Malaysia's private schools such as international schools. It should also be noted that there is still limited research being carried out regarding homeschool activities in Malaysia (Ng et al., 2015). However, this study strives to develop awareness among learners about language learning strategies (LLS) and its components, namely metacognitive, affective, social, memory, cognitive and compensation strategies (Oxford, 1989), which can strengthen learners' English language learning (Chien, 2010).

Since Malaysia's homeschooling system is still in its early stage, very few research or information can be found (Indira, 2015). Therefore, only studies such as factors that influence parents in choosing homeschooling (Indira, 2015), a model of homeschooling based on technology in Malaysia (Norlidah, Mohd. Nazri, Saedah, and Ruslina, 2013), a foresight study of homeschools in Malaysia (Ng et al., 2015) etc. have been done in Malaysia. Significantly, research regarding language learning strategies of homeschooling students have yet to be found among Malaysian homeschooling studies. As the LLS is essential to encourage and assist language learning, the research will focus in exploring the language learning strategies, gender difference and English proficiency among homeschool students.

Research Objectives
1. To determine the language learning strategies of homeschool students in learning English as a second language
2. To examine whether gender of students affect their language learning strategies.

METHODOLOGY

This study uses quota sampling [homeschool centre(s) in Seremban] which involves 30 homeschool students with these criteria:

(a) They speak English as their second language
(b) There are of age 13 to 15 or
(c) They are currently studying Grade 7 to 9 in their program

Students from homeschool centres are from various backgrounds of education, culture, races, and etc. With the provided criteria, it can narrow down the uncertainties or extra variables for the research. Since this research will be employing SILL and percentage evaluation to investigate if genders of students affect their language learning strategies, this is a quantitative approach study.

DISCUSSION AND CONCLUSION

The participants who were homeschool students in Seremban selected compensation strategy the most, followed by social, metacognitive, cognitive, memory and affective strategy.

Table 3. Questions found with the highest consistency among all students.

No.	Questions	S	C	A	L	E
		1	2	3	4	5
A9	I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.	9	3	5	*10*	3
B1	I say or write new SL words several times.	3	8	8	*10*	1
C1	To understand unfamiliar SL words, I make guesses.	2	4	11	4	*9*
E2	I encourage myself to speak SL even when I am afraid of making a mistake.	3	5	5	*11*	5
F1	If I do not understand something in SL, I ask the other person to slow down or say it again.	3	3	5	*12*	7

The first research question seeks to discover the language learning strategies of Seremban homeschool students in learning English as their second language.

Firstly, the compensation strategy was ranked the highest by all homeschool students among all LLS. The result is consistent with several empirical studies and a similarity was discovered (Zhao, 2009; Liu and Chang, 2013 & Chang, 2005). Zhao (2009) did a research among a group of Chinese undergraduate students in Thailand while Liu and Chang (2013) completed a case study of EFL students in Taiwan. Similarly, Chang (2005) studied a research among Chinese EFL learners. All of these findings targeted Chinese participants and achieved the result of compensation strategy being the most popular strategy among ESL learners. Meanwhile, a majority of the homeschool students (83.33%) are of the Chinese race too. According to Bilash (2009), the compensation strategy plays a role to repay the insufficient SL knowledge of learners. Perhaps this explains the homeschoolers preference for the compensation strategy which is able to assist them most in improving their ESL learning.

Next, the mean scores were followed by social strategy as the second highest ranking. There was only a 0.02 difference of mean score between compensation and social strategy and it was close enough to suggest that the social strategy could be the highest strategy preferred. There was a study conducted by Griffiths and Parr (1999) regarding an ESL learning background in Auckland which found that the social strategy was the most frequently used strategy among ESL learners, so it is not surprising to get a result of this strategy being the second most consistent or having a small mean score difference between the compensation and social strategy.

Metacognitive strategy is the third strategy which is most popular among the homeschool students. In fact, plenty of researches related with LLS discovered that this strategy was the most frequently used strategy by ESL learners (Adel, 2011; Kunasaraphan, 2015; Liu, 2004; Norhiza and Nurul, n.d.). Since Chang (2005) found that the metacognitive strategy is able to enhance one's listening comprehension and language learning attitude, the rule of speaking English language as the communicative language during the homeschool study hours is helpful for ESL learning even though the students may find it difficult to adapt in speaking in SL at first.

Next comes the cognitive strategy after the metacognitive strategy as the fourth ranking strategy when analyzed from the mean scores. In general, Kunasaraphan (2015) discussed that this strategy pertains to the way a learner thinks about learning, comprehending and performing a new language through a few techniques such as repeating, analyzing and summarizing. From this, it is understandable that homeschool students seldom use this strategy as a high percentage of them chose 'usually not true' scale among the cognitive strategy questions . For example, *plan a schedule to have sufficient time to study SL*- 36.67%, *think about progress in learning SL*- 30%, *have clear goals to improve SL skills*- 33.33%.

Table 4. The LLS difference among the male and female homeschool students

Gender	Male	Female	Difference
Variable	Mean	Mean	
Memory	2.66	2.81	0.15
Cognitive	2.78	3.02	0.24
Compensation	2.94	3.18	0.24
Metacognitive	2.76	3.14	0.38
Affective	2.06	2.87	0.81
Social	2.79	3.29	0.50

The second research question aims to discover whether the gender of students affect their language learning strategy(s). Overall, the mean score difference of LLS used between male and female were not significant besides the metacognitive- 0.38, social- 0.50 and affective strategy- 0.81. The difference between the results of the last two mean scores correlate with the findings of Hsu (n.d.) that female learners are more supportive of affective and social strategies in comparison to male learners. Besides that, Zeynali (2012) also explained that research have discovered that female learners are more interested in social activities than their male counterpart as they are more cooperative and less competitive.

The study concludes that females learners generally use more LLS than males and this is supported by many empirical studies (Adel, 2011; Alhaysony, 2017; Cabaysa and Baetiong, 2010; Hsu, n.d.; Kayaoğlu, 2012; Nelson, Devardhi and Berhanu, 2014; Zeynali, 2012, Zhou and Intaraprasert, 2014). Many past research have different reasonings. For instance, Zhou and Intaraprasert (2014) stated that female learners tend to be superior in language learning, have higher sociability and needs for social approval which affects the females to use more LLS than males. Other than that, Zeynali (2012) also mentioned that this difference could be due to a greater social orientation, better communication skills, and stronger conformity to norms of females learners.

CONCLUSION

This study set out to investigate whether the gender of homeschool students would affect their language learning strategies. All in all, the result showed that 30 homeschool students in Seremban chose compensation strategy the most, followed by social, metacognitive, cognitive, memory and affective. Other than that, the study also concluded that females predominantly use more LLS than male learners as an answer to the second research question. The findings of this research correlate with previous studies. Malaysia is still new to homeschooling and the findings can help to increase the students' consciousness in ESL learning and increase ESL learning efficiency. Besides that, supervisors or parents of the homeschoolers can take advantage of the LLS knowledge and equip the homeschoolers more in their ESL learning too.

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THE EFFECTS OF TEACHERS' MOTIVATION STRATEGIES ON ESL STUDENTS' MOTIVATION TO ENGAGE IN LEARNING ENGLISH

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ABSTRACT
Motivation is the key factor to successful second language acquisition. The rising importance of English as evidence in the new National Education Blueprint (2013-2025) calls for immediate attention to students' low proficiency problems especially among ESL school students. The problem could stem from primary school students' having a lack of motivation and poor attitude towards English and learning of the language. Thus, this study investigates the effects of teachers' motivational strategies on ESL students' motivation to engage in learning English. A total of 10 ESL students and 2 ESL teachers took part in this study. Data was collected through classroom observation, semi-structured interview as well as focused-group interview and was analyzed using content analysis. The findings suggest that the motivational strategies used by the teachers help to build the students' self-esteem and confidence to engage in learning English as well as develop the students' communication and social skills.

Keywords: motivation strategies; ESL students; second language acquisition; students; teachers;

INTRODUCTION

This study focuses on the effects of teachers' motivational strategies on ESL students' motivation to engage in learning English. Learning English in the context of English as a second language (ESL) is very complex since the structure, vocabulary as well as grammar differ from the local students' first language. For instance, the students in Malaysian ESL classrooms find it complex to learn English as there are structural differences between English and their first language (Raja & Selvi, 2011). Even though the ESL students are learning English for years from primary to secondary level, some of them still find it difficult to comprehend and practice the language. For an example, there is a study conducted on English Language Learning and Teaching in Malaysia and it has stated that a portion of the students were unable to master English even after completing their secondary school (Hiew, W. 2012). Besides, according to a study entitled The Impact of Motivation on Learning of Secondary School Students in Karachi stated that "motivation acts as a need or desire that helps to energize behavior and to direct it towards a goal" (Rehman & Haider 2013). According to this definition, motivation is a source to move the person to the task. Motivation is an important element to success in every attempt to achieve or attain a goal, and so it is for the teaching and learning of English as a second language.

Language acquisition or language learning is actually influenced by the way the teacher motivates the students as well as the way the students get motivated to learn the language (Bicaku-Çekrezi, R. 2015). Since motivation is the key aspect that determines success in the second language then the strategies in motivating the language learners should be given the equal important as well. Thus, a teacher must know how a child learns and how the factors as motivation and motivational strategies facilitate the teaching process (Rehman, A., & Dr. Kamal Haider, 2013). Besides, according to Deniz (2010) teachers have the power and influence to affect the students at every level and stage of education and learning because they are the leaders in the classroom. If a teacher can be a good role model by showing enthusiasm and interest in teaching their students, they can indirectly have a positive role in encouraging their students to learn and be motivated all the time (Kate E. Bokan-Smith, 2016). In addition, students can be motivated in two ways. They can either be integrative motivated students or instrumentally motivated students. Some of them will learn a language because of their interest and internal desire to learn the particular language and these learners are known as integrative motivated learners as they learn the language and wish to assimilate in the target language community and culture. Whereas some of them might get motivated and learn the target language for more practical reasons such as getting a better job, earning more money, getting good marks or passing an exam. This type of motivation is known as instrumental motivation as they are learning the language so that they will get benefited from it. (Rifaia, N. A., 2010).

Research Objective

1. To identify the strategies that teachers' use to motivate ESL students to engage in learning English.
2. To study how the teachers' motivation strategies affect the ESL students' motivation to engage in learning English

METHODOLOGY

This is a qualitative research. This is because the qualitative research is more appropriate to find the effects of the teacher's motivational strategies on ESL students. As we know, motivation is all about behaviour and qualitative studies can provide adequate information and details about human behaviour. Besides, it is important for the

researcher to conduct qualitative research for this study as it can bring more insights, since it will be carried out in the natural setting. The research will be conducted based on few motivational strategies. Next, the researcher will be using semi-structured interviews, focused group interview as well as classroom observation to collect data from the participants in which behaviours are not manipulated. Thus, this research can be categorized as a type of qualitative phenomenological research as the researcher has to have a lived experience of the participants. The sample of this study is both the ESL students and teachers from a public school in Perak. Firstly, to study on teacher's motivation strategies, two ESL Form 2 teachers will be chosen to be participated in the semi-structured interview. Next, for the focus group interview the researcher will choose the students from the respective teachers' class. The researcher will choose in total of 10 students for the focused group interview. 5 of them will be the students of the first teacher and the remaining 5 will be the students of the second teacher. Besides, the English classes that the researcher will observe should be mixed ability students so that the level of the students does not affect the result. Furthermore, for the classroom observation the researcher will require all the participants, the 2 ESL teachers along with their groups of students to take part.

FINDINGS & DISCUSSION
In this chapter, the researcher discussed the findings presented in the previous chapter. The results showed that there several motivational strategies agreed upon by both the ESL students and teachers. Besides, this chapter answers the both the research questions imposed in Chapter 1. To discuss the findings thoroughly and comprehensively both teachers' and students' perspective on effective motivational strategies are presented as four separate themes.

Motivational Strategies and effects on the students
Nowadays, it is quite difficult for the teachers to engage the students in the learning of the second language. Identifying the effective and relevant motivational strategies and applying it in the classroom has become an important issue for the teachers. However, these teachers have used a variety of motivational strategies to engage the students in learning English. It can be clearly seen that the interesting and appropriate materials, positive feedback, student-teacher relationship as well as the non-threatening environment used by the teachers can motivate the students to engage in learning English. The effects of the students are also quite obvious in the classroom observation as they only get engaged if all the strategies mentioned above are implied by the teachers in the classroom. Even students also stated that they prefer to have all these strategies for them to engage in learning English in the focused group interview. As for the teachers, they claimed that the strategies mentioned above are the most effective ones to engage the students to learn the target language.

Appropriate and fun teaching material
Selection of teaching and learning materials are very important in motivating the students to engage in language learning. In this research, Teacher A and B have employed variety types of teaching materials such as pictures, story books, songs and also interesting activities such as role play, drama, presentations, group discussions as well as walking walk. The teachers have employed variety types of activities because, they believe that by forcing the student to just read and write will not help the students to develop their language skills. The teachers have included some relevant and appropriate activities in the classroom as English learning has its particular features where the learners need to remember more, practice more and communicate more than other subjects (Kong. Y, 2009). The teachers have selected the motivational strategies carefully as they believe that, it is very crucial to select the materials and activities appropriately according to the students' needs and interest so that they will have a greater motivation to learn the second language (Dailey. A, 2009). For example, students seem to be very motivated when the classroom activities are related to their daily life. This is because, the students will practice and use the language learned in their classroom in outside world. So in order for the students, to remember, practice and communicate the second language the teachers actually brought in the language in the classroom through the materials and activities. Teacher A suggested that English should not bring into the classroom as a subject but make the language fun and alive, so that the students will enjoy learning language and realize that it is important for them as they will be using it in their real life. For instance, Teacher A integrates role play, drama, presentation and group discussion in the classroom activities to make the students communicate with each other daily. Teacher A has stated that by integrating all these activities, students will be provided with the opportunities, space and time to use the language. Indirectly, the students can improve their speaking skills as well as their social skills and it will be helpful for them to apply in their real life.

Creating non-threatening learning environment
Furthermore, in this research both the students and teachers agreed that it is essential to create a non-threatening or an anxiety-free classroom to motivate the students to engage in learning English. Both the teachers have claimed that is very important for them to create a nonthreatening learning environment as it helps the teaching and learning process to take place in an effective way. This is because, if the teachers are lenient and compassionate towards

the students, the students will feel comfortable to engage in learning the second language (Torkia. D, 2013). For instance, the teachers have created an anxiety-free classroom, and the students felt free to ask questions, and discuss their subject matters without any hesitations and fear. From the observation and interview questions it was proven that the students were not scared of their teachers and they felt comfortable in learning in such environment. Besides, language is a subject where it involves two-way communications since there will be a lot of group discussions and presentations. In this case, the students will not also be afraid to speak out or give their opinions and views during the teaching and learning process if the teacher has created a non-threatening learning environment. However, if the teacher is being too strict and firm with the students they will definitely think twice to participate in the discussions held in the classrooms. This is because they might fear that the teacher will scold or humiliate them in front of their friends if they make a mistake.

Building student-teacher relationship

In addition, both the ESL teachers also have the perceptions that, teachers' rapport with the students is important as well to motivate the students to engage in learning English. The teachers have this type of perception because, they think that when they tend to create a good relationship with their students, students and teachers enjoy one another and the class, and students feel more motivated to do well (Bouras. H, Said. K, 2014). He even added that when the students are given enough attention and care they will be willing to participate more and more in all the classroom activities since it will create or develop intrinsic motivation within the students when the teacher acknowledge them. He also advised that teachers should never neglect a student because the student will never want to engage in the learning process as they feel that they are not valued as a human. This is because students are humans first and learners second. Therefore, they will want their teacher to value and appreciate them as, every human longing to be appreciated and valued as human beings (Bouras. H, Said. K, 2014). This particular motivation strategies effect could be seen in the video, where there were two of the Teacher B's students were kept on engaging in the activities as he acknowledges these pupils work during the learning process.

Giving positive feedback

Other than that, both the teachers also agreed that by giving positive feedbacks and reinforcement, they can increase the motivation of the students to engage in learning English. The teachers stated that by giving some positive feedbacks and reinforcement on the students' classroom activities they can increase the students' satisfaction towards their outcome (Oroujlou.N & Vahedi. M, 2011). It has also been proven in a study, where a student will have a better attitude and they can perform well in their classroom activities if they feel a sense of accomplishment. For instance, Teacher B has claimed that, he does not only get responses from the good ones but even the passive ones will try to engage in learning when he appreciates the works of the students. He stated that when one student is being praised or appreciated the next one will also want to try and get the appraisal. Hence, it indirectly motivates the other learners to involve in the classroom activities too.

CONCLUSION

In a nutshell, it can be said that motivation is an important aspect to determine the achievement in learning the English language. Therefore, to make the students engage in learning English, the teachers should employ some of the effective motivational strategies to be implemented in their teaching and learning process as it can give greater and better effects. The most significant effects that could be gathered from this research is that, by using those motivational strategies mentioned above, the teachers could successfully make the students build their confidence level and self-esteem to learn the target language as well as able communicate and share their thoughts and ideas with people around them. This is because most of the strategies used to motivate the students to communicate and share their thoughts with others without the feeling of fear and anxiety. This is because the teaching materials chosen by both the teachers actually help the students to improve their communication skills as well as the social skills. Besides, by creating a non-threatening environment the teachers allow the students to share their thoughts and ideas freely. Next, by building a good rapport with the students, the teachers basically encourage the students to participate actively more and more in the process of teaching and learning. Finally, the teachers could engage the students in learning by building their confident level through positive feedbacks and reinforcement.

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Determining Areas of Improvement for Quranic Arabic Vocabulary Learning Mobile Applications through Analysis of App User Reviews

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Abstract Muslims constitute roughly around one fifth of the world population, the majority of which are not Arabic speakers. This poses a problem for them in their devotional activities such as performing the five obligatory daily prayers and reading the Holy Qur'an because they could not understand what they are reciting or reading. Added to this, Muslim adults who are busy working usually find it hard to find the time to attend Quranic Arabic classes. In order to rectify this problem, some mobile app developers have created apps with the objective of teaching Muslims Quranic Arabic vocabulary items so that they could begin to learn and understand Quranic Arabic. As of March 2019, there are about eleven Quranic Arabic vocabulary teaching mobile applications which could be downloaded from Google Play Store. These apps come with differing features and are of varying quality. This exploratory qualitative study aims to analyse the user reviews of these apps in order to determine areas where they can be further improved by the developers. The findings of this research showed that generally developers should concentrate on three areas of improvement; their applications' content, technical capability, and pricing strategy. It is hoped that the findings from this study can be used by Quranic Arabic vocabulary mobile app developers to further improve their apps so that the Muslim public can benefit more from them.

Keywords: Quranic Arabic, Vocabulary app, Mobile Assisted Language Learning, MALL, User Review

1   Introduction

Muslims constitute roughly around one fifth of the world population, the majority of which are not Arabic speakers (Abdullah & Pathan, 2013). This poses a problem for them in their devotional activities such as performing the five obligatory daily prayers and reading the Holy Qur'an because they could not understand what they are reciting or reading. Added to this, Muslim adults who are busy working usually find it hard to find the time to attend Quranic Arabic classes. In order to rectify this problem, some mobile app developers have created apps with the objective of teaching Muslims Quranic Arabic vocabulary items so that they could begin to learn and understand Quranic Arabic. As of March 2019, there are about eleven Quranic Arabic vocabulary teaching mobile applications which could be downloaded from Google Play Store. These apps come with differing features and are of varying quality.

2   Objectives

This exploratory qualitative study aims to analyse the user reviews of these apps in order to determine areas where they can be further improved by the developers. It is hoped that the findings from this study can be used by Quranic Arabic vocabulary mobile app developers to further improve their apps so that the Muslim public can benefit more from them.

3   Methodology

This study employed a qualitative approach to its data collection methodology. Our search on Google Play Store with the keywords "Quranic Arabic" and "Understanding Arabic" listed about 300 applications. However, after reading the product description page of each application, we narrowed down the number of applications to only eleven. These small number of applications listed in the table below are the only ones that satisfiy the requirements of being 'Quranic Arabic vocabulary mobile applications'. Once we had the list of applications to be studied, we analysed the 'product description' page of each application on Google Play store which listed the user reviews of the application. We extracted user reviews with ratings of 1, 2, and 3 in order to find out the dissatisfactions of users on that particular application. We did not take user reviews with ratings of 4 or 5 because these reviews almost always depict only positive sentiments towards the application (Liu, 2015). The extracted user reviews were copied to an excel file and later were analysed with the help of NVivo software.

Table 1: List of Quranic Arabic Vocabulary Mobile Applications in Google Play Store with Number of Reviews

Application Code	Application Name	No of Reviews	5*	4*	3*	2*	1*
A1	Quranic: Learn Quran and Arabic	297	26	20	8	2	6
A2	Learn Quran – Arabic Learning App	1272	11	11	27	4	8
A3	Learn Arabic Quran Words	765	61	97	25	6	22
A4	e-iqra - Quranic Arabic	103	79	7	4	3	10
A5	Quranic Words	126	10	8	9	1	2
A6	Learn Quran & Arabic Grammar	18	14	0	1	1	2
A7	Quran Coach Vocabulary	53	38	8	4	0	3
A8	Quran Progress-Learn and Understand the	945	72	17	29	3	12
A9	Learn Quran Vocabulary Gold	45	31	4	4	0	6
A10	AnalyzeQuran	248	22	18	3	1	0
A11	Learn Quran	337	26	29	12	10	18

4 Findings and Discussion

Table 2 below shows categories found after analysis of the user reviews for all eleven apps. In general, the user reviews were categorized into four main categories which are *content*, *technical problems*, *price*, and *not relevant*. The findings of each category will be discussed below.

Table 2: Categories of Negative User Review Comments

Application Name	Total Number of Reviews	Number of Negative Reviews and Their Percentage	Content	Technical Problem	Price	Not Relevant	Total
(A1) Quranic: Learn Quran and Arabic	297	16 (5%)	2	3	7	4	16
(A2) Learn Quran – Arabic Learning App	1272	39 (3%)	7	15	13	4	39
(A3) Learn Arabic Quran Words	765	53 (7%)	15	27	0	11	53
(A4) e-iqra - Quranic Arabic	103	17 (17%)	0	16	0	1	17
(A5) Quranic Words	126	12 (10%)	9	2	0	1	12
(A6) Learn Quran & Arabic Grammar	18	4 (22%)	0	3	0	1	4
(A7) Quran Coach Vocabulary	53	7 (13%)	0	7	0	0	7
(A8) Quran Progress-Learn and Understand the Quran	945	44 (5%)	10	9	20	5	44
(A9) Learn Quran Vocabulary Gold	45	10 (22%)	1	8	0	1	10
(A10) AnalyzeQuran	248	4 (2%)	3	0	0	1	4
(A11) Learn Quran	337	40 (12%)	5	16	16	3	40

Table 2 shows that generally, all eleven Quranic Arabic vocabulary learning applications depicted above enjoy high ratings of 78% or more. The lowest percentage of negative reviews is only two percent out of the total number of reviews (*AnalyzeQuran*) while the highest percentage of negative reviews was 22 percent (*Learn Quran & Arabic Grammar* and *Learn Quran Vocabulary* applications). However, the are still areas for improvement for these applications as suggested by the users in their reviews. Areas of improvement within the category of *content* include items such as too little content, too advanced content, poor pedagogical approach, request for free trial, request for specific features to be incorporated, confusing content, no audio pronunciation of words, incorrect translation of words, and little or no instructions leading to navigation problems for users. The category of *technical problems* includes problems which could be improved upon by app developers such as bugs, display not working properly, frequent hanging and/or crashing of the app, slow loading of content or even failure to load (Banimahendra & Santoso, 2018). The *price* factor includes users' complaints that the applications are too expensive or users' requests that the applications should be given free of charge. In the category *not relevant* are the comments of users which do not make sense, rants, praising the application highly but giving it only a rating of 1 or other reviews of that nature.

In terms of content improvement, 5 reviewers complained that app A1 has content which is too advanced for them. Therefore, A1 developers should consider adding content which cater to beginner Quranic Arabic vocabulary learners. Many reviewers also complained about the incorrect translations and mistakes in diacritic placement for Quranic Arabic words present in A3, A5, and A10 applications. Since these are serious matters to Muslims (Menacer, Arbaoui, & Arbaoui, 2013), developers should hasten to correct these mistakes in their applications. For technical problems, the applications A7 and A9 were heavily criticised by reviewers due to their apps' frequent crashing and hanging. In the matter of price, seven out of the eleven apps are provided free of charge so there were no complaints about their price. The other four applications (A1, A2, A8, and A11) which have to be bought or which users have to pay to unlock more content were criticised for charging money for their products. Some Muslims have the opinion that a good Muslim should not charge a fee to teach Quran as this is like selling the religion for personal gains. This causes a dilemma for full-time application developers because they need money to sustain themselves and their work and they cannot fully concentrate on the development of their apps if they had to do other jobs for their sustenance.

5   Conclusion

Through this study, negative user reviews for Quranic Arabic vocabulary applications were gathered and analysed. The findings pointed to three areas of improvement which can be broadly categorised into *content* matters, *technical* problems, and *price* considerations. In order to reach a wider audience, the content of these applications must cater to learners from the basic to the advanced level. Technical problems such as slow loading, hanging, and crashing applications must be minimised as much as possible (Hwang & Fu, 2018). Even though this is a difficult matter, considering that users access these applications using a variety of devices of varying power and capabilities, developers must strive to lighten their content so that it can be accessed by even 'weak' devices. For pricing considerations, developers should be creative in adopting business models that could be used to not only sustain themselves financially but could also result in their customers only having to pay minimal fees to use their products.

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CHAPTER 2   DISCOURSE ANALYSIS

Trust Construction Online: Examining Identity of Health Tourism Related Websites in Southeast Asia

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Abstract Health tourism is the process of leaving one's home country to travel to a destination country in order to seek medical treatment. In recent years, health tourism has seen a sharp growth, particularly in Southeast Asia. One of the key growth factors of health tourism is the Internet. Health tourism websites has become the major resources for medical tourists to gather information about the hospital and treatment that they plan to obtain. In this sense, the trustworthiness of health tourism websites plays a crucial role in the decision-making process of tourist patients. Although the significance of trust has been examined in different areas such as business and computing, trust construction of health tourism related websites via identity is still at its infancy. Taking on a discourse analytic approach, this study examined the construction of trust on the website of the world's top 10 health tourism hospitals in Malaysia, Singapore, and Thailand. The findings of this study revealed the hospital's foundation; accreditations and awards; accessibility and contact relationships as the central resources of identity found across the four selected websites. Finally, the multi-layered analysis conducted showed trust construction were achieved via various linguistic features through the central resources on these selected websites. The findings have significant implications for website developers and health tourism researchers as well as providing key insights on trust construction.

Keywords: Health tourism, trust construction, identity, discourse, health websites

1   Introduction

The combination of tourism and health is known as health tourism (Mary, 2014: 132), which has had incredible development in Asia, particularly in Southeast Asian countries such as Malaysia, because of its high quality of care and qualified medical specialists; Singapore, because of short waiting time and international certified medical technology; and Thailand, because of high quality of care (Lee and Park, 2013: 3).

Easy access to information via the internet encourages medical tourists to seek information about countries and the offered medical services. In this context, the issue of trustworthiness is fundamental in the decision making process of the tourist patients. Although some studies have been conducted on the concept of trust in the field of health communication such as doctor-patient communication and patient trust, the trustworthiness of health related websites has not yet been established. In addition, since language used in the websites to a certain extent plays a role in the decision making of tourist patients in selecting their medical destinations, there is a need to investigate the discursive construction of trust on health tourism websites.

In this circumstance, identity is one of the major components to show the trustworthiness of resources (Wathen and Burkell, 2002), where the discursive construction of identity is portrayed by du Gay (1996) as an ongoing procedure accomplished via social interaction; mainly through language and communication. Therefore, this paper draws on discourse analysis for the investigation of trust construction on health related tourism websites.

2   Objectives

The aims of this paper are as follows:
- to determine the central resources of the focal theme of identity on health tourism related websites in Southeast Asia;
- to portray trust construction through the discursive strategies used in the central resources of the focal theme of identity on health related tourism websites in Southeast Asia

3   Methodology

Data were collected via documentation by downloading the selected pages from four private hospital websites selected from three countries in Southeast Asia; Malaysia, Prince Court Medical Centre (PCMC); Singapore, Gleneagles Hospital (GH); and Thailand, Bumrungrad International Hospital (BIH) and Bangkok Hospital (BH). Hospitals from these countries were selected as they are the top 10 world's best hospitals for medical tourists

according to the annual ranking as reported by the website of Medical Travel Quality Alliance (MTQUA) from 2010 to 2014. The inter-rater reliability check on coding was carried out by two researchers who reported a satisfying result with a 5 to 10% discrepancies to classify the central resources of the focal theme of identity.

A three-level analysis of data was conducted. The first-level analysis indicated the occurrence of identity across the four websites. The second-level analysis identified the central resources of the focal theme of identity by entering the textual resources into the NVivo Software version 11. Finally, the third-level discourse analysis revealed the linguistic features found in the central resources of the focal theme of identity to show the construction of trust on the health tourism related websites.

4 Findings and Discussion

The first-level analysis addressed the occurrence of the focal theme of identity through the selection of sentences, phrases, and lexical choices. The second-level analysis found the range of lexical and phrasal choices to portray the central resources of identity through addressing the location and the name of owners and supporters as "Hospitals' Foundation", which was also addressed by Candlin and Crichton (2013) via resources about individuals and organisations as well as their relationships with others. In addition, the findings showed accreditations as a resource of identity which measured the performance of hospitals with organizational standards, that recognized the central resource of "Accreditations and Awards" (Candlin and Crichton, 2013). Finally, the findings showed identity through interactions between patients with the hospitals and staff, which was categorized as the central resource of "Accessibility and Contact Relationships". Gilchrist et al. (2010) found that identity refers to how organisations provide contact relationships to communicate with consumers and other organisations. The occurrence of the central resources of identity is shown in Table 1.

Table 1. Occurrence of the central resources of identity

	Hospitals' Foundation	Accreditations and Awards	Accessibility and Contact Relationships
Prince Court Medical Centre	√	X	√
Gleneagles Hospital	√	√	√
Bumrungrad International Hospital	√	√	√
Bangkok Hospital	√	X	√

The occurrence of the central resources to address the construction of identity portrayed that the central resource of "Foundation of Hospital" occurred textually across the four websites. This study addressed the occurrence of the central resource of "Accreditations and Awards" on Gleneagles H and Bumrungrad IH; In addition, the occurrence of the central resource of "Accessibility and Contact Relationships" was found across the four websites.

4.1 Hospitals' Foundation

This study revealed trust construction through the "Hospitals' Foundation" via considering the location of hospitals across Prince Court MC, Gleneagles H, and Bumrungrad IH websites through declarative sentences including repetition of the choice of verb "*located*" followed by a metaphorical phrase as shown in the following extracts.

i) Prince Court Medical Centre is a 277-bed private healthcare facility located in the heart of Kuala Lumpur, Malaysia… **(PCMC-Top Navigation – About Us)**

ii) Located next to Singapore Botanic Gardens and close to the heart of the local shopping district. **(GH-Home Page – Footer – About Us)**

iii) Bumrungrad International is a Joint Commission International accredited, multi-specialty hospital located in the heart of Bangkok,**(BIH-Top Navigation – About Us – Corporate Information)**

This study revealed trust construction via stating the location of hospitals that was addressed with repetition of the choice of verb "*located*" across the three websites followed by using metaphorical phrase "*in the heart of Kuala Lumpur*" and "*in the heart of Bangkok*". However the location of Gleneagles H was shown via the exact location of the hospital "*Located next to Singapore Botanic Gardens*" followed by a metaphorical phrase "*close to the heart of the local shopping district*". Not only did the locations of the hospitals highlighted through the use of metaphorical phrases show the modernity of the hospitals, but the construct of trust was also portrayed through these metaphorical phrases. Utilizing the metaphorical term "*heart*" was in fact found in a study by Gutiérrez Pérez (2008) to express a dominant place to encompass different crucial activities, as the term 'heart' denotes an organ that plays a crucial role in the human body.

This study revealed trust construction via introducing owners and supporters with the feature of declarative sentences, which represented the name of owners and supporters across Prince Court MC, Gleneagles H, and Bumrungrad IH websites as shown in the following extracts.

i) Prince Court Medical Centre is fully owned by <u>Petronas</u>, <u>Malaysia's national petroleum company</u>. **(PCMC-Top Navigation – About Us)**

ii) <u>Gleneagles Hospital is supported by Parkway Ambulance Service</u> in the provision of emergency and non-emergency medical transportation. **(GH-Top Navigation – Plan Your Visit – Ambulance and Special Transport)**

iii) The Company has two associated companies, including <u>31.5%-owned Bumrungrad International Limited, 30%-owned CDE Trading Company Limited</u>. **(BIH-Top Navigation – About Us – Corporate Information)**

This study revealed the construction of trust via identity claim by stating the name of other organisations such as "*Petronas*", "*Parkway Ambulance Service*", "*Bumrungrad International Limites*", and "*Traiding Company Limited*" as the owners and supporters of the hospital through a noun phrase followed by stating the name of owners and supporters. Identity claim with the name of well known organisations constructs trust and simplifies the procedure of decision making. This was also found by Souza et al. (2008) who posit that trust can be shown by establishing a partners' profile, which creates trust by affecting individuals' perception.

4.2 Accreditations and Awards

Trust construction through identity was also revealed via the central resource of "Accreditations and Awards" with the syntactic feature of declarative sentences on Gleneagles H and Bumrungrad IH websites furnished by the similar strategy of stating the name of awards across the websites as shown in the following extracts.

i) Since 2006, Gleneagles Hospital has been accredited by <u>the Joint Commission International (JCI)</u>, <u>an internationally recognised standard for patient and staff safety</u>…**(GH-Home Page – Footer – About Us)**

ii) Bumrungrad International Hospital, Bangkok is the first hospital in Asia to receive <u>the US standard accreditation from the Joint Commission International (JCI)</u>. The hospital has also received <u>JCI's Clinical Care Program Certification (CCPC)</u> <u>for specialties programs</u>. **(BIH-Top Navigation – About Us – JCI Accreditations and Awards)**

This study discovered the construction of trust through identity through the use of declarative sentences to state the name of awards and certificates like "*the Joint Commission International (JCI)*", and "*JCI's Clinical Care Program Certification (CCPC)*" to highlight the performance of the respective hospitals. In addition, the findings of this study revealed a similar strategy used across the two websites that emphasized the reasons for achieving the awards such as "*for patient and staff safety*", and "*for specialties programs*", which influence the patients' perceptions about the identity of the hospitals. Stating the name of the awards is known to be one of the most important evidence to construct trust and persuade potential patients by portraying a high level of organisation performance (Wilcox, 2005).

4.3 Accessibility and Contact Relationships

This study found trust construction via the use of declarative sentences to clarify the relationships between personnel and patients in the central resource of "Accessibility and Contact Relationships" across Prince Court MC, Gleneagles H, and Bangkok H websites via syntactic feature of noun phrases in declarative sentences furnished with the strategy of using pronominal choice of "*Our*".

i) <u>Our staff</u> will be happy to arrange for any travel or transportation requests … **(PCMC-Top Navigation – Patient Guide – Guide to PCMC)**

ii) <u>Our GPAC staff</u> will be happy to make your transport arrangements for you …. **(GH-Top Navigation – Plan Your Visit – International Patients Guide)**

iii) <u>Our Referral Center</u> will facilitate the transfer of your patient back to your hospital or practice. **(BH-Home Page – Main Column – Refer Patient)**

Trust construction was shown through declarative sentences including a similar strategy of using noun phrases with the pronominal choice of "*Our*" like "*our friendly Customer Relations Officers*", "***Our** GPAC staff*", and "***our** Referral Center*" across the three websites. In the perspective of Kostrhunová (2011:20) the choice of pronouns construct a more trustworthy context and enhance the relationship between organisation and consumers.

This study also found trust construction via a variety of syntactic choice of declarative sentences with imperative phrases which begin with the lexical choice of "*please*" as shown in the samples.

i) For enquiries related to international business or international patients, <u>please email us at</u>… **(PCMC-Top Navigation – Patient Guide – International Patients)**

ii) For enquiries on estimated hospitalization bill size, <u>please call the Gleneagles Bill Advisor at</u>...
(GH-Top Navigation – About Cost and Financing – Bills and Insurance)
iii) For information about medical procedures or general inquiries, <u>please use the form below to contact the hospital</u>… **(BIH-Top Navigation – Contact Us – Ask Us a Question)**
iv) For a complete list of physicians, or if you would like to speak to a representative <u>please contact us at</u> **(BH – Home Page – Find a Doctor & Make an Appointment)**

This study found trust construction via the strategy of imperative phrases which begin with the politeness term "*please*" like "*please call the Gleneagles Bill Advisor at*", "*please contact us as follows*", "*please let us know*" etc. to construct a sense of familiarity and closeness which is an important feature of trust. This is supported by Leech (1966) in which imperative signals great familiarity for constructing trust, particularly when it is furnished with a politeness term of "*please*".

5   Conclusion

Identity is known as one of the major components to show trustworthiness of health tourism websites. This paper addressed the occurrence of identity through three central resources involving "Hospitals' Foundation", "Accreditations and Awards", and "Accessibility and Contact Relationships". The findings of this study showed the discursive construction of trust in the central resource of "Hospitals' Foundation" through repetition of the choice of verb "*located*" followed by a metaphorical phrase with the term "heart". In addition, the trust construction was shown through considering the name of owners and supporters.This paper also found the construction of trust in the central resource of "Accreditations and Awards" by stating the name of awards followed by the reasons for the awards and certificate achievements. Finally, this paper addressed the construction of trsut in the central resource of "Accessibility and Contact Relationships" through a similar strategy of using noun phrases with the pronominal choice of the term "*Our*". Furthermore, trust was constructed with the strategy of imperative phrases that start with a politeness lexical choice of "*please*".

The findings of this study provided significant contributions for website developers to recognize the important role of trust construction through the language of website. In addition, the findings of this study are significant for health tourism research groups to identify a new perspective on conducting research in the field of health tourism. Finally, the findings of this study help tourist patients to recognize the language of trust and the strategies of using trust on health related tourism websites

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Critical Discourse Analysis & Systematic Functional Linguistic Perspective Study of 100 Days Performance in 2018 of Pakistan Tehreek - e - Insaaf in Pakistani Online Newspapers

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Abstract Politics around the world has become mediatized and the language of actors and party's holders are represented by newspapers through their ideological factors. To determine the ideological factors of Pakistani news outlets, the theory of Critical Discourse Analysis (CDA) by Norman Fairclough (1995) is employed on two published online newspaper, namely 'Dawn' which is an independent newspaper and 'The News' which is a mainstream newspaper. The online newspapers have been selected for data collection on '100 days performance in 2018 of Pakistan Tehreek - e - Insaaf (PTI)' on the specified date of 29th November 2018 on the basis of social actors' performance as 'doer', which comprises of two news reports having 5,276 words. Imran Khan's and his party holders' speeches on the party's performance on the completion of 100 days of government is taken as data for analysis, which has been represented in both newspapers differently. The social actors' selection is based on the socio-semiotic approach by Van Leeuwen (2005). The social actors in this study involve 'Pakistan Tehreek – e – Insaaf (PTI)' and 'Pakistan Muslim League – Nawaz (PML-N)'. The Systematic Functional Linguistics tool by Michael Alexander Kirkwood Halliday (1985) is applied to the media text to determine, which is based on Halliday's latest work with Matthiessen (2014). The results showed 'Dawn' representing the news in the form of 'hard news' by quoting actual current happenings while 'The News' presented a positive image of the previous PML-N government.

Key words: Political Communication, Newspaper Ideology, Critical Discourse Analysis (CDA), Systematic Functional Linguistics (SFL), CDA & SFL Perspective in news reports

1   Introduction

Critical Discourse Analysis (CDA) provides insights into the relationship of language and ideology (Orpin, 2005). It provides a framework in news values for a systematical analysis of constructed values (Bednarek & Caple, 2012). In the political world, language is considered as a very vital part of the communication process. On language Hasan (2005, pg.19) states that it portrays the dialectical relationship between an individual and the society by considering semiotics exchanges where interaction occurs socially in social positioning. Political communication nowadays is mediatized and the language represents the connection to the background of the story. The language portrayal by media outlets also represents the ideology supported by the media. As Page (1996) points out, media organizations act as 'political actors', whose language depicts their persuasive actions. The discourse representation in news media can be seen in the process of ideology construction which is represented by grammar and semantics of texts that are affected by the social effects and determinants (Fairclough, 1995, pg.65).

1.1   Background of Study

Pakistan Tehreek-e-Insaaf (PTI) was able to clinch 149 seats in the National Assembly out of 342 seats in the 2018 Pakistan elections. In contrast PML-N only managed to obtain 82 seats. PTI as a leading political party has been created on achieving goals to provide credible leadership to restore political and economic sovereignty in the country based on accountability and eradicating corruption (PTI manifesto, 2018). Meanwhile, PML-N was founded in 1993 under the leadership of Mian Nawaz Sharif, who is currently serving a jail sentence on corruption. In politics, the social media platform is extensively used by political parties to strengthen their vote bank. As per the Constitution of Pakistan, article 19 states that every citizen has a right of freedom of speech and expression, which is subject to reasonable restrictions (Constitution of Pakistan, 1973). In Pakistan, media treatment towards political parties, candidates and ideology suggests political biasness. 'Dawn' as the oldest leading English newspaper established in 1941 is popularly known to represent the leftist controversial agenda. Meanwhile, 'The News' is a mainstream newspaper with a circulation of 140,000 was established in 1991. The study aims to find out the media discourse in these two newspapers, which are famously known for their own ideological stances.

2   Research Objectives

Objective 1: To find out the linguistics' stances in 'The News' and 'Dawn' on the 100 days
            performance of PTI.
Objective 2: To find out the similarities and differences in linguistics' structure of 'The News'
            and 'Dawn'.
Objective 3: To find out positive coverage inclination of newspapers towards PTI or PML-N.

3   Methodology

Critical Discourse Analysis (CDA) with Halliday's Systematic Functional Linguistics (SFL) methodology was employed on hard news, selected on the basis of social semiotic approach. Critical Discourse Analysis (CDA) by Norman Fairclough was developed initially by Lancaster School. Dialectical – Relational Approach (DRA) of CDA emerged from 'Critical Linguistics', which was developed in the 1970s at the University of East Anglia. CDA comprises of several methodologies and theories. The dialectical relational approach to CDA creates a link of language with ideology and power by showing the relationship between discursive events and social structure (Wodak, 2006). CDA is a functional, social and structured language theory with grammatical functions (Fairclough, 1995, pg.10). It is an analytical technique which creates awareness by means of discourse about the strategies and ways in establishing, reproducing and maintaining relations of power (Wodak & Meyer, 2009).
As the tool for selecting news reports, Van Leeuwen's (2005) socio-semiotic approach was employed in which the social actors were expressed as an analytical discourse category, which formed the models of textual instantiations in their specific role. They were selected from the hard news of 'Dawn' and 'The News' on the basis of 'neutral' and 'facts' reporting (Thomson et al; 2008).
Halliday's Systematic Functional Linguistics (SFL), which was introduced in 1978 serves as an analytical tool for text analysis. SFL is a functional explanation of text in context based on social-semiotic interpretation of meanings (Halliday, 1999). It focuses on clause by emphasizing on grammatical meaning. The interpretation of text occurs in four ways in SFL i.e. context, semantics, lexicogrammar and phonology. The context of language is further categorized in two parts i.e. the context of culture and context of situation. The context of situation is further divided into field, tenor and mode. The situation occurs in field, tenor describes the role of language while mode describes the role of language in particular situation (Matthiessen & Halliday, 2014, pg. 33). In context, language performs three meta functions. Interpersonal functions in patterns of social relations – tenor. Textual functions focuses on ideation and interpersonal functions - mode. Ideational functions serves as patterns of social activity – field.
The existing study focuses on lexicogrammar stratum under the ideation function. It is the continuity between lexis and grammar by having two different poles of a single continuum representing as systems of the same features. The text analysis occurs in the ideation function. The clause as exchange is 'Transitivity'. Eggins (2004, pg.10) emphasizing Halliday's SFL rule that the clause semantic representation is analyzed in participant, process and circumstances form.

4   Results and Discussion

News reports in the form of coverage from 'The News' and 'Dawn' on 29th November 2018 on PTI's 100 days of performance in the government were selected for the purpose of this study. Two news reports comprised of 5,276 words i.e. 'Dawn' with 2,066 words and 'The News' comprised of 3,210 words. In 'Dawn', PTI portrayed as an active doer in activation and passivation role by obtaining 100% performance in both roles. 77 occurrences appeared in the activation role whereas; 3 occurrences occurred in the passivation role. In the 'transitivity' role, 'PTI was given the most coverage in the 'verbal' role with 52 occurrences (65%); in contrast PML-N had no coverage. 'The News' cited PTI in 31 occurrences, with 55% share in the 'actor' role. PML-N has been represented by 28 occurrences with 46% share. In participant role, 'The News' represented PML-N was represented in the 'actor' role with 19 occurrences (31%), while PTI was given a share of 15 occurrences with 26% in same 'actor' role.
'Dawn' treated the news as current information whereas; 'The News' came up with facts, figures, comparison and suggestions for PTI. PTI was represented in both newspapers whereas PML-N was only mentioned in 'The News'. PTI obtained coverage in both newspapers but in 'The News' it has a little less representation as compared to in 'Dawn'.

5   Conclusion

It can be concluded that 'Dawn' focused on current happenings and presented the news as hard news only. In contrast 'The News' compared the previous PML-N government's performance with PTI's by quoting experts' opinions and explained performance of the PML-N government in a more positive way especially in the ongoing economic crunch in the country. The current economic situation is hardly presented in 'The News', but recommendations for improvement was made.

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Impacts and Effective Communication on Generation Z in Industrial Revolution 4.0 Era.

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Abstract: Generation Z (Gen Z), are those who were born between the mid-1990s to mid-2000s and are closely linked to the emerging Industrial Revolution 4.0 (IR 4.0) era as both positive and negative impact of IR 4.0 on the social development and communication of Gen Z are apparent. The purpose of this study is to describe the influence of technology on Gen Z and to discuss effective means of communication when interacting with this group of people. A systematic review and documentational analysis approach were adopted. The outcome of this study indicated that advancement in technology has hugely affected the social communication skills of Gen Z. It is suggested that the means of approaching this generation requires comprehending their way of thinking, communicating with them in their "tech-language", and to always be updated with the advancement of information technology (IT), thus ensuring relevance to the environment of Gen Z. This also entails groundwork efforts to develop direct interaction in accordance with the ways of Gen Z

Keywords: Generation Z, Impacts of Technology, Effective Communication

1.0 INTRODUCTION

Community that changes from one generation to another are heavily influenced by global community changes. Generally, a generation is named after the industry's developmental factors. For example, in the IR 4.0 era, community were influenced by digital technology and the internet. Intellection, points of view and cultures of this generation are now dominated by digital and internet technologies that affect the behavior of teenagers today. Topics related to issues and challenges faced by generation like technology and communication are key points in Z generation's understanding and thinking. It is a challenge to the nation in developing a society based on Malaysia's values and its roots. It is important for researchers to identify the impact on technology and to understand the psychology of the current generation also known as Generation Z's way of communication. Therefore, this article discusses who is Generation Z, the features and impact of RI 4.0 on the Z generation and the method of communication that effectively address the challenges faced by this generation.

2.0 Z GENERATION AND IMPACT ON TECHNOLOGY

Generation Z refers to individuals born between 1994 - 2010 (Schawbel, 2015). Whereas Oh & Reeves (2011) classified the Generation Z as those born between 2000-2025. Hence, the two definitions have covered most of the Generation Z now as adolescents and youth who are currently studying at school or college level. Thus, the tendency of this study is to choose the Z generation as the focus of the study compared to the other Generation community, as Z generation today is a teenager in the current era.

According to Oh & Reeves (2011), each generation will have a distinctive characteristic pattern. For example, Schawbel (2015) and Oh & Reeves (2011) are of the opinion that Generation Z has a higher willingness to try and act faster than previous generations, especially Generation Y. Generation Z which is regarded as `The Internet Generation 'or` Digital Native' have a high interest in self-reliance and independence. This is because the generation is passionate about it, wants to be a change agent, wants to be a problem solver, loves to be different and self-employed rather than group work (Isabelle, 2017; Mohr & Mohr, 2017).

Hairol (2017) states, Gen Z has its own distinctive features as a result of the development of industry, technology and social media that influence and shape the psychology and the way thinking of this generation. Hafiza Abas et. al (2017) explains that the Z generation of the instructional communication is effective in their need for technology assistance. This demonstrates the acceptance and the way of thinking of this group is so critical, innovative and a life-threatening pattern with global value. Hence, the presence of IR 4.0 has had a significant impact on this generation and requires effective communication methods in applying knowledge and skills to Generation Z. Hence, it has become a challenge in teaching, despite the use of great technology and

telecommunication tools, communication skill by teachers, parents, the community should follow the rhythm of acceptance by Z generation without neglecting the background and character of Z generation.

3.0 EFEECTIVE COMMUNICATION ON FIELD

Real education still needs to present on field. Forever technology, telecommunications and industry tools can not replace the main role of teachers (Mohd Aderi Che No et al, 2017). Jamiah Manap et al. (2013) has suggested teen communication approaches and this study has taken part of the relevant method for the Z generation ie clear instructions, compassionate guidance and grouping methods

3.1 Clear Instructions

According to Jamiah Manap et al. (2013), effective communication need to be strict, clear and causal when given Instructions to deal with teenagers now days. This is because, giving clear direction to ensure children fulfill their responsibilities and duties. They ask their children to perform prayers, read al-Quran, attend school session and perform righteous deeds. They need to be explained because the teenagers feel that they are doing something that has an impact and there is a reason why, because Generation Z is very concerned about the profit and loss of their time.

3.2 Compassionate Guidance

Being a mentor to the Z generation teenagers on an ongoing oral communication method, approaching them and advice in their small group. When there is a need, the form of personality and their personality through advice, life philosophy, storytelling, scientific discussion, motivation, persuasion and direct teaching.

The guidance approach is very easy to include with advice, the soft touch of advice will give a huge opportunity for generation Z to be guided, as well as the use of beautiful language and friendly calls of greater impact in communication as well as nourish a more loving affair and facilitate two-way communication successful (Safinah Ismail, 2018). Thus, communication techniques of guidance that meet without gadgets and telecommunications, as well as the use of good language form the character of Z generation youth.

3.3 Grouping Methods

Jamiah Manap et al. (2013) also suggested the need to always have family gatherings to gather their children and grandchildren. This activity not only deepens the relationship between parents and children, but also amongst their fellow members in their big families who have passed over generations. Next, it is also necessary to build close ties with adolescents by walking together, wandering or viewing the natural scenery together. This Strategy not only builds a fortune but also provides a new learning experience to the psyche of their teenage children. However, this gathering method needs to limit the use of electronics to the family, so that the meeting is meaningful and impactful. This gathering is aimed to get teens that are living in their own world out of it so that they can be present and taking a look in reality.

4.0 CONCLUSION

Exposure to digital and internet technologies has shaped the perceptions, ways and thinking of Z generation thinkers that are very different from the previous generation. In the process of teaching, this generation strongly supports hands-on teaching and teaching beyond discussion. These hands-on lessons can be done through project-based learning. This teaching and learning is especially fascinated by Z generation versus face-to-face teaching. However, the outcome when using face-to-face approach gives more impact to communication and changes in personality. Addressing these challenges, various strategies or communication plans are used to achieve effective communication goals towards Z generation through clear instructions, compassionate guidance and grouping methods. Hence, the impact of RI 4.0 needs to be addressed by continuing to build a generation of value and identity by using effective and comfortable communication methods with a generation

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Understanding the Influence of Public Service Announcements in Sugar-sweetened Beverage Consumption Behaviour between Youths and Young Parents

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Abstract A Public Service Announcement, or PSA functions to educate the audience about a particular issue. Sugar-sweetened beverages (SSB) can be defined as liquids that are sweetened with different forms of added sugars. With the rise of SSB advertisements, SSB consumption is becoming more of a norm. This trend raises and emphasises the importance of SSB PSAs. The purpose of this small scale qualitative study is to identify how a SSB PSA appeals to the audience and how they perceive their SSB consumption. A questionnaire was created in Google Forms and distributed to two targeted groups of respondents, which are youths and young parents. Their demographic background and consumption behaviour were obtained before they were subjected to viewing a short PSA on dangerous sugar levels in SSB. Their reactions to the PSA and their perceptions of their own SSB consumption habits were then obtained via the Google Forms and were analysed. The findings suggest that single youths displayed more change in perception following the PSA, while young parents' perceptions became more enforced. Both groups perceived SSB consumption as an act which can bring detrimental effects to their health and are more than willing to gradually change their behaviour in order to sustain a healthy lifestyle. This study hopes to provide insights for health organizations to raise awareness on the dangers of SSB consumption through PSAs.

Keywords: Sugar Sweetened Beverages (SSB), Public Service Announcement (PSA), persuasive strategies, health, youth

1   Introduction

A Public service announcement, or PSA functions to educate the audience about a particular topic and create awareness and shift in public opinion about something important related to behaviour or diseases. Meanwhile, sugar-sweetened beverages (SSB) can be defined as liquids that are sweetened with added sugars. Some SSB include regular soda (not sugar-free), fruit drinks, energy drinks, sweetened water, coffee and even tea with sugar. Various studies have been conducted on examining the consequences of consuming SSB which include diabetes, excessive weight gain and obesity (Kit, Fakhouri, Park, Nielsen, & Ogden, 2013). In light of the alarming SSB consumption trend, countries such as New Zealand, France, Belgium, Mexico and Australia have imposed sugar tax in an effort of reducing health consequences due to the consumption. However, the trend is still on the rise in other parts of the globe due to lack of awareness or action taken by the authorities to curb the problem. Producing PSAs with emotional appeals is an effective way to highlight and reduce stigma on important health issues such mental health and HIV/AIDS (Corrigan, Powell and Al-Khouja, 2015; Thainiyom & Elder, 2017). Emotional appeals as persuasive strategies have profound effects on its audience and can influence their outlook on certain issues. Therefore, this small scale study seeks to identify how does a PSA on SSB that uses fear appeals to youths and young parents and their perceptions toward SSB consumption.

2   Objectives

This study aims to identify the similarities and differences of perception between single youths and young parents pertaining to the PSA on SSB that uses fear as an emotional appeal.

3   Methodology

A case study was conducted to identify the differences of SSB consumption between single youths and young parents. A questionnaire was created from Google Forms and distributed to the targeted respondents. Several question items were adapted from Forde (2014) regarding SSB preferences. The questions consisted of three sections; i) Demographic background, ii) Consumption Behaviour, iii) Perception after watching SSB Public

Service Announcement (PSA) video. The first section focused on the age, employment status, marital status and children's information to distinguish the differences between single youths and young parents. The second section aimed to identify the SSB consumption patterns and to see whether soft drinks media coverage appeals to the respondents or otherwise. In the last section, the respondents were given a PSA video on SSB consumption. The respondents were then required to express their feelings and provide further elaboration. Their perception as to what extent can their SSB consumption behaviour be changed due to the PSA was also included in the survey question.

Convenient sampling was used to gather data for this study. The Google Form link was distributed to both single youths and young parents among the researchers' contact. 19 respondents answered the Google Form questionnaires. 4 of them were between the age of 18-22 years old, 8 respondents were between 23 - 27 years old, 5 respondents were between 28-32 years old, while the remaining 2 were between 33 to 37 years old. Of the 19 respondents, 12 were single youths, while 7 were young parents with children ranging from 0 to 9 years old with a total number of 1 to 4 children per parent.

4   Results

From the data analysis, it can be seen that there were no major distinctions between the two groups of respondents. Based on the responses of the consumption behaviour, several single youths were not discouraged to buy soft drinks, while young parents seemed more discouraged to buy soft drinks when exposed to SSB advertisements. In the third section, most single youths and young parents agreed that the video did change or enforced their perceptions that SSB consumption is unhealthy. From the responses, most young parents were already aware that SSB consumption is damaging to their health, whereas most of the single youths were only more aware after seeing the PSA. They cited fear and regret after watching the PSA. The only exception to all of these responses is one single youth who was adamant in not changing her SSB consumption.

Analysis of the written responses indicated that single youths made more references to themselves when it comes to the dangers of SSB. They worry about how SSB affects their body, health and wellbeing. Their motivation to change their habits are more personal and self-driven. This is not to say that young parents do not hold the same beliefs. Rather, most were already more conscious of their health prior to this study, resulting in them already inhibiting their SSB consumption. Additionally, it can be seen from some of the responses that the young parents were referring to the familial aspects of their lives. In fact, 3 of the comments made by young parents referred to their children, home, and family. It can be said that being young parents has added an extra level of caution and awareness in terms of SBB consumption due to their roles as guardians and caregivers who control their children's dietary needs (Petrunoff, Wilkenfeld, King, & Flood, 2014).

5   Conclusion

It can be concluded that in order for change to happen, there must be a change of behaviour. The PSA on SSB shown has demonstrated that both single youths and young parents perceived SSB consumption as an act which can lead to detrimental effects. Fear as an emotional appeal does affect the participants into reconsidering their habits. They are more willing to gradually change their behaviour in order to sustain a healthy lifestyle. As the results showed that the youths have a greater awareness of the harmful effects of SSB after viewing the PSA on SSB, future PSAs should focus on the habits and lifestyles of youths rather than young parents as the latter are already more aware of the negative effects of SSB. As SSB consumption is associated with adverse health outcomes, improved understanding and awareness of the determinants will prompt effective interventions to reduce SSB consumption among consumers. This complements the recommendation by World Health Organisation (WHO, 2015) that strongly proposes that an average adult should consume no more than 12 teaspoons of sugar per day.

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Persuasive Devices Used in Top-Performing Digital Sales Letters

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Abstract The internet is continuously changing the way people do business. Today, businesses big and small are adopting digital marketing and converting prospects to buyers using digital sales letters. The success of digital sales letters in generating sales heavily depends on the persuasive principles behind them. This allows the prospects to quickly and easily know, like and trust the business, thus, make the purchase, even if they have never known or heard of the business before. The purpose of this pilot study is to first identify some top-performing high-converting digital sales letters and then analyze them to uncover the persuasive devices behind their success. Among the methods used in this study are advanced marketplace spying, persuasion frameworks review, and sales letter/VSL analysis. The key finding is that some persuasive devices are more widely used than others, while some are almost totally neglected. This research currently concludes that while insufficient persuasion hinders effectiveness, too much persuasive devices can be an overkill. Business owners and marketers are recommended to find a balance in their persuasion strategies and use the persuasive devices carefully and intelligently.

Keywords: Persuasion, persuasive devices, digital sales letter, digital marketing, genre analysis, online credibility

1　　Introduction

The internet is continuously changing the way people do business. According to Hatch (2018), ecommerce is growing 23 percent year after year despite 46 percent of American small businesses still do not have a website. Furthermore, only 9.6 percent of Gen Z reports buying items in a physical store, (Wallace, 2019). This is significantly less than Millenials at 31.04 percent , Gen X at 27.5 percent, and Baby Boomers at 31.9 percent. Nevertheless, the bigger picture is that every generation today buy more online than they do in physical stores.

Since the late 90's, before the popularity of social media and ecommerce, internet marketing pioneers use digital sales letters to huge success, providing life-changing income and meaningful lifestyle. Inspired by direct mails, these sales letters take the role of a salesperson, yet they never stop working or go on holiday. And instead of making a sale one prospect or small group at a time, they can generate a lot of sales simultaneously, continuously and automatically with minimum supervision. Among the early pioneers are the late Corey Rudl, Frank Kern, Mike Filsaime, and Ryan Deiss. Some early sdopters in Malaysia include Jamal Bahri (SifuFBads), Patric Chan and Gobala Krishnan. Today, businesses big and small are adopting digital marketing and converting prospects to buyers using digital sales letters.

The success of digital sales letters in generating sales heavily depends on the persuasive principles behind them (Mustafa et. al., 2012), since the seller and the prospect never met each other before, and unlike ecommerce stores, sales letters are not equipped with review and rating system that remove a lot of skeptism. These prnciples allow prospects to quickly and easily know, like and trust the businesses, thus, make the purchase, even if they have never known or heard of the business before.

2　　Objectives

The aims of this paper are as follows:
- To identify some top-performing sales-producing digital sales letters.
- To uncover and analyze the persuasive devices behind their success.that allows them to build instant credibility and trust.

3　　Methodology

For data collection, we first needed to identify some top performing digital sales letters, where they are already successful in generating consistent abundant sales. To achieve this, we participated in established online forums for internet marketers and seek counsel from established experts via email. In deciding the criteria, we are initially split between a few notable metrics, namely gravity, conversion rate (CR), and earnings per click (EPC), We ended up choosing EPC as the one metric that matter.

EPC basically means how much revenue a digital sales letter has made out of every click, or visitor it received. It is called click since a visitor arrived to the sales letter after clicking on an ad or link somewhere on th internet. For instance, if a sales letter made $10,000 after receiving 10,000 visitors, or clicks leading to it, the EPC for that particular sales letter is $10,000 / 10,000 clicks, therefore $1. Experienced digital marketer and founder of LeadPages, Clay Collins (2012) considers EPC as the most important metric, and many experts agree.

Other than EPC, we determined that the sales letters must be generating at least 1000 sales transactions. This is to ensure that the EPC is not a fluke and to discount backend sales letters that usually score higher EPC just because consumers are more prone to impulse buying after the initial first purchase. Therefore, sales letters with high EPC but have lower than 1000 transactions would be disqualified.

Then, we headed to JVzoo and WarriorPlus, two well-established marketplace specializing in digital products, where the offers are presented via digital sales pages. Products range from ebooks, video training, software, apps, and online memberships. These two marketplace are choosen despite Clickbank being more popular and diverse with their niche offering because unlike Clickbank, these sites can help us find the products' EPC and sales transactions.

Using the above criteria, we generated a list of top performing sales letters, totalling 50. While most digital sales letters gathered are either hybrid or multimodal, there are some sales letters that use videos alone. This is normally coined as VSL, or video sales letter. For this type of sales letter, we transcribed them in order for us to proceed with the research.

4   Findings and Discussion

The first-level analysis addressed the movements in the digital sales letters. Figure 1 below shows the moves contained in top-performing digital sales letters, and Table 1 show the breakdown of the movements in greater detail. In general, the findings of the study are consistent with Cheung's 2007 findings. The most frequent move in these digital sales letters is 'introducing the offer' (Move C), while the least frequently used is 'soliciting response' (Move H). Move C occurs in all 50 sales letters and represent 46 percent of the total number of moves, while Move H only 1 percent.
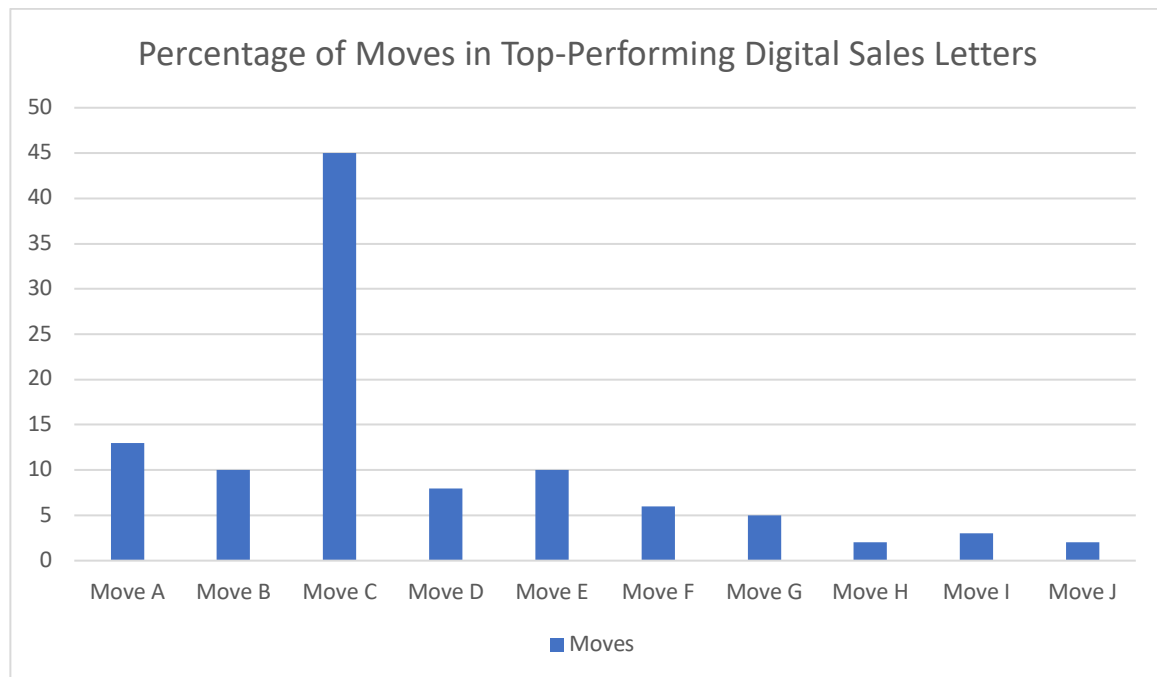
Figure 1: Percentage of moves used in top-performing digital sales letters

Movements in Digital Sales Letters	Detailed breakdown
Move A: Setting the scene	Relating to an important issue Relating to culture Relating to market situation Relating to the viewer/reader/listener Relating to the maker/character
Move B: Establishing credentials	Highlighting financial strengths Highlighting leadership

	Highlighting uniqueness
	Highlighting status / recognition
	Highlighting exclusiveness
	Highlighting expertise
	Highlighting track record
Move C: Introducing the offer	Identifying needs
	Stating the intention
	Mentioning the product/service
	Describing service/features/functions
	Describing advantages
	Descriibing benefits
	Describing limitation/restrictions
	Showcasing the latest development
	Providing details
	Pointing to further information
	Linking to/presenting evidence
	Offering guarantree
Move D: Building goodwill	Showing commitment
	Anticipating feedback
Move E: Offering incentives	Providing gifts/discounts
	Providing free trials
	Providing free tests/quizzes/games
	Providing value-added services
Move F: Using pressure tactics	Expressing time scarcity
	Expressing limited units/spots
	Expressing opportunity lost
	Exploiting fear of missing out
Move G: Triggering action	
Move H: Soliciting response	
Move I: Reinforcing the offer	Summarizing the offer
	Paraphrasing the offer
	Emphasizing the key points
Move J: Bulding rapport	Expressing eager anticipation
	Expressing gratitude/appreciation
	Expressing apology

Table 1: Typical moves in a structured sales letter and the their breakdown

The second-level analysis dealt with Cialdini's Principles of Persuasion (2007). Figure 2 indicates the percentage of persuasion principles in top-performing digital sales letters. Of all the principles discussed, the most frequently used principle is 'commitment and consistency', and the least frequent would be 'scarcity'. As a whole, 33.3 percent of the whole sales latter consists of 'commitment and consistency', 19.4 percent authority, 19.4 percent liking, 13.8 percent reciprocation, 11.1 percent social proof, and only 8.7 percent 'scarcity'.
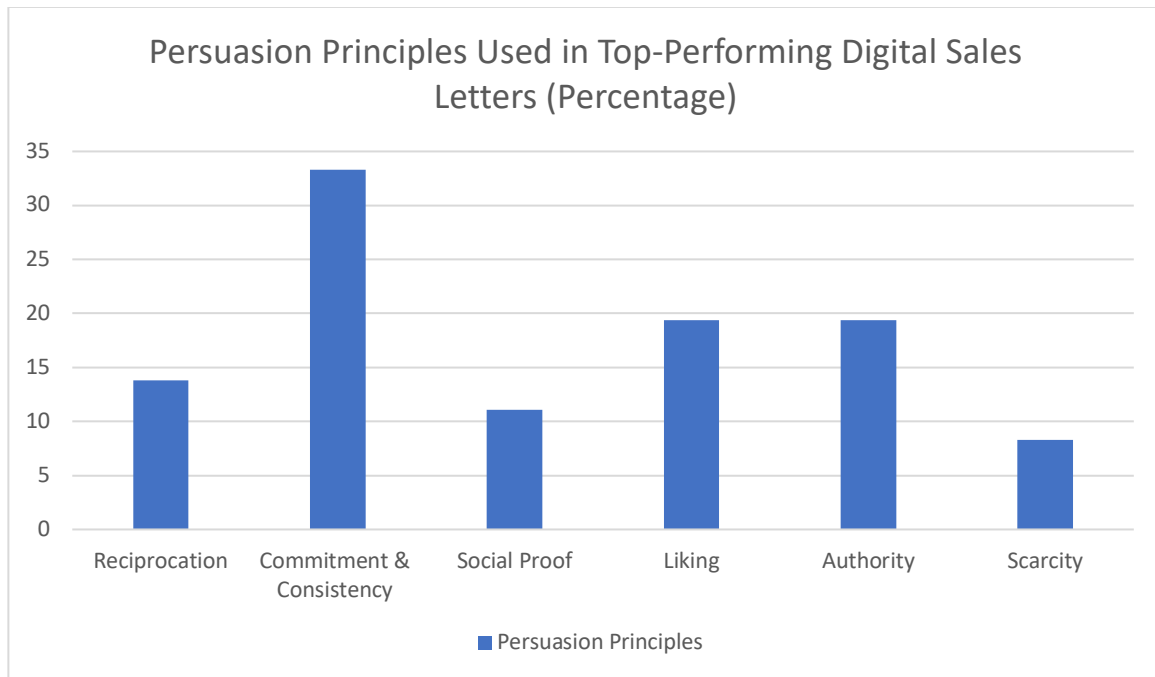
Figure 2: The percentage of persuasion principles found in top-performing digital sales letters

The third-level analysis studied the conformance percentage of the sales letters to Stanford's web credibility guideline (Fogg, 2002), 100 percent of the sales letters demonstrate expertise, have clean professional design, have no error and are user-friendly. However, only 15 percent are easy to verify. 90 percent of them show that they are form real organizations and update their content regularly. 80 percent of them demonstarte honesty and trustworthiness and 75 percent provide their contact information clearly.
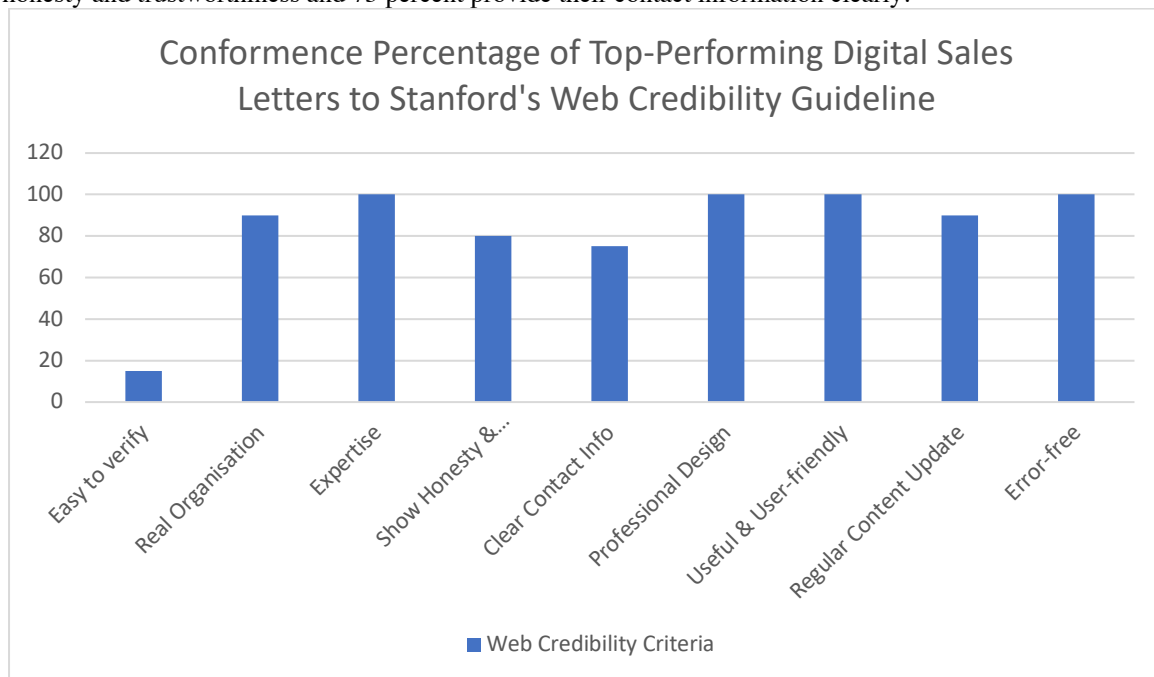
Figure 3: Conformance percentage of top-performing digital marketing sales letters to Standford's web credibility guideline

5   Conclusion

The key finding is that some persuasive devices are more widely used than others, while some are almost totally neglected. This research currently concludes that while insufficient persuasion hinders effectiveness, too much

persuasive devices can be an overkill. Business owners and marketers are recommended to find a balance in their persuasion strategies and use the persuasive devices carefully and intelligently.

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Government and Flood Disaster Preparedness, Mitigation and Management: A Critical Discourse Analysis

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Abstract

Historically being a riverine society, floods have always been a concern for Malaysia as a part of the daily lives of an agrarian society. However, after the 2014 floods that devastated many parts of Malaysia, flooding has become a priority whereby it has been 'rebranded' as 'Disaster' and Flood Disaster Risk Reduction (FDRR) and has since become a priority for the government. Malaysia's strategies for flood mitigation and management have been overly focused on the traditional framework of relief and rehabilitation. Similarly, most research have focused on the structural measures for flood disaster mitigation and management. There is thus, a lack of research on the link between people's perceptions and their response during floods. This study is based on the findings of a larger investigation on the perceptions of the various actors in FDRR in Malaysia. In this paper, we focus on the perceptions of the Malaysian government to identify the main discourses evoked and the impact of the discourses on the response and mitigation of floods. Two extended interviews with government officials from the district council and civil department were conducted. Drawing on Critical Discourse Analysis, the main discourses drawn upon include the discourse of act of nature, act of man and authority. These discourses help the government to represent itself with authority and agency through its roles and responsibilities. However, it also uses the discourses to put the blame on external factors which it is not responsible for. In this way, the government does not see itself as solving the problems of flood causation, i.e. preventative measures, it only focuses on the causes of the floods.

Keywords: Critical Discourse Analysis, Government officials, Community Based Disaster Preparedness, Mitigation and Management

1   Introduction

Flooding has become the most significant disaster in Malaysia in recent years (Loi, 1996; Ghani et al., 2013; Department of Irrigation and Drainage, 2007). The frequency and seriousness of floods in the past ten years have become more threatening to the country (Chan, 2012: 506). Generally, Malaysia experiences different types of floods namely monsoon, flash and tidal. Monsoon and flash floods have been known as the most serious "climate-related natural disasters" in Malaysia, with a flood-prone area of approximately 29,000 km2, affecting more than 4.82 million people and inflicting annual damage of USD 298.29 million (Chan, 2012:514 and Khan et al., 2014: 627).

In Malaysia, major parties involved in flood mitigation and management include the National Security Division, Disaster Relief and Preparedness Committee, Natural Disaster Management and Relief Committee, National Flood Disaster Relief Machinery, National Disaster Response Mechanism and Department of Irrigation and Drainage (DID) (Khalid and Shafiai, 2015:399 and Rahman, 2012:85). Basically, flood mitigation in Malaysia has been classified into two measures, structural and nonstructural. Structural measures emphasize in controlling the flood flows through engineering approaches while nonstructural measures emphasize on human activities in mitigating, flood impacts, flood forecasting and warning systems (Khalid and Shafiai, 2015:399; Chan, 2012:521 and Shafie, 2009:49).

2   Objectives

The primary objective of this research is to explore flood disaster preparedness from the discourse perspective. Thus, this study focuses on the language used about the floods as this has a great significance for the implementation of community-based disaster preparedness in future. This study adopts a social constructionist perspective to investigate the discursive construction of knowledge about flood disaster preparedness in Malaysia by government officials talk about flood causes and their experiences or involvement in flood disaster preparedness. It looks at the discourses that are drawn upon (spoken) by the government/state officials dealing with flood disaster. The study thus focuses on the relation between the types of discourses of disaster drawn upon by the participants when talking about their involvement in flood disaster (via their perceptions, beliefs and attitude) and the impact, influence or significance the discourses have on flood disaster response, policies and programs. In this sense, it will reveal the perspective that when people talk about their involvement in the floods, they draw upon specific discourses of flood disaster, and these discourses in turn shape and influence the type of response, policy and programs that are developed and implemented by government.

3   Methodology

This study applies the qualitative approach in nature to explore the different discourses of flood disaster preparedness as constructed through the narration of the experience of the respondents' involvement in the floods. The data is collected through semi-structured interviews with government and non-government officials. Two officers from Majlis Perbandaran Iskandar Putri and Jabatan Pertahanan Awam Negeri (JPAN) are interviewed. As this study employs a qualitative approach, Critical Discourse Analysis is used to analyze the data in order to obtain a better understanding of the way discourses are employed government officials. This approach is valuable in analyzing the importance of language used in social interaction. Critical Discourse Analysis is utilized to study the talk by various social actors in the context of flood disaster; social scientists are able to reveal the ways of how individual or groups represent their actions through language (Walter, 2010). The analytical tools of critical discourse analytic framework are employed to analyze this study, namely recontextualization, representation of social actors and actions. The approach for this study is to interpret the discourses employed by the respondents when talking about their experiences of the floods.

4   Results

4.1   Discourses of Act Of Nature And Act of Man

When government officials talk about the causes of floods, they draw upon two main discourses, namely 'act of nature' and 'act of man'. Respondents recall phrases such as *'weather, drainage system and development and condition of the river'*. These two discourses are similar to the discourses drawn upon by the community on the understanding of flood causation. They talk as flood as caused by others where they give agency to development and nature. Thus, the blame is on these two factors which they have no control over. Both these discourses draw upon the idea that flood is caused by external factors which they are not responsible for. They do not talk about their roles in solving the problems of flood causation, i.e. preventative measures, they only focus on the causes of the floods.

4.2   Discourse of Authoritarian

Government officials employ the authoritarian discourse when they talk about their roles in flood disaster preparedness. Through this discourse, respondents represent themselves as active doer of social actions. Respondents use noun such as 'central government' and ' government agencies' when they represent themselves. They also mention their departments' roles and responsibility such as '*'overseas investigation'*, *'take action'* and *'train all level of society'*. These nouns and phrases are employed to distinguish respondents' roles as authority from others. When government officials functionalize themselves based on their roles and responsibility, they represent themselves as the one with the sole responsibility to manage the A to Z of flood mitigation and management. In this way, they trivialize or neglect the role of other actors such as NGOs and especially flood-prone communities.

5   Conclusion

When government officials talk about their understanding of flood occurrence, they employ the discourses of act of human and act of nature. They mainly highlight that rapid development and unpredictable weather are the reasons of flood occurrence. Besides the discourses of act of man and nature, the representatives from the government departments employ an authoritarian discourse as they see themselves as the major player in flood disaster preparedness. This discourse focuses mainly on the roles and duties of the government in flood disaster preparedness, mitigation and management. But what this discourse does is it puts the sole responsibility of flood disaster on the government.

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Unfolding the meaning of Petronas Merdeka advertisement through multimodal analysis

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Abstract This paper discusses the findings of multimodal analysis carried out on a YouTube video uploaded on Petronas' YouTube Channel. The particular video was chosen for its relevance, as it is considered fairly recent, and because Petronas advertisements are known for their heartfelt messages, where the emotional ambience created makes viewers feel joyful or melancholic. The video was investigated using the Kress and Van Leeuwen's multimodal framework which focused on three metafunctions namely representational, interactive and compositional. The findings have shown that the video has manipulated these metafunctions in order to convey the message through non-linguistic means. In sum, the metafunctions of multimodality have helped the advertisement convey the messages of patriotism, a persevering fighting spirit and being a hero. Findings of this study may serve as a reference to produce patriotic advertisements in the future.

Keywords: Multimodality, advertisement, merdeka, patriotism, Petronas

1   Introduction

In conjunction with Malaysia's National Day and Malaysia day 2017, as well as the 29th Southeast Asian (SEA) Games, Petronas produced a commercial entitled 'PETRONAS National and Malaysia Day 2017 - Piala Taman Thomas'. The video was broadcasted on the mainstream media as part of TV3's advertisement and was uploaded on the PetronasOfficial Youtube channel. It narrates the story of how 5 children, Hakim, Joseph, Anang, Arathi, and Ah Keong, faced the challenge of earning their spot in the local residential badminton court against two highly skilled 'uncles'. The video presents Malaysia in its local and multiracial settings through the notion of friendship and badminton, one of Malaysia's most celebrated sports. To explore how Petronas aims to convey its National Day message to its viewers, Kress and van Leeuwen's multimodal framework (1996, 2006) was applied to the video, where the researchers looked into how the representational, interactional, and compositional metafunctions were used. The representational metafunction represents the real world as it also comprehends one's life experiences. The interactive metafunction explains the resources that help realise social interactions; whether there are proximity or distance between the images and viewers. Lastly, the compositional metafunction helps viewers understand the composition of the image as a whole.

2   Objective

The objective of the study is to identify the underlying messages in a Petronas video advertisement.

3   Methodology

This study employed a textual analysis method focusing on multimodality on one Youtube video advertisement. The video chosen is an advertisement produced by Petronas entitled 'PETRONAS National and Malaysia Day 2017 - Piala Taman Thomas'. This particular video was chosen as it portrayed the most significant events happening in Malaysia which were the National Day on August 31 and Malaysia Day on September 16. Additionally, this study has also adopted Kress and Van Leeuwen's framework in order to analyse the video. The framework was used to identify the elements of representational, interactive and compositional metafunctions. The video was divided into six scenes based on the time, locations and transitions used in the video's storyline.

4   Results

This section discusses the findings according to the scenes developed in the video focusing on scene 4.

In Kress and van Leeuwen's representational analysis of people, places, and things, the representational participants focused on were the children, the uncles, the badminton court and the shuttlecock. Hakim, Joseph and the uncles were agents in a transactional action process, whereby they were both the actors and the goals when playing. The vector connecting them would be their back-and-forth motion, portrayed through their hands and eyelines. The players also engaged in reactional processes, where they were shown reacting to scoring a point. The action and reactional processes represented their struggle against the uncles, who were seen as the unbeatable experts in the first match. The shuttlecock acted as the means for their action process vectors and the phenomenon to the reactional process. The shuttlecock was given focus when it struck the floor, indicating a point for the scoring team. A reactional process also took place from the sidelines, as the rest of the gang, Arathi, Anang and Ah Keong were reactors to the game, which is the phenomenon. These three were given more agency than the other spectators present as the camera panned to them to show that they were the main support to Hakim and Joseph.

The final showdown in the badminton was taken in oblique and third person point view. In the first match, this angle showing the whole court was not taken in the first match. This means that, the final countdown was more significant compared to the first one. In addition, the camera angle taken from the uncles and kids were shown in medium angle showing now they already had the same level of power. This also portrayed the difference in power attained by the children before and after the match. The angle when the shuttlecock managed to be hit was also shown from the children's side only, and not from the uncles' angle. This signified that the victory will be achieved by the children. After the children had won the final match, the spectators gathered around them happily. This is a significant social distance as it showed medium distance between the children and the spectators while they are happily celebrating their victory.

In this scene, emphasis was given to Hakim, Joseph and the two uncles who were about to play for a second time. They became the foreground of the image indicating the match can give a different result than the first time they played. The shuttlecock also became the centre of the show indicating its importance to the event. This is in line with Kress and Van Leeuwen's (1996) salience concept with regards to the degree in which an element draws attention to itself while being in the central foreground position.

5   Conclusion

Based on Kress and Van Leeuwen's multimodal framework, the messages are not only conveyed through language, they are also conveyed through non-linguistic means that extend beyond words. In regards to the representational metafunction, the video manages to manipulate the visual aspects such as location, props and embodied action such as body language and facial expressions to convey the message to its viewers. The elements showed that the video relies heavily on Malaysian norms and cultural phenomena as it is meant to resonate with Malaysian viewers' feelings for National Day and Malaysia Day (Embong, Jusoh, Mohamed Noor & Kian Seng, 2016; Jafar, Zain & Bakar, 2016; Perisamy, Subramaniam & Gruba, 2017). The use of two of the nation's legendary players also elicit nostalgia, thus invoking more emotion from the viewers (Perisamy *et al.*, 2017). The 5 friends represent the main ethnicities in Malaysia's diverse population. The use of actors from different races is the main device used to showcase unity and diversity (Hassan, 2014).

For the interactive metafunction, the video makes use of the angles and POV to focus on the children's plight against the two uncles. It utilises the frontal angle to emphasise its involvement with the viewers, making the message clearer and closer to view. Other than that, high and low angles were presented to show the power of the adults as compared to the children. The viewers are mostly at eye level with the children, which evokes a sense of social equality with the viewers (Kress and van Leeuwen, 2006).

In addition, the compositional metafunction has shown that the video put a high emphasis on the main characters by foregrounding them to become the central focus of their respective scenes. This is in line with Kress and Van Leeuwen's (1996) salience concept with regards to the degree in which an element draws attention to itself while being in the central foreground position. Viewers can relate to the characters and the underlying message of patriotism, a persevering fighting spirit and being a hero.

Hence, in their corporate social responsibility (CSR) efforts, Petronas gives out the message of never giving up in the face of adversity. The message is represented through the children, and in light of National Day and Malaysia Day, is also represented through badminton. The use of angles and foregrounded focus enables the viewers to empathise and relate to the children's pain, determination, and experiences.

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Exploring the Impacts, Outcomes and Implications of Formative Classroom Assessment: A Critical Discussion

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Abstract

Formative classroom assessment refers to the whole ensemble of tasks designed by the instructor for assessing students in the classroom in order to enhance students' learning. Formative classroom assessment research may have carved a niche into the studies on assessment, but the depth is yet to be fully explored. Hence, this systematic review aims to explore what the current literature reports on the evidence of the success of formative classroom assessment in transforming students into effective learners, and it also puts forth a number of implications. The review methodology we adopted includes inclusion/exclusion criteria, identification of the relevant literature, screening articles for the final selection and finally judgment used for the quality of the articles. The search for literature started by the keywords, such as, assessment, summative assessment, formative assessment, formative classroom assessment, and assessment literacy. The search engine and databases we used for the research articles involved Google Scholar, Web of Science, Scopus, JSTOR and ERIC. Considering the reality of the development of knowledge in a continuum, we extended the period for literature search from 1989 to 2019 (thirty years). The major themes that surfaced incorporate formative assessment, self- and peer assessment, feedback, validity, bias in assessment, and teachers' assessment literacy. We critically analyzed all these themes keeping classroom in context and suggested implications that deserve adequate as well as thoughtful attention. The principle implications involve the challenges of psycho-social dynamics associated with the side-effects of assessment as well as instructional and curricular adjustments.

Keywords: assessment, summative assessment, formative assessment, formative classroom assessment, assessment literacy

1. Introduction

Despite the tremendous importance of assessment in education, there is still a struggle to bring appropriate harmony among the terms used in assessment epistemology. Therefore, various types of dilemma exist among instructors, educators, researchers, policy makers, and most importantly among students. Assessment in a very generic sense refers to a wide variety of tools or methods used by educators to document students' progress in learning, skill acquisition, academic needs and preparedness. It is an integral element of teaching and learning process since it provides guidelines to designing lessons, implementing them, and evaluating their success (Brown and Lee, 2015). According to Ovando, Combs & Collier (2006), "Assessment is the process of gathering data about what a student knows and what the student can do".

The terms formative assessment, and summative assessment frequently appear in literature in their dichotomous relationship. Because of paradigmatic preferences, people choose either one, but their relationship has not been explored much. Most importantly, how they operate in the classroom has not been substantially investigated. Classroom plays a significant role when education is pursued in a formal approach. Hence this paper attempts to critically review the influence of assessment in general, and formative classroom assessment (hereafter, FCA) in particular on students' learning, and teachers' instructional decisions. This paper also suggests implications that require adequate attention with critical insights.

2. Research Objectives

The major objectives of this critical paper are as follows:

1. to examine the relationship between the procedures of formative classroom assessment and students' learning
2. to explore innovative methods of assessment
3. to investigate how students' psycho-social attributes influence their attitude towards assessment
4. to discover the roles assessment literacy can play in enhancing students' learning.

3. Methodology

The review methodology we adopted includes inclusion/exclusion criteria, identification of relevant literature, screening articles for the final selection and finally judgment used for the quality of the articles. Key words such

as assessment, summative assessment, formative assessment, formative classroom assessment, and assessment literacy were used for the initial literature search. The search engine, and databases we used to search for the research articles involved Google Scholar, Web of Science, Scopus, JSTOR and ERIC. Moreover, once we obtained a seminal paper, we used the method of citation search since the citations of that article are worth exploring. Finally, the 'snowball approach' (Black & William, 1998) was used to search for articles from the reference list. Considering the reality of the development of knowledge in a continuum, we extended the period for literature search from 1989 to 2019 (thirty years) so that we can identify the dynamics that influenced the innovations in assessment. For the selection of the articles, the titles and the abstracts were read, and articles which were close to the research objectives, and research questions were finally selected. Because of the constraint of time, and limited scope, only 25 articles were finally critically reviewed.

4. Results

4.1 Paradigm Shift in Assessment
Black and William (1998) reported that attention of assessment researchers, educators, and other stakeholders had shifted from psychometric tests to formative assessments that occurred in actual situations known as the classroom. Rea-Dickins (2007) believes that external tests fail to benefit from the lived curriculum which is interactively developed by students and teachers while FCA is in operation. FCA manipulates a variety of tasks, for example, tests, oral questioning, observations by teachers and by peers, portfolios, home assignments, performance, or group activities. Classroom assessment is, "… formal and informal procedures that teachers employ in an effort to make accurate inferences about what their students know and can do (Popham, 2009, p. 6)". Overall, the central features of FCA that have become apparent from literature are: 1) internal and linked to classroom instruction, 2) formative in purpose, 3) usually teacher-made, not standardized, 4) feedback-oriented, 5) informal in nature, 6) low stake in nature, and 7) usually not graded.

However, Dunn & Mulvenon (2009) claim that there is very little empirical research that shows real educational achievements resulting from formative classroom assessment. The purpose of FCA was also said not to be achieved if the outcome is measured using conventional paper pencil tests or summative tests which are often the practice. We believe that the opposition to FCA still exists is part due to the absence of a comprehensive and uniform definition of formative assessment, and also because FCA operations have not yet been systematized.

4.2 Assessment by Students: Self- and Peer Assessment
The study by Black and William (1998) identified two approaches of assessment by students: 1) self-assessment, and 2) peer assessment as distinctive FCA procedures. Assessment by students is powerful in learning as students are reflective of their own performances. As a vital component in learning, self-assessment encourages students to critically examine their own classroom performance, identify their strengths and weaknesses, and take their own initiatives to improve their learning. As a result, self-assessment becomes a powerful tool for effective learning. Self-assessment is an intrinsic aspect of reflection on one's own performance. On the other hand, peer assessment may be defined as a procedure that involves students in the classroom who evaluates their peers' performance by examining various facets of the performance. Peer assessment creates an opportunity for learners to develop abilities and skills by sharing their limitations and deficiencies with peers usually without any feeling of fear.

4.3 Feedback in FCA
Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way (Ramaprasad, 1983, p. 4). Using feedbacks is the reason for educators to spend a significant amount of time developing assessment tools for teachers to help them know the impact of feedbacks (Hattie, Brown, & Keegan, 2005). They argue that the key aspect of maintenance is feedback because it influences what happens after instruction. The main objective of using FCA is to aid learning through the continuous provision of feedback. Unlike summative assessment, such as semester final, year tests, or nationwide standardized tests, FCA is integrated into classroom instruction which gives immediate feedback to teachers and students on teaching and learning so that teachers can improve their teaching and give feedback to students to improve their learning. Hamp-Lyons and Tavaras (2011) maintain that FCA in the form of 'interactive assessment' encourages teachers to explore, in their own English language classrooms, innovative and interesting methods of providing 'feedback' during the assessment process that move learners forward.

We hold the premise that need-based detailed feedback should be provided to students only when the students are required to remove their misconceptions about the lesson content, or to overcome any other kind of weaknesses students are facing. In addition, task-specific appreciation should be embedded in the feedback methods in order to keep students' spirit of learning active; otherwise, feedback may appear to be counterproductive.

4.4 Validity Concerns

Although assessment experts often question the validity and reliability of FCA, Huerta-Macias (1995) refutes such questions by drawing parallels between alternative assessment and qualitative research (e.g., Guba & Lincoln, 1994). They suggest that trustworthiness and triangulation of data are more relevant in determining quality in alternative assessment than the criteria associated with the psychometric testing tradition. However, Wilde, Del Vecchio and Gustke (1995) suggest to employ expert assessors, use clear criteria, and monitor periodically if the raters are consistent with a view to ensuring reliability in alternative assessments,.

4.5 Assessment Literacy in FCA

FCA will not function to yield the desired results if it is not appropriately integrated into teacher education programs. Stiggins (1999) listed seven competencies for teachers' assessment literacy: 1) connecting assessments to clear purposes, 2) clarifying achievement expectations, 3) applying proper assessment methods, 4) developing quality assessment exercises and scoring criteria and sampling, 5) avoiding bias in assessment, 6) communicating effectively about student achievement, and 7) using assessment as an instructional intervention. DeLuca and Bellara (2013) maintain, "assessment literacy involves integrating assessment practices, theories, and philosophies to support teaching and learning within a standards-based framework of education".

5. Conclusion and Implications

FCA is quite complex as teaching, learning, and assessment are viewed as interconnected and embedded in a socially mediated interaction that occurs in the context of acquiring knowledge and developing skills.

Considering the existing dimensions of FCA as discussed above, a few implications are suggested. First of all, despite the widespread recognition of washback effects generated by assessments, the studies on FCA have not substantially emphasized on this phenomenon. Therefore, one of the major implications of this review is that further intensive study is necessary to explore the various facets of washback, and how to make appropriate adjustments to reap the benefits of washback. Furthermore, little attention has been noticed in the reviewed articles on the instructional materials used by the students and the teachers. Assessment tasks are embedded in the instructional materials which must be developed, maintaining alignment with the FCA' purposes. Using even naïve assumption, anyone can predict that misalignment will generate harmful washback effects on both students and teachers. Further investigation is also required to develop an inventory of the context-dependent psycho-social factors which influence pedagogy, and students' learning since current literature on learning contradicts with learning as a transmissive experience, rather than claiming that learning is developmental, socially constructed, interactive, and reflective in nature (Stoynoff, 2012). Although context-dependent issues are hard to generalize, there are always overarching social dimensions of human experiences which represent a commonality that is present across contexts. An inventory of this sort is necessary for novice as well as future researchers since such inventory provides them with helpful guidelines.

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A critical look at the textual side of court verdicts through the Gricean lens

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Abstract

This paper focuses on the specific linguistic manner that is invariably employed by the writers of court verdicts around the world. The researchers put forth an analysis of the language features adopted in writing judicial rulings through the Gricean Maxim of Manner. With a view to demystify the language of court judgements, this paper highlights the importance of employing the Gricean Maxim of Manner as a guiding principle for writing court verdicts in order to make these documents decipherable, particularly for a layman who is not equipped with specific knowledge of vocabulary and structure used in court verdicts. It is an attempt to clarify the language features of randomly selected court verdicts in juxtaposition with the Gricean Maxim of Manner, and to show how the violation of this maxim plagues these verdicts with unnecessary obscurity and prolixity of language expressions. The essential complexity of the text of these verdicts stems mainly from an excessive dependence on legalism, archaism, redundancy of expression and a baffling prolix sentence construction. As there seems to be a lack of serious attention given to the language of court verdicts, it is timely that the linguistic aspect of court judgements be investigated. The paper is based on the premise that a close compliance with the Gricean Maxim of Manner can help simplify the text of court verdicts making it easier to be understood by a layperson.

Keywords: court verdicts, obscurity and prolixity of expression, simplify, Maxim of Manner

1. Introduction

Judicial rulings, or court verdicts, have an inseparable link with the society. People from all walks of life are somehow related to and affected by the decisions made by the judiciary of a country. These court verdicts, in fact, carry a tremendously significant message to the society. Unfortunately, the specific language features used in writing court verdicts impede the essential comprehension of this legal discourse, especially for a layman. As the message of justice and law is not conveyed to most people of the society, these judicial rulings predominantly fail to fulfill their function as a form of social discourse. The main culprit in the matter of making people unable to understand these verdicts is the language in which these judgments are scribed as well as the manner in which the message is presented.

The struggle to get rid of complex legalese is not new. The first tangible trend of moving away from the complex legalese could be marked in late nineties. In 1999, one example was set by the English court when it "carried out the implementation of new rules of civil procedure replacing some legal terms with their modern equivalents (Tiersma 2000: 220-227). Several countries such as South Africa, Canada and Australia moved towards 'plain language' in writing their legislative. However, from a broader perspective, the desired effect of the plain language movement was only reflected in regulating the language of certain monetary transactions specifically to simplify the language in which consumer rights were written. Therefore, in reality, the language of most legal documents remained unaffected by the plain language movement. Court verdicts belong to this category of legal documents which has arguably received the least amount of researchers' attention with regard to the simplification of language.

2. Objective

This paper brings forth Grice's maxim of manner as a tool that, if applied closely, can go a long way in streamlining the language of court verdicts by replacing the linguistic feature that result in ambiguity, prolixity and obscurity of expression with lexical and syntactic substitutes that are far more lucid and simplified.

3. Grice's Maxim of Manner: A guiding principle for the simplification of court verdicts

Paul Grice, a British philosopher, established arguably the first set of pragmatic principles for human discourse. He laid down four maxims, namely maxims of Quality, Quantity, Relevance and Manner, as principles essential

for a successful execution of human discourse. According to the Grice's maxim of manner, the communicator must avoid:

i.   Obscurity of expression
ii.   Ambiguity of meaning
iii.   Unnecessary prolixity

Thus, the main focus of Grice's maxim of manner is the way in which the message is delivered. The maxim demands the communicator, whether a speaker of writer, to avoid use of such language that can bring in elements of 'obscurity and ambiguity'. It also requires the communicator to maintain necessary brevity in communication and avoid any unnecessary prolixity of expression. In the next section, we will see what language features afflict court verdicts with obscurity of expression, ambiguity and prolixity, and how Grice's maxim of manner can be a guiding principle for the process of demystifying the language of court verdicts.

3.1 Language features rousing obscurity and ambiguousness

The maxim of manner emphasizes an absolute absence of the obscurity of expression as well as ambiguity of meaning in spoken (as well as written) discourse. In court verdicts, this condition of Grice's maxim of manner is violated mainly at word level. The lexical features that breach the maxim of manner include using archaic words and phrases, technical terms, redundant expressions and jargon.

3.1.1 Archaic expressions in court verdicts

Garner (2002:29) points out at certain classes of, frequently used, legal words as fancy and vague words. Many other words, in his view, stem from euphemism and timid phraseology. He finds certain other words rising from 'empty dogmatism' and 'neologism'.   Court verdicts claim a fair share of these type of words. In fact, court judgments teem with words that have a very low frequency of use and become obscure by the passage of time. Use of such words only adds to the obscurity of expression. The replacement of such words with more simplified and in-vogue terms has been suggested by many researchers.

3.1.2 Plethora of technical terms

Use of technical terms or legal terms, called legal jargon, also hampers the understanding of court verdict readers and makes it difficult for them to have an accurate comprehension of the text. Pointing towards the technical words used in legal documents, Haigh (2004: xvi) emphasizes it is only the everyday meaning of these terms that a layman is conversant with, resulting in the possibility of the person putting the wrong meaning on these terms, whereas in fact, these words may carry a specific meaning in accordance with the legal context they are used in. Consequently, the common reader tends to become the victim of ambiguousness.

3.1.3 Profusion of Foreign phrases and expressions

 Court verdicts are also full of foreign phrases and expressions. Most of these foreign words and phrases originally belong to French or Latin. These words and phrases have been included in court verdicts either directly or indirectly through transformation. Latin expressions such as 'bona fide, per se, quo warranto, prima facie', etc. tend to create a special 'cloud of ambiguousness' for a layman reader of court verdicts.

3.1.4 Synonymous references

Another feature that obscures court verdicts, especially for a layman reader, is the act of pointing towards a single, specific, legal notion through a variety of synonymous expressions. In his general reference to legal English, Haigh (2004:40) furnished a list of such legal concepts which are referred to through synonyms.

4. Prolixity of Expression in court verdicts

The second most important feature that concerns perhaps the entire readership of court verdicts is the prolixity of expression. In fact, it would not be unfair to say that the court verdicts are notorious for their wordiness and verbosity. The linguistic features responsible for this prolixity of expression in court verdicts are syntactical in nature. These features are summarized below:

4.1 Lengthy sentences

The sentence structure used in court verdicts is no less than a lexical labyrinth for a common reader. Most sentences, in court verdicts, contain multiple clauses that, one after the other, tend to baffle the reader and keep him/her from getting to the main point being expressed. In addition, another feature of these lengthy sentences are prolonged noun phrases coupled with specific adaptation, numerous prepositional phrases and a plethora of coordinate and subordinated clauses. Such sentence construction is in complete contrast with what has been emphasized by the Grice's maxim of manner, which is the avoidance of unnecessary prolixity. In this case, where it becomes necessary to use lengthy sentences for the sake of clarity, the writers are advised to make use of 'tabulated sentences (Rylance 1994: 18).

4.2 Excessive Nominalization

Verdict writers tend not to use verbs. In fact, it difficult to find verbs in verdict documents as they are often replaced by nouns that are derived from verbs. This transformation act is known as nominalization. It only adds to the prolixity of expression and makes it more complicate when a one-word verb is replaced with a noun that carries other linguistic elements with it, such as prepositions and articles. Haigh (20004: 44) calls nominalization a morphological process that needs to be avoided due to its tendency to give text a protracted and non-dynamic look. Some of the examples of nominalization are using expressions such as 'to be in the agreement' instead of 'to agree' or writing 'to be in opposition' for a simple verb 'to oppose'. Grice's maxim of manner opposes the employment of any language features that tend to complicate the massage for the receiver.

4.3 Passive voice construction

Court verdicts predominantly speak in passive voice. In the words of Schneidereit (2004:3) this is, "…a matter of strategy which has the impeding of comprehension as a consequence." Therefore, in order to make court verdicts essentially understandable for the readers, the writers of these verdicts should avoid an excessive use of passive voice. This would most probably enhance the decipherability of court verdicts as a special type of social discourse. Making communication easy to understand and follow is the pivotal notion of the Grice's maxim of manner.

4.4 Redundancy

Redundancy or repetition of words has become 'part and parcel' of court verdicts. The main reason that breeds the element of redundancy in court verdicts is the writers' unwillingness to use anaphoric references, such as referring to nouns through personal pronouns. The repetition of nouns, for example, results in unnecessary prolixity of expression which is something a writer is encouraged to avoid in compliance with the Grice's maxim of manner.

5. Conclusion

As shown in this paper, compliance with the Grice's maxim of manner is conversely proportional to the use of language features that wrap the text of court verdicts in a cloud of obscurity and ambiguousness. Thus, if taken as a guiding principle in the process of verdict writing, Grice's maxim of manner proposes a pragmatic solution to the complexity and convolution that mar the efficacy of these rulings as a part of legal discourse. The efforts to materialize the highly cherished goal of the simplification of legalese are not more than meagre at this point of time. Court verdicts, in particular, need a focused eye of linguists and discourse researchers if the message of law is to be made accessible to and decipherable for every member of the society.

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The Most Popular Semantics for Components of the Marketing Mix among the Contemporary Consumers of FMCGS

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Abstract

This is an auxiliary study dealing with the 4 Ps of the Marketing Mix Model introduced by Robert F. Lauterborn. It focused on the comparative popularity of the components of the Marketing Mix among the contemporary consumers of fast moving consumer goods (FMCGs) produced by Unilever and Proctor and Gamble in the capital city of Islamabad, Pakistan. These two companies are two of the prominent multi-national companies providing products of day-to-day use in the country. This study sought to find out the most popular vocabulary to describe the components of the Marketing Mix among the consumers of FMCGs who are marketing graduates and thereby, revise, enhance and refurbish it to make it more relevant to the millennial perspective. The perspective of the consumers is important to gauge if the Lauterborn's Model is still applicable to the modern consumers or if the consumers have other marketing priorities, which may differ from the model. Data were collected through a survey based on the random sampling technique from millennial consumers at five local universities in the city. Analysis of the data revealed useful information regarding the validity of the semantics in the presently accepted marketing mix. Findings of this study have the potential to assist marketing strategies, especially at the advertising departments of the leading FMCG chains Unilever and Proctor and Gamble. Results of this study may also be applied to marketing campaigns of similar prominent multi-national companies producing FMCGs in Pakistan, like Nestle, Reckitt Benckiser and the Coca Cola Company.

1   Introduction

This is a supplementary study dealing with the 4 Ps of the Marketing Mix Model introduced by Robert F. Lauterborn (1993). It focused on the comparative popularity of the components of the Marketing Mix among the contemporary consumers of fast moving consumer goods (FMCGs) produced by Unilever and Proctor and Gamble in the capital city of Islamabad, Pakistan. These two companies are two of the prominent multi-national companies providing products of day-to-day use in the country. This study sought to find out the most popular vocabulary to describe the components of the Marketing Mix among the consumers of FMCGs who were marketing graduates. The two companies were used as a point of reference for millennial graduates to be able to relate the products to the components of the marketing mix and thereby, refurbish them. Perspective of consumers is important in gauging if the Lauterborn's Model is still applicable to the modern consumers or if the consumers have other marketing priorities or vocabulary, which may differ from the model. In a competitive environment, firms that survive will be those who research and understand their customers well, particularly in terms of what values customers seek and how they judge and find these values in the market place. Thus researching customer behaviour is critical for marketing success (Newman et. al. 1998). Contemporary consumers/respondents were Pakistani Marketing graduates. As marketing graduates, they have been exposed to the internet and virtual social networking (VSN) and therefore, have global perspectives. However the local culture still survives in their outlook towards different concepts and ideas. Merriam Webster dictionary defines culture as the beliefs, customs, arts, etc., of a particular society, group, place, or time (Webster. 2016). As the basic building blocks of communication, words communicate meaning, but culture is the most important factor that influences the meanings of words. Culture gives meaning and provides the context for communication, and the ability to communicate allows us to act out our cultural values and to share our language and our culture (www.newsky24.com). Ideologically, Pakistan is an Islamic State. Pakistan's very foundation centres around Islam, and Pakistani culture is primarily based on the Islamic way of life, all other cultural aspects are inspired by Islam. (Ronaq 2010). Keeping this in view, data were collected through a survey that employed the random sampling technique involving young consumers at the local universities in the city. The evaluation of the data revealed useful information regarding the validity of the semantics in the presently accepted marketing mix. The data was evaluated taking into consideration established topics of culture and reference groups, demographics and psychographics, perceptions, learning, motivation, attitudes, decision-making, and post-choice experience (Jagdish 1999). Collected through the course of this study and analyzed and shared at its conclusion, the data have the potential to assist marketing, especially at the advertising departments of the leading FMCG chains Unilever and Proctor and Gamble to devise improved marketing strategies in the future. The results of this study

may also be applied to marketing campaigns of similar prominent multi-national companies producing FMCGs in Pakistan, like Nestle, Reckitt Benckiser and the Coca Cola Company.

2   Objectives

This study sought to find out the most popular vocabulary to describe the components of the Marketing Mix among contemporary consumers of FMCGs. The perspective of the consumers is important to gauge if the Lauterborn's Model is still applicable to the Millennial consumers or if the consumers have other marketing priorities which may differ from the model. It did not aim at denouncing the model by Lauterborn, but simply aimed to revise, enhance and refurbish it to make it more acceptable and relevant to the millennial perspective.

3   Methodology

Data were obtained through a survey that employed a random sampling technique in identifying consumers at five local universities in the city. 100 respondents comprising marketing graduates were approached to collect the data. The questionnaire consisted of 10 questions, two of which were open ended, while the remaining eight were closed/multiple choice questions. Hard copies were distributed and collected manually following the respondents' feedback. Analysis of the data revealed useful information regarding the validity and popularity of the semantics in the presently accepted marketing mix.

4   Findings & Discussion

The questions that were used to collect the data were based on identifying the values of the customers of Unilever and Proctor and Gamble, and establishing the fact that the marketing graduates were generally familiar with the marketing strategies of their products. This was important so the respondents could establish a consumer perspective and would be able to relate to the questions asked about the Marketing Mix vocabulary. The vocabulary refers to the eight words used in the Marketing Mix namely, the 4 Cs; consumer, cost, convenience and communication, and the 4 Ps; product, price, place and promotion. The following questions were multiple-choice questions about replacing the existing Marketing Mix vocabulary with new ones. The four most common synonyms were suggested for the 4 Ps and 4 Cs suggested by Lauterborn. The participants were also prompted to replace the words with new ones of their choice. In other words, the survey respondents could also suggest totally new words other than the synonyms of the 4 Ps and 4 Cs, which would be compatible with the contemporary consumers' marketing demand.

With reference to the survey questions based on the Marketing Mix, the marketing graduates suggested new vocabulary to replace the one used in the construction of the present model. Answering the topic of the opening question, out of the 100 respondents included in the survey, the majority was aware of the marketing 'lingo' through the print and electronic media advertisements of Unilever and Proctor and Gamble used in the capital city. In question 2 to 9 they suggested new words to replace the 4 Ps and 4 Cs. The concluding question asked suggestions for totally original words they might want to suggest for the existing 4 Ps and 4 Cs. For the 4 Ps they came up with alternate synonyms and new vocabulary as follows: item or merchandise for product, value or amount for price, location or shop for place, and marketing or endorsement for promotion. The four Cs were revised as follows: consumer was replaced by buyer or bargainer, cost by rate or price-tag, convenience by availability or handiness, and communication by information or interaction: ending up into "ivlmbrai" or "VIMBRAIL" for the sake of remembering it better. Other than the word choices prompted by the survey questionnaire, the latter of each choice of words was totally an original suggestion given by the marketing graduates.

5   Conclusion

At the end of the study, the 4 Ps and Cs were changed into an altogether new and unexpected combination of letters into a new marketing mix, called "VIMBRAIL". Whether this new vocabulary and abbreviation can catch on in the future and whether it will become valid and popular in the practical world of marketing, that remains to be seen. However, for now, the data collected through the course of this study and analyzed and shared at its conclusion, will help the marketing, and especially the advertising departments of the leading FMCG chains Unilever and Proctor and Gamble to revisit the 4 Ps and Cs, and devise improved marketing strategies in the future based on the new findings. The results of this study may also be applied to the marketing campaigns of

similar prominent multi-national companies producing FMCGs in Pakistan, like Nestle, Reckitt Benckiser and the Coca Cola Company.

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Persuasion Strategies Employed in Zakir Naik's Discourse

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Abstract With the spreading negative misconceptions about Islam and Muslims, there appears an urgent need for a well-established informational and persuasive awareness to confront such misconceptions. Towards this endeavour, Dr. Zakir Naik has risen to the challenge in persuading the opponents of Islam around the world to attain better understanding of Islam and Muslims. This has made him to become among the most influential public speaker in the world. Consequently, his widespread speeches are worthy of being studied more closely. This paper aims to answer two questions: 1. Does Zakir Naik employ certain strategies in designing his message to make it more persuasive? 2. Do demographic variables (gender, occupation, religious beliefs, and type of question) of the person posing the question affect the employed persuasive strategies? The study employed discourse analysis in analyzing Zakir Naik's YouTube videos. Nvivo 12 was used in the coding process. The paper adopted Connor and Lauer's model in segmenting the transcribed scripts into discourse units based on the three basic resources of persuasive appeals: Rationality, Credibility and Affective, and labelling the types of persuasive strategies through which these appeals are delivered. The findings showed the dominance of Rationality appeals over Credibility and Affective. Among Rationality strategies, the highest percentage is that of authority appeals which illustrates Zakir Naik's heavy reliance on authentic resources of different religions to support his responses. The results also showed that if females were the ones posing questions, Rationality was used mostly, followed by Credibility, and ending with Affective appeals. The study proved the applicability of Connor and Lauer's Model in the oral video recording discourse.

Keywords: Persuasion strategies, religious discourse, contextual factors, Zakir Naik

1   Introduction

Persuasion has been a major topic of interest within the field of discourse and communication. To have one's ideas accepted, to cooperate and to get things done are all accomplished through persuasive communication (Mulholland, 2005, p. xi). In fact, Halmari and Virtanen (2005) declare, "persuasion is such an integral part of human interaction that learning to understand it better will always be meaningful. Learning more about persuasion … is learning more about human nature" (p.4). Therefore, "the more people become aware of what can be done through language, … the more they can make informed decisions to accept or reject it." (Mulhulland, 2005, p. xii).

With current political events that equates Islam and Muslims with terrorism, in addition to open media resources that paved the way for all users to be persuaded by negative or wrong opinions about Muslims, Islam phobia has arose in many communities spreading negative views, misconceptions, and doubts. Under these circumstances, there appears a persistent need for well-established informational and persuasive responses to correct such misconceptions, and to help refute the doubts and questions emerging against what true Islam is. Towards this endeavour, Dr. Zakir Naik has come forward to take up this challenge, making him world renowned. Since language is the prime tool for persuasion, research is thus needed to investigate the linguistic strategies of persuasion. Moreover, despite the increasing body of literature on persuasion theories, causes, processes, and effects, surprisingly, little attention has been given to Islamic discourse of naturally oral occurring data. Consequently, this present study seeks to investigate what strategies Zakir Naik uses to persuade the addressees; as well as to what exetent do context conditions and variables, for instance, the gender of the addressee, the type of question asked; and other factors, if applicable, influence Zakir Naik's choice?

2   Objectives

This study aims at:

- investigating the rhetorical structure employed by Dr. Zakir Naik in relation to certain contextual conditions and variables.
- enriching the Islamic literature by examining persuasion of naturally oral discourse in terms of persuasive strategies.

3   Methodology

This study takes on a qualitative research design by using discourse analysis to address the persuasive strategies in Zakir Naik's discourse. The paper tackles two questions: 1. Does Zakir Naik employ certain strategies in designing his message to make it more persuasive? 2. Do the demographic variables (gender, occupation, religious beliefs, and type of question) of the person posing the question affect the employed persuasive strategies? Data of the study were representative samples of authentic recorded YouTube videos of Dr. Zakir Naik talking with different people from different religions and different parts of the world. The videos were transcribed manually, imported to N vivo, and coded according to Connor and Lauer's (1985) Model formula. The study took into consideration the demographic variables of people who asked questions (questioners) in coding the data. Each persuasion strategy was represented as a node with other relevant sub-nodes.

4   Results

The following table displays an overview of the strategies employed by Zakir Naik:

Table 1: Strategies employed by Zakir Naik

	Codes	Number of references	percentages	Total Number	total percent
Affective	Appealing to the audience's views, emotions, and values	6	6.38%	22	27%
	Charged language	15	15.96%		
	Vivid pictures	4	4.26%		
Credibility	Firsthand experience	3	3.19%	28	30%%
	Showing the speaker's good character and judgment	2	2.13%		
	Showing the speaker's respect for the audience	19	20.21%		
	Showing the speaker's shared interests	4	4.26%		
Rationality	Authority	23	24.47%	78	83 %
	Cause and effect-consequences	4	4.26%		
	Classification	3	3.19%		
	Comparison	10	10.64%		
	Contrast	13	13.83%		
	Degree	4	4.26%		
	Descriptive example	4	4.26%		
	Ideal or Principle	5	5.32%		
	Information	5	5.32%		
	Model	3	3.19%		
	Narrative example	2	2.13%		
	Stage in process	2	2.13%		

4.1   Persuasive Appeals Employed in Zakir Naik's Discourse

The table above illustrates that the total percentage of Rationality appeal was 83%, with 30% for Credibility appeals, and 27% for Affective appeals. Among the Rationality appeals, the highest percentage was that of *authority* rating (24.47%). For Credibiltiy appleas, *showing respect for the audience* was frequently used (20.21%) as Zakir Naik addressed the questioners by using the term 'brother', 'sister', or by their proper names although they are non-muslims, thus, showing respect and closeness. In terms of Affective appeals, *charged language* rated the highest (16%), reflecting the Naik's confidence and strong arguments. The dominance of Rationality appeals can be explained by the fact that the questions asked were based on assumptions that needed to be well-proven. There was no huge difference between the rating Credibility (30%) and Affective appeals (27%), which reflects the truism that religious persuasion should be rationally based.

4.1.1 Persuasive Appeals Employed in Relation to Questioner's Demographic Variables

For male questioners, *Affective appeals* were the most used (81%), followed by *Credibility appeals* (71%). The least used, surprisingly, was *Rationality appeals* (59%). On the other hand, for female questioners, *Rationality* was most used (40%), followed by *Credibility* (28%), and *Affective appeals* (18%).

With reference to the questioners' religious belief variable, Hindu questioners were mostly addressed by *Affective appeals* (63%), followed by *Rationality* (33%), and *Credibility* (17%). Buddhist questioners were addressed mostly by *Credibility* (49%) followed by *Rationality* (29%), and *Affective* (2%). Christian questioners were addressed mostly using *Credibility* (20%) followed by *Rational appeal* (8%). *Affective* was never used with the Christian questioners. As for Atheist questioners, *Affective* (33%) and *Rational appeasl* (29%) were somewhat equally used, with *Credibility* being the least (13%) used.

Regarding occupation variable, student questioners were addressed by mostly using *Affective appeals* (33%), followed by *Rationality* (10%), and lastly *Credibility* (7%). Graduands and working people were addressed equally using *Rationality* (26%) and *Credibility (25%) appeals* without any *affective* (0%) appeals. As for those with good knowledge about religion, *Affective appeals* rated high (44%), followed by *Rationality* (19%), and *Credibility* (14%).

With regards to the variable of question types, with misconceptions about Islam, *Rationality* rated the highest (40%) followed by *Credibility* (28%), then *Affective* (18%). For questions of views of Islam about a certain topic or policy, *Credibility* was used the most (57%) followed by *Rationality* (40%), and *Affective* (36%). With regards to questions about general purpose of life, *Affective* rated the highest (44%), whereas *Rationality* rated 19%, and *Credibility* 14%.

5 Conclusion

The study showed the dominance of *Rationality appeals* over *Credibility and Affective*. Among *Rationality appeals*, however, the highest percentage was that of *authority appeals* which illustrated Zakir Naik's heavy reliance on authentic resources of different religions to support his answers. The three appeals were powerfully brought about in emphasizing the authoritative attitude of the discourse, improving the degree of certainty, preserving the persuader-addressee relation, and supporting the comprehensibility of the negotiated propositions. This study also proves the applicability of Connor and Lauer's (1985) Model in analyzing oral video recording discourse. Moreover, the study demonstrated some aspects of religious discourse. Furthermore, the results verified the significance of relying on authentic discourse. Finally, the results highlighted the need to take into consideration the type of audience in the persuasion process.

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Discourse of Negligence of Employee Voice in a Malaysian Higher-Learning Institution – An Analysis on the Impact of Employee Rights and Interests

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Abstract This paper investigates employee voice mechanism for a effective means of organisational communication, or internal communication.This organisation is investigated as a case study regarding management ethics, as the aftermath effect of a whistle-blowing incident – a non-conventional and extreme way of expressing organisation dissent that incurred public and internal criticism, indicating lack of effective mean of organisational communication. This study draws upon the theory of Social Constructionism and analyses qualitative data in the approach of Discourse Analysis based on eight semi-structured interviews with the current and former staff of the organisation. The discourse of negligence of employee voice is identified in the findings and shows that employee voice mechanism in this institution is not in place for employees to voice organisational related issues and concerns. The paper discusses the impact of the discourse on the employee voice mechanism of this organisation and explains its implications on the issues of employee rights and interests in the Malaysian workplace.

Keywords: Employee Voice, Social Constructionism, Discourse Analysis.

1   Introduction

This paper looks at employee voice and organisational dissent in Malaysia workplace. It draws on a whistle-blowing incident in a higher learning institute in Malaysia to study the aftermath of issues related to employee voice. This study is based on Social Constructionism (Berger and Luckmann, 1966) and Discourse Theory (Foucault, 1972 & 1980; van Leeuwen, 2005 & 2008; Elder-Vass, 2012) to investigate issues on management ethics, employee treatment and the legal system of employee voice in the country. From the findings, more implications on the issues of employee rights and interests in the Malaysian workplace are looked at.

2   Objectives

To identify the main discourse evoked by employees when talking about employee voice within this organisation.

3   Methodology

This study applies a qualitative approach, Discourse Analysis to study in-depth about the problems stated. Eight semi-structured interviews with staff were conducted. It comprises descriptive content analysis of the interview data as the first step in textual interpretation, and later identifying the lexical choice of the key words in discursive practice as the second step, and finally discussing the social impact as the third step in social practice by analysing on the social impact (Koller, 2012).

4   Findings and Discussion

The findings shows that the main discourse evoked by the employees when talking about employee voice mechanism within this organisation is the discourse of negligence of employee voice. This discourse highlights the issue of lack of employee voice channels for expressing organisational related issues and concerns. This results in unethical management practices and the authoritarian style of leadership due to blockage of the voice channels (Kassing, 2000a, 2000b, 2008, 2011) so that the top-management can blatantly disregard employee voice and staff's concerns and make decisions for their own favour. The This is not a good practice in employee relations as seen in this case whereby employee interests and benefits are not looked into in the Malaysian workplace.

5   Conclusion

As found in the discourse of negligence of employee voice, the employee voice mechanism is not in place in this organisation for effective internal communication, particularly in Trade Unionism as the mainstream of the voice mechanism to protect employee interests (Kumar et al, 2013; Rose et al, 2011). As such, an autocratic management style is in place and it failed to deal with employee concerns and issues and resulted in the whistle-blowing incident.

Furthermore, Trade Union as representing employee bargaining power in the voice system is not encouraged in Malaysia by looking into the relevant legislative provisions for unionism. It is necessary to mandate unionism in safeguarding employee interests, as employees are also one of the key stakeholders in organisations and the society (Suhaimi, 2014). Restoring trade union movement is recommended for preserving and promoting employees as the stakeholders' rights and interests.

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CHAPTER 3 LITERATURE

Pakistanization of English: National Ideology in ESL Textbooks

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Abstract Presently, globalisation and internationalisation have speedily contributed to the localisation of English. Resultantly, various English varieties, for instance, Pakistani English have emerged reflecting local contents and contexts that are formally disseminated through ESL textbooks at educational institutions. ESL textbooks are considered the ambassador of ideology transmitted to ESL learners. Therefore, the present study was conducted to examine the perspectives of national ideology of Pakistan in the ESL textbooks, the ways of their representation and recontextualization, the types of discourses used to legitimate Pakistanization of English. Under the umbrella of qualitative approach, the contents of the sampled materials were analysed through Van Leeuwen's (2008) Critical Discourse Analytic framework. The findings show that various perspectives of Pakistani national ideology such as religious, national, political and moral are included, while economic aspects of the ideology are excluded. In sum, we conclude that Pakistani national ideology is infused via the representation of actors in the texts which in turn draw on specific discourses to legitimate the pakistanization of English for the purpose of identity construction.

Keywords: *Pakistani English, ESL textbooks, national ideology, social actors, Pakistanization of English*

1 Introduction

In the present age of internationalisation and globalisation, English is significantly affected through its indigenization in various sociocultural environments in order to make it suitable for the local use. Resultantly, various non-native Englishes emerged under the umbrella of world Englishes (Rehman, 2015) that broadly classifies Englishes into three Concentric Circles such as Inner, Outer and Expanding circles (Kachru, 1992) representing English as an ENL, ESL and EFL respectively (Trudgill & Hannah, 2017). In this study, however, the ESL phenomenon is investigated in the form of Pakistani English used in local ESL textbooks in Pakistan to find out the representation of national ideology and the types of discourse that can legitimate pakistanization of English. For this purpose, I employ Van Leeuwen's (2008) Critical Discourse Analytic framework under the paradigm of qualitative research methodology to achieve the objectives of the study.

2 Objectives

The present study has the following objectives;
  a. to investigate how social actors are represented in relation to national ideology in the ESL textbooks,
  b. to identify the main discourses employed in the ESL textbooks for national ideology of Pakistan, and
  c. to examine how these discourses in the ESL textbooks legitimate Pakistanization of English.

3 Research Methodology

This study explores the types of ideological driven discourses (representations) incorporated in the sampled ESL textbooks. It investigates social actors through linguistic features such as lexical choices (nouns/noun phrases and pronouns), textual structures and grammar (imperative structure) to unveil the ideological perspectives, the discourse is based on. For this purpose, we employed qualitative Critical Discourse Analysis that views discourse as a social practice and is produced and formed by ideology. Moreover, we selected purposively two Secondary level ESL textbooks, namely, English-9 and English-10, published by the Punjab Curriculum and Textbook Board Lahore, Pakistan in 2017. These textbooks consist of twenty-five units, with twelve and thirteen units respectively. Through content analysis, we selected and categorised fifteen out of twenty-five units that represent different perspectives of national ideology.

The analytical framework of the study consists of two phases. In the first phase, through content analysis method, the data were rigorously organised, patterned to elicit and develop themes (Houghton, Murphy, Shaw, & Casey, 2015) considering the religious, national, cultural and socio-economic perspectives of national ideology of Pakistan. For maintaining the inter-rater reliability of the analysis, the coded data were shared with an English

teacher of the same level, with ten years' experience, for an expert judgement and suggestions to the initial coding plan and procedure, and resultantly, the suggested modifications were made to the coding plan. Thereafter, in the second phase of analysis, the themes and categories developed in the first phase of analysis were analysed critically using Van Leeuwen's (2008) categorisation of social actors:

a. **Collectivization** is often realized through first person plural pronoun (we) and mass nouns such as 'nation', 'community', 'the committee', 'opinions', 'Pakistan' and so on.
b. **Determination** occurs when the identity is specified in one way or another. It is also realized while differentiating between "self" and the "other" in order to construct identity.
c. **Functionalisation** defines social actors in terms of their activities and roles i.e., messenger, preacher etc.
d. *Identification* is realized when social actors are defined in terms of what they permanently or inevitably are. Identification is further categorised into 'classification', 'relational identification' and 'physical identification'.
e. **Plurality of Discourse** refers to the representations of the same social practice differently for different purposes (Van Leeuwen, 2008, p. 25-28).

The aforesaid procedure employed for this study is presented through the following Figure 1 in order to visualize the description of the analytical procedure.
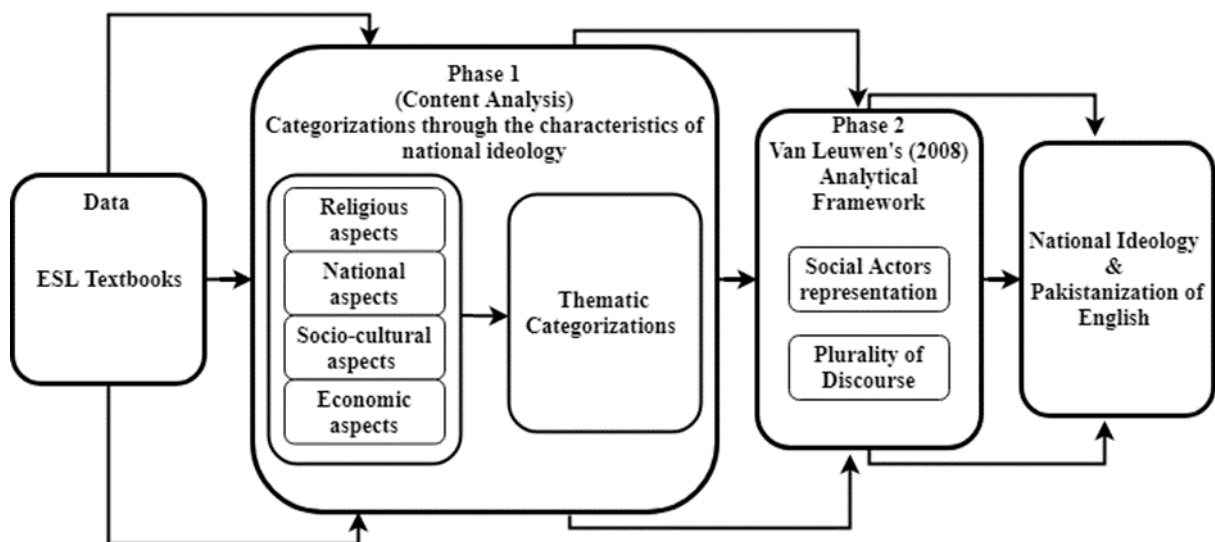
Figure 1: Analysis procedure

Figure 1, in phase 1, illustrates the systematic categorizations of the data based on the national ideology perspectives such as religious, national, cultural and socio-economic beliefs while, phase 2 begins with the analysis of the representation of social actors, the types of discourses reflecting national ideology of Pakistan that in turn, legitimate the process of indigenization (we call it Pakistanization) of English.

4 Results

As a result of the analysis procedure, three major discourses such as religious discourse, discourse of nationalism and patriotism, and discourse of moral values emerged. The details of these discourses are given below.

4.1 Religious Discourse

One of the main discourses used in the textbooks when presenting the social actors is the religious discourse. This discourse is determined through the inclusion of elements of an Islamic theology, the apostles, the holy places such as Makkah, Madinah and Sultan Ahmad Masjid, Islamic traits, values and norms. Islamic theology includes the concepts such as the 'oneness of God'(Tauheed) and 'the prophethood of Hazrat Muhammad' [PBUH]. Islamic theology; the foundation of national ideology of Pakistan, is represented through different discursive features. For example, the concept of singularity of God is represented through relational identification (via a possessive pronoun) such as "thy Lord" to establish relation to His creature (Van Leeuwen,

2008, p. 30), through functionalisation "Who created" and "Who taught" conferring Him with power of creation and teaching, through collectivisation (we-discourse) "O Nabi! Surely, **We** [exclusive-we] have sent you as a witness…". These discursive strategies are used to represent the oneness of God Almighty, and His absolute authority and power that disseminate the concepts of "Tauheed" and the sovereignty of God. These basic principles of Islam provide foundation to the national ideology of Pakistan. Besides, the second pillar of Islamic theology, the prophethood of Hazrat Muhammad [PBUH] is also represented through the same categories of representation such as functionalisation (e.g., a political leader, Justice, Strategist and others) for showing the sanctity of his duty, via determination (the Rasool, embodiment of justice, a light-giving torch and so on) to make Him [PBUH] a distinguished man, bestowed with the extra ordinary spiritual, intellectual and humanistic qualities, and via relational identification (the Rasool's deep faith, the Rasool's Uncle, My dear Uncle and others) to establish associations between Him and His family members and followers. Besides, He [PBUH] is also represented as a role model and expert for legitimating certain social actions, practices and events (Van Leeuwen, 2007) and delegitimating the others.

Apart from Islamic theology, the religious discourse also highlights the Prophet's apostles including feministic characters such as Hazrat Asma who is represented symbolically and ideologically to show the feministic determination, adventurism and patience in facing the real-world issues. Finally, this type of discourse includes the representation of holy book namely Quran and the places such as Makkah, Madina, Masjid and others. All these aspects of Islam are represented purposefully and ideologically to publicize specific theology of Islam.

4.2 Discourse of Nationalism and Patriotism

The second theme is based on the discourse of nationalism and patriotism. Nationalism refers to the feeling of being loyal to and proud of the country with the belief that it is superior to other countries (Mummendey, Klink, & Brown, 2001). The analysis of the textbooks reveals the discourse of nationalism to evaluate and represent the intergroup differentiation in order to construct national identity of Pakistan. Importantly, such types of discourse are ideologically represented through Quaid e Azam's vision [the founder of Pakistan] with authorization; a type of legitimation that is made in relation to an authority, tradition, custom, law and a person vested with institutional authority (Van Leeuwen, 2008). Here, the strategy of authorization is used in the form of Quaid e Azam's speech to legitimate the superiority of Pakistan. The abstract such as "You are made of sterling material and second to none. Keep up your morale. Do not be afraid of death. We should face it bravely to save the honour of Pakistan and of Islam" are some of the examples of nationalism and authorization represented in the textbooks. Additionally, the use of imperative clauses and directive rhetoric (Teten, 2007) 'you' and 'your' determine his position as an authority whereas the use of 'we' construct the collective position as a nation to face the crisis during the early days of Pakistan. Moreover, as a head of the nation, he discursively constructed himself as the 'commander in chief' (Hutcheson, et. al, 2004, p. 27-28), directing and instructing Pakistanis to be ideologically firm and determined to safeguard Pakistan and Islam in the days of crisis. Furthermore, the incorporated lexis such as 'freedom', 'distinctiveness', 'sheer knowledge', 'strong character', 'hardworking', 'identity', 'faith', 'unity' and 'discipline' reflect the sentiments of nationalism, ideology and national identity that are based on specific attributes such as a common 'language', 'faith' or ethnic heritage, 'moral codes, 'values', 'culture', 'civilization', 'customs' and 'traditions'.

Additionally, the discourse of patriotism is also identified, for instance, "we must develop a sense of patriotism which galvanizes us all into united and strong nation". However, the instances included in the textbooks publicize blind rather than constructive patriotism because it encourages a naive and blind support for all the actions (no matter whether it is right or wrong) of the country (Schatz and Staub, 1997; Mummendey, Klink, & Brown, 2001) without questioning. Moreover, we can infer from the examples such as Capt. Muhammad Sarwar, Maj. Aziz Bhatti, Maj. Muhammad Akram and others that the concept of patriotism is ideologically interwoven with the philosophy of jingoism supporting only physical sacrifices via military actions to show love for Pakistan. In sum, the inclusion of such discourses is ideologically incorporated to develop a sense of nationalism and jingo-patriotism in Pakistani ESL learners.

4.3 Discourse of Moral Values

Discourse of moral values is the third theme identified in the selected textbooks. This discourse covers the norms, traits and traditions of the society. Certain norms and traits such as nursing of a patient, helping the needy people, and hopefulness are represented in the textbooks. In the unit, "All is not Lost", the nurse serves a critical injured lady for the purpose of her recovery with the sentiments of hope and patience. This event is presented as a moral story (authorization) to legitimate the reward of serving and helping the needy people. Besides, faithfulness and determination were projected in various representations and events via experts and role models (Van Leeuwen, 2007) to transform the moral values and norms to the ESL learners for the wellbeing of Pakistani society.

4.4 Pakistanization of English

The different types of discourses such as religious discourse, discourse of nationalism, patriotism and moral values and norms reflect Pakistanization of English. The lexical choices employed in the aforesaid discourses represent the socio-semantic interpretations used in the indigenous context of Pakistan. For example, the lexical choices such as Allah, the Prophet Muhammad, sovereignty, oneness of God, patriotism, nationalism, kindness, torch bearer, creator, hopefulness, faithfulness, nation, religion, culture, code of life and others reflect the national ideology of Pakistan and produce meanings and interpretations in Pakistani context. This highlights the indigenization of English in which various types of inclusions and exclusions occur in the form of syntax, vocabulary, semantics, phonology and morphology in order to make it appropriate for the local use. This indigenization when occur to English in the context of Pakistan is called Pakistanization of English (Rehman, 2015). Such types of linguistic and socio-semantic additions and deletions make Pakistani English as a distinctive variety of English that is presently recognised and accepted worldwide.

5 Conclusion

This study reveals critically the representation of national ideology and the discursive ways of representing its various aspects incorporated in the sampled ESL textbooks. Regarding representation of social actors, the present study identifies the excessive use of some specific discursive features such as specification, functionalisation, collectivization, and determination while representing ideological perspectives that are reflected in the identified discourses such as religious discourse, discourse of nationalism and patriotism, and discourse of moral values and norms. These discourses reflect the representation of culture and ideology of the country. Besides, the discursive feature of activation is employed more than the passivation. Most of the ideological driven social actors are represented actively participating in the social practices and events. In sum, religious, national, political, and cultural values are focused whereas, surprisingly, economic perspective is ignored. Thus, it can be said that Pakistani ESL textbooks present ideological discourses consisting of social actors (such as nouns/noun phrases and pronouns), practices and events that can be interpreted through the socio-semantic phenomenon existing in Pakistan. The utilization of English in Pakistani socio-semantic phenomenon to understand the social practices and events represented in the textbooks legitimates Pakistanization of English .

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The depiction of Metaphorical expression in Eugene O'Neill selected play as Modern American drama

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ABSTRACT: The aim of this paper is to present metaphorical expressions such as metonymy, hyperbole, antithesis and symbol of Eugene O'Neill's selected plays as well as revising the dramatic life of the father of American drama. The main objective of this paper to find out some metaphorical aspect in the plays such as Desire under the Elm; The Emperor Jones, The ice man cometh and The Hairy Ape. The data utilizes narrative analysis to narrate metaphor concepts in original content of selected plays in Eugene O'Neill.

Key words: American drama, culture, relationship, Eugene O'Neill, metaphor

Introduction:

Metaphor is an important device in literature as well as in linguistics. Eugene O'Neil has fantastically used metaphor in his plays to depict tragic images. The combination of metaphor and tragedy makes the research work more interesting. Eugene O'Neil has written many plays but this work is restricted to four selected plays. They are the Emperor Jones, Desire under the Elms, The Iceman Cometh and The Hairy Ape. This chapter reviews and investigates the past researches related to metaphor and the tragic image in O'Neill selected plays. The researcher attempts to investigate the different types of metaphor and the tragedy of four opted plays. There are many definitions for metaphors and tragedies in the research. The research highlights the previous studies from a different perspective in metaphors and tragedies, refers to the work of the American dramatist. Tsai, (2017) states that metaphor is an essential kind of communication in a speech which is not only the direct statement of empirical reality. In general, the term metaphor belongs to the key concepts of semiotic.(Kövecses, 2018)

Metaphors are the linguistic concepts that connect two things or ideas. It can connect two phenomena or series of concepts into a different meaning. In other words, Metaphor means a figure of speech that is used to represent the ideas in literature. A Figure of Speech means a departure from the ordinary form of expression, or the ordinary course of ideas in order to produce greater effect. The origin of metaphor comes from the word a Greek Meta which means different and herein means the carry. The study tries to make the comparison between two certain images or distinguish the types of metaphor. It can be shown in various perspectives (Herrmann, 2013). Metaphor is used to reveal indirect comparison between two things in language as well as in literature in our everyday lives.

Generally, Eugene Goldstone O'Neill, the dramatist, was born on October 6, 1888, in a hotel room on Broadway, New England, as the son of James O'Neill and Ella Quinton as his family was sweltering. Today's playwright must crack into the roots of today's sickness as he feels: the death of the old god and the failure of materialism, provide any new fulfillment to the outstanding primitive religious instinct. His discovery is for a meaning in life and acts with the fear of death (Robinson, 1994; Yandell, 2017). These revealing words of O'Neill offer key elements to our understanding of the playwright. No other playwright announced the American drama in

dramatic level-headedness and naturalism as it was started by Russian playwright Anton Checker, Norwegian playwright, Henrik Ibsen and Swedish playwright, August Strindberg. In his own life, O'Neill had standard himself as the most noticeable American playwright. He had his achievements: he was awarded the Pulitzer awards for beyond the horizon, Anna Christie, strange interlude and a long day of traveling at night. He won the highest international recognition. (Mcgovern, 2018) It is said that O'Neill was the mastermind behind the greatest change that came over American theatre, represent the year 1920 and 1930' the highest period in the history. He has written things of current interest by open-handed American drama requiring its genius and authority, dynamism of serious American, almost one, who has gone to the International Center of conservation in American culture. As a dramatist of the modern era, said that "(Higgins, 2018; Kövecses, 2018; Li-hua, 2018).

Please check this statement

Table.1 Metaphorical Expressions

McClain: his face must have Brutal and greedy. But time and whiskey have melted. it down into a good-humored, parasite's characterlessness	symbol
Harry Hope; He is a little deaf but not half as deaf as he sometimes pretended. His sight is failing but is not as bad as he complains it.	hyperbole
Willie: explained that (Pleadingly) Offer me a drink Rocky and.Harry believed it was right. God, I need a drink	Antithesis

This is a play about the youths longing to hold the patrimony of their father and hatred of him. It is largely caused by his consultant over them due to his possession of the farm, but O'Neill represents Freudian psychology with which its highlight on the attachment between mother and her son. Hostility between son and daddy which strengthens the inner meaning of the Greek tragedies with their desirability for incest is clearly evident in the play (3, 9). This play is established on a farm in New England and here the characters are obtainable as overpowered with emotions and unconscious influence expressed in terms roughly equivalent to the Oedipus complex. O'Neill supports Desire under the Elms by integrating into a single complex of Freudianism. Every character represent aggressive, struggle, scrap, and the bad relationship among the characters in the plays, According to M.H Abrahams points that the vital feature of expressionism is an essential revolt against realism. Demonstrating the world as it objectively,(Kövecses, 2018) the playwright approves the direct experience by identifying the world as it appears to his state of mind. This work implies that mental illness is representative of anxiety-ridden recent man in an industrial and technological civilization which is nomadic toward chaos. It is regarded as the radical revolt against the tradition of the people in the society and cultures.

The conclusion

These plays of Eugene ONeill can show the tragic relationship of the human beings. These plays have depicted the

main idea of metaphor in literature as a literary device in language and literature. The dramatist has used the literary figure of language as a figurative form in the drama of Eugene ONeill as a feature of American drama

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The Issues of Betrayal, Murders and Suicides, and Karma in Eugene O'Neill's Play Entitled "*Mourning Becomes Electra*"

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Abstract: This paper deals with Eugene O'Neill's play *Mourning Becomes Electra* (1931). It is one of O'Neill's marvelous works as O'Neill was concerned with deep psychological issues that tormented the human soul. He wanted to reform the declining morality of the Americans as he aimed at eradicating the evils of society. Therefore, the current study is conducted to present a puritan family where the wife betrays the husband and kills him in cold blood and the children are disloyal to their parents and family and cause their death. This research paper demonstrates one of the most dysfunctional families in American literature by focusing on several aspects that are against Puritanism such as betrayal, murders and suicides, and karma, they are the dominant factors that ruin the family. Thematic analysis will be used to examine *Mourning Becomes Electra* using the three mentioned aspects to portrait a family that underwent all of the previous painful situations which ultimately led to its breakdown. The findings show that O'Neill tackled some of the psychological issues regarding the Mannons family as they are living in a Puritan world but behind the closed doors everything is against the Puritan's traditions.

Keywords: Karma, *Mourning Becomes Electra,* Eugene O'Neill, Suicide, Murders

1. Introduction

Mourning Becomes Electra (1929-1930) is a trilogy composed of three plays concerning the same characters. According to Rogers (1986) the play won the best critical reception in present day dramatic history. It combines ancient Greek tragedy mixed with the modern theories of psychoanalysis, New England Puritan culture, and American history (Dowling, 2009). O'Neill included many various themes in his play like, suicide, self-blame and karma. Clooney (1989, p. 530) believed that the idea behind karma is simply that "people suffer because of their past deeds in this and previous lives, and likewise enjoy benefits based on past good deeds". *Mourning Becomes Electra* is about New England, at the turn of the century, it reflects the moral of New Englanders during the nineteenth and twentieth century.

2. Objectives

The objectives of this paper are as follows:

- To shed light upon the recurrent themes in O'Neill's play *Mourning Becomes Electra* and;
- To show how some of humans' actions such as: Betrayal, murders and suicides, and karma play a great role in the deterioration of one of the modern American families.

3. Methodology

Thematic analysis (TA) will be used in this paper. TA is being described as one of the processes for "encoding qualitative information… and … a way of making sense out of seemingly unrelated material" (Boyatzis, 1998, p. 4) and it is considered as: "A method for identifying, analyzing and reporting patterns within data" (Braun & Clarke, 2006, p. 79). TA is widely recognized as a valuable method due to its uniqueness, flexibility, and accessibility. It is a common method used for qualitative data analysis. In this paper three themes will be tackled and discussed: Betrayal, murders and suicides, and karma.

4. Findings and Discussion

The three issues that the Mannons have faced show that many elements caused their deterioration such as their society, their past and mainly their actions. Bogard and O'Neill (1988) commenting on the Mannon's state of mind saying what is maybe most shocking in *Mourning Becomes Electra* is that nobody, not by any means Orin as he gets to the heart of the matter of suicide, is insane. Every one of the actions is done consciously and deliberately. O'Neill reveals the destructive impact of society upon the individual, more specifically of Puritanism as an active force behind the actions of the main characters and Lavinia's final decision. She is not to be punished either by society or by gods but by herself. With respect to Lavinia, she stays rigid as far as possible. Destiny

does not prevail with regards to squashing her. In spite of the fact that vanquished, she saves her human pride "Mourning does indeed become Electra" (Voglino, 1999, p. 73).

4.1 Theme of Betrayal

Christine (the mother) is portrayed as an old woman who is at the verge of nervous breakdown as she realizes that her own family despises her. She refuses to be marginalized so she starts to betray her husband thinking that she will gain back her self-respect. Meanwhile the daughter, Lavinia, is focusing on her adoration towards her father and she sees her mother as a rival: "I hate you. You steal even father's love from me …"(O'Neill, 1993), (Part I, Act III, 741). Christine realizes that kind of feeling and knew that her daughter wanted "to become the wife of" her "father and the mother of Orin!" and she has "always schemed to steal" her "place" (Part I, Act II, 716). Christine tells her daughter that she could not love her and she degraded herself for not loving her own child: "I tried to love you. I told myself it wasn't human not to love my own child, born of my body. But I never could make myself feel you were born of anybody but his! (Part I, Act II, 714).

4.2 The Chain of Murders and Suicides

Lavinia confronts her mother with her adulterous relation saying that her father trusted her while she was unworthy of his trust and she will tell him about his wife's affair. After this incident, the long chain of killings and suicides gets triggered and hence karma starts to work. Christine starts to plan how to elope with Brant, but before that she wants to get rid of her husband to save her lover and free herself from this marriage. After the killing of her father, Lavinia uses her brother Orin who is extremely attached to his mother, to achieve her vengeance. When Christine commits suicide as a result of her lover's death, Orin begs his sister to go and confess their sins but she responses harshly and coldly telling him that if he were not such a coward he would kill himself. He realizes that death hovers over the Mannon's household and he realizes his sister's bad intentions: "Another act of justice, eh? You want to drive me to suicide as I drove Mother" (Part 3, Act III, 854).

4.3 Karma

Lavinia replaces the image of her father with that of Adam Brant who looks like Ezra Mannon, but she has a rival (the mother). Still, she suppresses those thoughts because of the influence of the Puritanical demands of her family's tradition. When Brant dies Lavinia thinks of rejecting the Mannon tradition by marrying Peter (her friend) but her karma interferes and her repressed desire for Adam Brant expresses itself in a Freudian slip. On the other hand, Orin feels guilty for the death of his mother and he thinks of committing suicide, as a Puritan need for punishment. Lavinia decides to resume the quest for "justice" by condemning and punishing herself (Bogard & O'Neill, 1988), she then states her fate: "I've got to punish myself. 'Living alone here with the dead is a worse act of justice than death or prison. I'll never go out or see anyone". (Part 3, Act IV, 866) Despite the fact that Lavinia is a woman, she is, from numerous points of view, a standout amongst the most specifically revealing characters O'Neill ever made, and her last speech is a standout amongst the most soul-exposing O'Neill had ever composed, it fuses the two; his devouring preoccupation with suicide and his stringent faith in the certainty of a considerably crueler self-punishment (Bloom & Hobby, 2010).

5. Conclusion

The mother is supposed to be selfless and devoted to her husband and children. Still Christine presents a living example of selfishness and adultery. Her own daughter, Lavinia, despises her, especially after murdering her father. The mother's illegal affair and the murder of her husband cause a chain of murders and suicides. One irresponsible action leads the whole family to lose their faith, their humanity and finally their lives! All of those bloody murders might be avoided if Christine and her daughter Lavinia were not such slaves to their desires. O'Neill's play revolutionized the American stage as he tackled crucial issues, in his tragedy, karma and self-blame play a tremendous role in the protagonists' lives. The mother betrays her husband and murders him in cold blood. Later, she suffers a lot and gets depressed as she loses her lover. Finally, she commits suicide, it is a work of karma. Orin's suicide comes after causing his mother's death and after murdering Brant. Lavinia's slip of the tongue, while asking Peter to marry her, comes after causing a series of murders and suicides, she is ready to take full responsibility for her deeds and to be punished.

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What Lies Beneath: A Critical Quest For Bradbury's Fahrenheit 451

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Abstract: The research paper is set to scrutinize clash of cultures or clash of epistemic systems as encoded in Bradbury's novel *Fahrenheit 451*. The novel, being a literary genre, is more than a set of sequential events or episodes in a high palpability of verbal signs; it represents a real world by imposing an imaginary cosmos between the reader and reality. The study aims at having insight into Bradbury's *Fahrenheit 451* in terms of Foucault's Theory on power and knowledge. It is hypothesized knowledge and anti-knowledge reshapes the clash of cultures in human communities. Clash is not an intrinsic characteristic of human nature; it is a long process of political reshaping of man in society. The research paper is constrained to analyze the narrative structure of Bradbury's *Fahrenheit 451* from a Marxist stance. One finding of the study is that the cultural shock experience of Montag, the modern hero of the material culture leads him to the elite or the sophisticated culture experiences by the book lovers or the renegade intellectuals who believe in the progress of mankind through the sophisticated philosophy of loving and reading books.

Keywords: Ideology, Power, Intelligentsia, Cultural shock, Science fiction, Binarism.

1   Introduction

The history of mankind has witnessed a long trail of clashes or struggles among nations, or in one single nation of divergent kinds: political, religious, economic, historical, social or cultural. What is characteristic about these clashes or combats is that they are based the principle of binarism or binary oppositions. These clashes are mostly intellectual. The humanistic field that immortalizes theses faces of struggle is literature, more specifically the novel. The research paper is set to scrutinize clash of cultures or the clash of epistemic systems as encoded in Bradbury's novel *Fahrenheit 451*. Being a form of human culture, the novel is inseparable of political reality, but is often predicted, or contributed to change it. It contributes in shaping our awareness of the world around us, politically and socially. In the tumultuous climate of twentieth century, British and American novelists come in the scene to tackle this issue. Ray Bradbury, in his novel *Fahrenheit 451*, criticized the absolute power and corruption. He recognized that politics penetrates every aspect of life. This realization enhanced his views that politics and literature are interrelated. Bradbury underscored the devastating role of absolute power and its corruption in causing peoples tribulations, he reflected the political atmosphere in which his novel was created. In *Fahrenheit 451*, Bradbury criticized material communities who are reshaped by bourgeois cultures that underestimates man's mind. In contrast, one hope for the progression of mankind and civilization is the Book Lovers who believe in knowledge as a path which leads to man's prosperity and progress. The mainstream divergent activities in one society may lead to a sort of clash among its classes and identities. Historically and socio-culturally, this dialectical act necessarily leads to a new image and vision of human progress and human future. This philosophy is plainly sorted out in Bradbury's Fahrenheit 451.

2   Objectives

The objective of the study is to penetrate the clash of ideologies and the clash of epistemic systems in a sate via the narrative code since literature is a work of art which serves as an a vehicle carrying visions and aspirations. Simultaneously, this study aim to explain that the narrative text is a tragic irony which unmasks the games played by many political powers to annihilate human awareness and identity convincing the community to practice the culture of bourgeoisie. Being a mass consumption community, this anti-intellectual ideology results in the sterility of life.

3   Methodology

To have insight into Bradbury's novel *Fahrenheit 451* in terms of Foucault's Theory on power and knowledge, the research paper will be constrained to analyze the narrative structure of Bradbury's novel Fahrenheit 451 from a Marxist stance. So, to verify the fundamnetals of the research paper, the following procedures will be applied:
(i) Selecting a set of notions to generate and build up a conceptual paradigm,

(ii) Describing the thematic structures of the selected data, i.e. Bradbury's Fahrenheit 451.
(iii) Analyzing the selected narrative text in terms Foucault's perspectives
(iv) Drawing conclusions elicited from the critical analysis.

4   Results

Bradbury's *Fahrenheit 451* is a novel of politics though in a symbolic form, it is a symbolic critique of the reshaping of human communities by the elusive ideology of the dominating political powers.   This novel, being a well-known narrative text, dealt with differently from different socio-political and historical perspective. What is unique about this study is that it analyzes the narrative point of view from Foucault's intellectual perspectives. The French thinker stresses the interconnectedness of ideology to power and how the ruling States reshapes human mind in dystopian communities. One finding of the study is that the cultural shock experience of Montag, the modern hero of the material culture leads him to the elite or the sophisticated culture experiences by the book lovers or the renegade intellectuals who believe in the progress of mankind through the sophisticated philosophy of loving and reading books.

The study has approached an analysis of a particular literary text, especially a narrative text in terms of a specific method, there is a set prominent terms that have been exposed. The terms circulated in the narrative sphere are the indicators to the linear sequences of the events. This process may has served as a platform to the critical analysis itself. Regardless the terms defined by Foucault (i.e. power and ideology), the study has tread the path of the terms culture, cultural Shock, Intelligentsia and finally binarism. The research paper has scrutinized clash of cultures or clash of epistemic systems as encoded in Bradbury's novel Fahrenheit 451. The stud has penetrated the clash of ideologies and the clash of epistemic systems in a sate via the narrative code since literature is a work of art which serves as an a vehicle carrying visions, aspirations. It has also explain that the narrative text is a tragic irony which unmasks the games played by many political powers to annihilate human awareness and identity convincing the community to practice the culture of bourgeoisie. Being a mass consumption community, this anti-intellectual ideology results in the sterility of life.

5   Conclusion

Literature is a mode of communication. It communicates the readers with the realities of the world with view of different intellectuals in order to seek experience and knowledge. These realities of the world are artistically encoded in the imaginatively works of arts, more specifically in the narrative literary form, and this is true to Bradbury's *Fahrenheit 451*. This novel is a science fiction standing for a certain actual society accustomed to materialism and ruled by the ideology of the Sate. What lies beneath the surface structure of the novel is the conceptual network system of ideology and power. Ideology and power, as the research study has shown, are inseparable in theory and practice- they are the two faces of the dystopian state, where people's awareness is reshaped in a way to increase trivial entertainment and ignorance, and decrease knowledge and faith. Still, the cultural shock that has happened to the protagonist in his spiritual suffering leads to a new life which is full of hope in the futurity of man. The characters' visions, aspirations and worldviews are encoded into associate incongruent style which gives the fabric of *Fahrenheit 451* its universality as a par excellent narrative of politics.

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Literary Symbiosis: Re-imagining global interaction

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Abstract This study deals with the implicit/explicit Symbiosis which is constantly happening within human society. Literary text that has been analyzed in this context is *The Red-Haired Woman* by Orhan Pamuk. *The Red-Haired Woman* is a modern day literary work, whose basis lies in the past magnum opus like: Ferdowsi's Shahnameh and Sophocles' Oedipus Rex. The term symbiosis means, "Living together". Literary Symbiosis provides insight into various cultures and their repercussions resulting from mutual interactions. The concept of symbiosis gives a clearer perspective of the ways in which state, society and culture interact in the present day global world. Symbiotic relation helps in delineating paradigm shift that is forming social, religious and political relations. The reason for creating intertextual writing has been critically examined. Moreover, concept of "eternal feminine" having the power to redeem humanity has also been dealt critically. Feminine core is like an oyster that has the power to create pearl like beings. Excess of products has somewhere blurred the comprehension and regard for true feminine essence. I argue in this paper that the youth may build a better role for themselves by having knowledge of the past and an awareness of themselves. In this way symbiotic study helps in dealing with local grim situation by enhancing world view, creating a new understanding of differences and a sense of worth for unique essential self.
Keywords: Contemporary Global Literature, Literary Theory, Cross-cultural communication, Inter-cultural communication.

1 Introduction

"The life of this world is nothing but the harmony of opposites" (Maulana Rumi).

In this novel, *The Red-haired Woman*, dichotomies and binary oppositions of modern day life have been beautifully embraced. This research is an attempt to focus upon conflicts, not as problems, but as a gateway towards greater understanding of not only the causes, but also of the remedies of human afflictions, as anagnorisis provides wisdom. This novel is written in bildungsroman mode, providing plethora of insights and experiences of growing in a world that is constantly in flux. Yet the hybridity of texts due to incorporation of texts like: Ferdowsi's *Shahnameh* and Sophocles' *Oedipus Rex* show that despite the variable times, some conditions remain constant. Such a text comprising of intertextual references is representative of literary symbiosis. Intertextuality is the dominant feature of literary symbiosis, such a technique fissures the central authority and weaves a web of text by incorporating numerous other texts, thus empowering each text equally and the use of such diversity enriches the meaning of the text as well. Postmodern literature is replete with amalgamation of various texts. In this way intertextual text encapsulates diverse form of wisdom and adds some new dimensions to the repertoire of literature. In the Modern day world the effort to outdo one another has developed a "parasitic" relationship, not only on macro or global level, but also on micro or family level. As the link between human being is constantly losing depth and meaning. In such a condition where the excess of products exists and, the link between producer and consumer is non-existent, shows veneer of abundance that becomes an obstacle for a meaningful coexistence. Emulating nature may address the need of modern man as nature enables to live on a humanistic plane. Feminine essence is one of natural manifestation that has been blessed with the power to redeem humanity, and in the form of the miracle of birth, she has the power to bear the pangs of creating something out of her own existence. The relation between a mother and a child depicts the essential need for a society where, "no man is an island to himself". Attributes of feminine core needs to be implemented in present day product driven society.

2 Objectives

The purpose of this research is to identify the concept of Symbiosis that has emerged in the field of genetics and biology, representing various forms of existence. The term symbiosis means, "Living together" (Symbiosis). Literary Symbiosis provides insight into various cultures and their repercussions resulting from mutual interactions. Literary symbiosis formulates a sense of self-worth, efficacy, value and purpose in various characters. Moreover it aims at balancing and readjustment of the global views in local context by juxtaposing timeless truth. Symbiotic analysis of literature leads towards negotiation within society, as it brings the marginalized to the mainstream culture.

3 Methodology

Use of intertextuality in the novel, *"The Red-Haired Woman"* on the macro level converges Eastern and Western literature, and on the micro level of the novel, it projects varieties of filial complexities in the form of binary relationship of father, son, and master, apprentice that have been playing pivotal role. In the symbiotic context the relationship of dependence can sometime turn into "parasitic, mutualistic" or even "commensalistic"

(Symbiosis, 2019). But the kind of symbiosis taking place in the novel is parasitic, that exposes relations to end in tragedy due to innate hostility. In order to interact mutually in a constructive manner, hostility needs to be replaced with trust and a sense of self-worth.

4   Results

Cem abandons his unconscious fatherly master at the mercy of fate in the well, despite knowing that his efforts could save his master. Cem lefts his master at the mercy of "fate" (Sztompka, 2003). Trust of the master shatters at that point and misery has since befallen unknowingly upon the fate of Cem. Cem and his master have a close binary relation of "interdependency", that happens to be increasing constantly, thus creating space for filial "organic solidarity" (p. 12). Their relationship could have grown, but once Cem backs out, he not only shatters the trust of his master, but also activates a chain of tragic events by disrupting organic solidarity. This acts foreshadows future misery that in the modern world, "our own creations unexpectedly turn against ourselves", therefore, "coping with changing times "requires" (. . .) trust" (p. 13). As Cem focused more on his geological sciences career and ignored his biological lineage or his son, Enver, and his master, who trusted him like a son and entrusted him with his techniques and talents. Thus trust is prerequisite for "cooperation" and healthy relations, without trust human relations wither away (p. 63). Moreover, Red-Haired woman in the Epilogue shows the importance of re-writing and re-telling from a personal point of view and categorically demonstrates that "expressing oneself is to exist". Incorporating the perspective of Red-Haired woman, is such a narrative strategy that aims to unify the marginalized view, in order to provide a holistic perspective of social identity. Enver's act of writing a letter to his father represents his appeal to be acknowledged and accepted, but Cem's negligence cost him his life. Lack of involvement causes alienation, whereas participation can bridge the gap of differences and leads towards negotiation and harmony among binary oppositions.

4.1   Discourses of Trust

Discourse of trust is playing pivotal role in this research. The story of Cem is a bildungsroman, as his father lefts him, he struggles to find a center and meaning both inwardly and outwardly in his social settings. Red-Haired woman emphasizes upon the need to be centred, she says that, "We all have many fathers in this country", like "The fatherland, Allah, the army, the Mafia (…) No one here should ever be fatherless" (Pamuk, 2017, p. 66). While working with Master Mehmat as an apprentice, Cem finds his master as a father figure. Here scope of Cem's life increases, so his social identity evolves from liminal view of selfhood towards a greater understanding of social identity. Trust enables us to move forward in life, as Cem listens to ample anecdotes regarding the relation of father and son from his master, so does his understanding of life increases. But there exists a dialectical tension between father and son, as long as they do not embrace or accept each other whole heartedly. The distance between father and son remains excruciating. Master Mehmat tries to bridge the distance between himself and Cem by entrusting him with insights into the art of well digging. Master Mehmat beautifully encapsulates the relation between a son and a father, and water and well digger in the form of simile, he says: "On first seeing the water, the well digger would smile delightedly like a father beholding his new born son" (Pamuk, 2017, p. 76).

Master Mehmat's act of constructing well, indicates that he is harbinger of life. All he demands from Cem is to remain patient, true and trustworthy, as all of these virtues are related to the discourse of trust. As Cem used to ponder over his existential quest dealing with digging well and chasing the red-haired woman. Both of the acts can be taken as symbolic acts: firstly, well digging is an act of searching basics for initiating center or community. Secondly, the red-haired woman is the one who will bear his child, Enver and initiate a new phase in the life of Cem. While well digging causes a sense of being entrapped or controlled, so Cem finds his struggle to be pointless like being involved in a Sisyphean task. Cem seems to be unable to initiate life within community and proves himself to be unreliable. While "Cooperation" is necessary for survival and "anyone who decides not to trust (and cooperate with) others, as a matter of principle, has only one way out: suicide" or death (Olza, 2014). While introspecting upon the behaviour of Turkish people, Cem foreshadows future predicament as well, upon finding various objects in the dried wells, he questions "wasn't that strange? If you cared about something, something valuable, but then left it inside a well and forgot about it, what did that mean?" (Pamuk, p. 60). Cem unconsciously followed this herd mentality. Upon accidently injuring his master in the depth of the well, Cem left him for good. In the light of principal of trust "we never advance one step beyond ourselves" in the present day "selfish system" (Olza, 2014). If their exist an urge to move forward in life, it is only possible through "interactive relationship", in which bestowing trust and proving oneself worthy of the trust is fundamental to human progress (Olza, 2014). Opposite of such a relation is parasitic relationship that Cem has selected in his life. After leaving his master, Cem has returned to the city and "felt like a savage who had returned to civilization" (p. 114). Chinua Achebe in his book *Hopes and Impediments* writes that: "Privilege (. . .) is one of the great adversaries of the imagination; it spreads a thick layer of adipose tissue over our sensitivity" (Achebe, 1990). Therefore, Cem amidst his successful geological career being full of "serenity", easily gets flummoxed by any "a minor development" that "unexpectedly unveil the darkness" within his "soul" (Pamuk, 2017, p. 125).

This text is replete with the myth of Rostam and Sohrab and Oedipus Rex that serve as the counterpart to Cem's tragedy due to his past misdeeds. First and last meeting between Cem and his son Enver proved to be the end of his life's quest. Enver laments upon existential crisis that he has faced while growing up as fatherless (p.219). Meanwhile, Ayse (Cem's wife) warns Cems from Enver (son of Red-haired Woman and Cem) that Enver is a "textbook case of rebellious Western Individualist" (p. 213). Yet Cem moves forward towards well with the guidance of Enver and feels on his "Journey to the center of the earth" or towards abyss, disillusionment and chaos. Enver constantly estranges from his father, his "self-expression" is in the process of constant "self-estrangement and dissension" causing "differentiation" from his father (Kamali, 1992). Enver negates the role of father and Allah in rendering any form of meaning to his existence, he moves away from "oneness" (Kamali, 1992). In Shahnameh e Ferdowsi, state of being "fatherless" and "being sonless" have been equated with the condition of being socially alienated as both have been embraced by none. But in the case of Cem and Enver, son emphasizes more upon his individuality and finds his father figure a hindrance in his way of being modern" (Pamuk, 2017, p. 218). As Cem didn't respond to Enver letter, son decides to blind his father. Enver states his acts of killing his father as a self-defining moment, he says, "I've finally become my own self, I'll have written my own story and created my own legend" (p. 222). Cem has made wrong choices after being victim of callousness and selfishness he moved towards hollow and dark destination and triggered a chain of endless destruction. Whereas Enver finds catharsis by targeting and shooting Cem's eye, on the symbolic level act of blinding shows lack of foresight. Cem's dead body being thrown in the well, (where once he left his unconscious master) shows the need to struggle to find deeper meaning of our lives willingly or life will bring us back to the initial point to complete the vicious cycle of apathy and non-cooperation having a ruthless ending.

4.1.1 Linguistic Strategies used to Construct Trust

The premise of this research is to present the ingenuine ways that have added to the notion of self and liberation of oneself from the vicious tragic cycle. In order to interact on global level, the first step is to accept ourselves wholeheartedly through the art of re-adjustment and re-appropriation. Analyzing the role of intertextuality shows the aforementioned purpose. As multiplicity of text enhances the limited perspective, thus adding to the personal point of view, so "language in use has two aspects: at one and the same time it is both a continuous negotiation between participants, and a developing record of experience" (Sinclair, 2004, p. 52). Moreover, intertextuality creates "negotiation" and "highlights interaction" leading towards "the *interactive plane* of discourse" (p. 52). Interaction is the ultimate end of literary symbiosis. The title of the last chapter and the title of the novel is same, namely: *"The Red-Haired Woman"*. The resolution has been provided for various conflicts in the last chapter resulting in social dynamism as the title signifies recognition and acceptance of The Red-Haired Woman, regardless of her objectionable threefold identity, namely: a red-haired female, who performs in theatre and who belongs to political group. The Red-haired woman uses literary symbiotic technique in her plays in order to attract with the "collective mind" of the audience (Pamuk, 2017, p. 233). She makes slight modulation in the epilogue by adding monologue from Oedipus's mother to re-adjust her role as Sohrab's mother, in order to bridge the distance between self and society. Such an interplay is a way to repossess the central role out of alienated form of existence. So different perspectives enhance personal point of view. This technique reflects the needs and demands of natives to attain wider perspective. The Red-haired woman involvement and participation is an act of self-repositioning. Thus, her performance becomes a medium of evolution of social identity by the use of literary symbiosis.

5 Conclusion

As the meaning of one is lost without the other, so mutual co-existence of divergent groups is a sign of healthy society. The need of the hour is to embrace human relation and not to treat them as inanimate. This study is aimed at analysis of ways through which people can be brought together peacefully. Cultural unease and disturbances can lead towards enhanced momentum for equilibrium and equality, thus making cultural vibrancy possible.

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CHAPTER 4　　　　SOCIOLINGUISTICS

A Sociolinguistics Perspective of New Malay Words on Facebook

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Abstract The Malay words development today is largely seen from the point of usage in official documents and explosive ideas from famous figures in Malaysia. However, using sociolinguistics view, the researcher to perceive the new Malay words and the extension of the meaning of the Malay word especially in social media. This development is important because this research will explore Malay words transformation in virtual Malay community on Facebook. The data collected from @*SultanMelakaoffisial* Facebook page to treasure the existence of new Malay words. The sample collected and analysed by adapting lexical semantic theory specifically in social meaning. The cross-reference process used to acquire feedbacks from selected respondents and used to verify the word found is a new Malay word or an extension of meaning in Malay word. As a result, there were two new Malay words and four expansion of meaning in Malay words found in this study, which were *sakau*, *toron*, *sembang*, *membongak*, *koyak*, and *sado*. In conclusion, the virtual community has produced a few words and has carried out the process of expanding the meaning of existing Malay word and the words understood by other Facebook users in this study even though the word is rarely used by them.

Keywords: *Bahasa Melayu*, new Malay words, Slang words, Sociolinguistics

1　　　　Introduction

There is a diversity of studies in the field of Malay language and the studies often based on grammatical structure. However, there are various other areas of language that can be highlighted and there are fields that join and rely on one another. In this study, there are two synthesized fields of sociology and linguistics or sociolinguistics. Sociolinguistics is a study of linguistic and sociological exploration discipline, this field involves human communication and is closely related to the social or human life aspects (Paoletti, 2011, p. 1). This is because the study focuses on the search of new Malay words and the extension of the meaning of the Malay word that written on Facebook: a medium of virtual alternative life for the Malay community. Hence, the purpose of this study is to prove the existence of new words and changes in the meaning of existing words. New words and change of word meaning is widely spread in Malaysian society due to the absorption of other languages as well as the clash of culture and technology enabling change of meaning to occur (Clem, 2016). However, the words obtained from this paper are categorized as a special dialectical element known as *Etat de Language* or temporal dialect (*dialek seketika*) in Malay language (Abdul Rashid Daing Melebek & Amat Juhari Moain, 2010, p. 95-104). The importance of this study can be seen from the two major sociolinguistic contexts, in terms of Malay virtual communities sociology and Malay language. In terms of the sociology of the Malay community, this study demonstrates the development of the society's thinking and maturity in constructing and producing new words that may bring various types of connotations either neutral, positive, or negative connotations. In terms of language, this study is expected to add new vocabulary or improve existing Malay word in order to make Malay language more mature and flexible as an intermediate language in Malaysia.

2　　　　Objectives

This study focuses on new words used by Malay virtual community on Facebook, specifically (i) to identify new Malay word used in Facebook, and (ii) to analyze the meaning of new words based on the semantic theory of social meaning.

3　　　　Methodology

This is a qualitative study: the type of research that relates to the various layers of the social world that abstract the data from the context of "real life" and analyze it by understanding the complexity of data received (Mason, 2002, p. 3-4). This qualitative phenomenological research acquired data from two postings and comments collected from

the Sultan Melaka Facebook page (@*sultanmelakaoffisial*) where the data was integrated into document analysis techniques under the analysis of personal documents proposed by O'Leary (2014). The data consists of several issues and comments have been analysed to collect new words used by the subscribers of the page, the new words composed in a qualitative questionnaire as an instrument to collect social meanings through selected respondents involved which were a college student, a factory worker, an executive, a Malay language teacher, and a Malay language lecturer.

4   Results

This section presents the findings of the research where the researchers had found two new Malay words and four Malay words with the expansion of meaning used in the Facebook page of *Sultan Melaka* (@*sultanmelakaoffisial*) and qualitative questionnaires conducted on targeted groups of respondents to fulfil the research objectives. The respondents have been coded as R1 (first respondent: A college student), R2 (second respondent: Factory worker), R3 (third respondent: An executive), R4 (fourth respondent: A teacher), and R5 (fifth respondent: College lecturer). The researcher described the information and data analysis in accordance with the objectives of the study as explained in the previous objectives section. The words and meanings of these words are summarized and stated in Table 1: Social Meaning of Malay Words on Facebook:

New Words	Social Meaning					Original Meaning
	R1	R2	R3	R4	R5	
1. *Sakau*	*Ambil*	*Ambil semua*	*Ambil semua*	*Ambil*	*Perbuatan mengambil semua*	None
2. *Toron*	*tumbuk*	*pukul*	*Pukul*	*Perbuatan memukul*	-	None
3. *Sembang*	*Meninggi diri*	*Cakap nak menang*	*Cakap berlagak*	*Perbualan berlebih-lebihan*	*Perbualan yang keterlaluan*	Talking or chat (Sembang, n.d.)
4.*Membongak*	*Menipu*	*Menipu*	*Menipu*	*Menipu*	*Menipu*	An arrogant character (Membongak, n.d.)
5. *Koyak*	*Marah*	*Bengang*	*Marah*	*Marah*	*Marah*	An action of ripping something (Koyak, n.d.)
6. *Sado*	*Sasa*	*Badan sasa*	*Seseorang yang berbadan sasa*	*Slang: Sasa*	*Slang: Sasa*	An Indonesian word for a two wheeled car that usually pulled by horses (Sado, n.d.)

Table 1: The Social Meaning of Malay Words in Facebook

Table 1 stated the six words found as a result of the analysis made in the previous section of methodology. There were two new words collected in this study which were *sakau* (taking everything) and *toron* (punching or hitting). There were four Malay words that undergo the process of expansion of meaning which were *sembang* (chatting > exaggerated statement in conversation), *membongak* (arrogant character > cheat/lying), *koyak* (ripping something > angry/dissatisfied), and *sado* (type of transportation in Indonesia > tough body/strong). The word *sado* is an Indonesian word for a type of transportation in Indonesia according to PRPM. Therefore, this word is considered a new word for the Malay virtual community in Malaysia.

5   Conclusion

As Malay society develops in one path and the language in another path, sociolinguistic studies are looking in both part and solely about the function of language in society especially on the deeper philosophy of language used in the ordinary environment. It provides a new perspective and knowledge of how the language works and social

relationships within the community. This is because we say the same thing in many ways, which is appropriate to study the use of virtual language especially in this study because having a virtual community seems to be the current global trend. Thus, the study of meaning in sociolinguistics is crucial to understand new words in the virtual world for future language planning and management. Everyone is influenced by linguistic changes, this occurs especially when societies are exposed to different trajectories in various technology or cultural activities through the use of social networks. When new words and terms develop into the mainstream, this virtual language is often blamed for damaging the linguistic standards, especially in syntactic and semantic features. With this starting point, researchers need to explore the virtual words as a medium to ease this controversy. Researchers also believe that the findings of this study can be a guide to Malay language scholars to examine social media as a source in producing new Malay words or to defend the authenticity and use of the Malay word as the present generation is faced with various aspects of sociocultural on every day, especially for social media users.

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A Case Study of English Language Expert Teachers' Conception of Teaching and Learning

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Abstract. This paper reports the findings of a case study which explores the conception of teaching and learning held by English language expert teachers. Two expert teachers from two boarding schools were selected as participants. The data were collected through 2 semi-structured interviews, classroom observations and stimulated-recall interviews over the period of 4 weeks for each participant. The findings indicate that the expert teachers conceptualized teaching and learning in three conceptions: teaching and learning should be fun, language learning happens formally and informally, and the teaching of language is the teaching of culture. The findings also reveal that expert teachers are adaptive to the students' need and ready to modify their lesson plan accordingly. This study implicates the importance of teachers to conceptualize their teaching and learning as it shapes their pedagogical approaches and learning environment.

Keywords: English language teaching, conception of teaching and learning, expert teachers.

1. Introduction

Many studies have looked into best practices among teachers' in order to explain what goes on in the classroom. Many of these teachers have been perceived or officially have recognized as expert teachers. In definition, they are teachers who are effortless in accomplishing their teaching and learning objectives and have good understanding of their students (Tsui, 2003). They are those who teach with fluidity and spontaneity (Goodwyn, 2010) and their expertise is usually specific to a domain which has been developed over time, thus enable them to be more opportunistic and flexible in their teaching compared to the novice teachers (Berliner, 1994; 2001).

Studies conducted in this area have mostly focused on the comparison between novice and expert teachers' performance (Sabers, Cushing & Berliner, 1991; Berliner, 2001; Smith & Strahan, 2004; Meyer, 2004; Wolff, van den Bogert, Jarodzka & Boshuizen., 2015; Wolff, Jarodzka & Boshuizen, 2017). The results of these studies have shown that expert teachers' performance is more superior to the novice teachers due to experience. However, such studies do not help with the understanding of the expertise of expert teachers as experience is not the only critical feature of expertise (Tsui, 2003; Bereiter & Scardamalia, 1993) and thus the qualities of expert teachers have yet to be made more explicit (Akbari & Yazdanmehr, 2014).

Studies focusing on expert teachers have found that these teachers conceptualized teaching and learning in several ways. Tsui (2003) found out that there were three conceptions of teaching and learning hold by the expert teachers: teaching and learning should be teacher centered where the teachers have control over the students, learning should be fun and interesting, and the classroom is the home for both teacher and students where they are considered as a family. Expert teachers also conceptualized their classroom as communities of learners where both teachers and students actively engaged in learning from one another (Smith & Strahan, 2004). Goodwyn (2010), on the other hand, has found that teaching was perceived as context-dependent and multidimensional. Absolute attention to individual students is given based on the cognitive abilities and the students' needs.

2. Objectives

The purpose of this study was to identify how expert teachers conceptualize teaching and learning.

3. Methodology

Two female English language expert teachers from two secondary residential schools were selected as participants of the study. They have minimum 8 years to maximum of 28 years of experience teaching English and have been awarded the expert teacher scheme by People's Trust Council (MARA). Teacher A has a Master Degree in Education while Teacher B has a Bachelor Degree in Education.

Semi-structured interviews, adapted from Childs (2011), Mohd Ariff Albakri (2011), and Hill (2014), were used to collect information on the teachers' teaching and learning views. The constructs include teacher's beliefs in learning a second language, teaching styles and pedagogy, and daily routines in the classroom.

Classroom observations were carried out to identify the instructional strategies used by the expert teachers in their lessons and to triangulate the data collected from the interview. The eight observations took place in the

expert teachers' English lessons and were recorded. Upon the completion of each classroom observation, stimulated-recall interviews were immediately conducted to elicit verbal commentaries of the expert teachers' classroom actions and instructional approach.

4. Findings & Discussion

Based on the findings, it was found that there were 3 major conceptions of teaching and learning held by the expert teachers. Both expert teachers conceptualized that learning should be fun. However, despite the similarity in the first conception, both expert teachers also reported different conceptions. Teacher A indicated that learning happens both formal and informally. Teacher B, on the other hand, conceptualized that the teaching of language is the teaching of culture.

Both expert teachers emphasized that learning should be fun. They identified this as an important element in their teaching and learning. During the semi-structured interview, both Teacher A and B emphasized the importance of interesting and fun classroom environment for the students. They felt that the type of activities should be varied for students to enjoy the class.

> *... so that they find that learning this language lesson is fun. It is a fun way for them to learn...*
> (Teacher A, Semi-structured Interview).

In, addition, Teacher B also felt the same but stressed that it has to be purposeful too. This was crucial because many students in her context used English as their third language.

> *... it should be fun for them, in a way that they feel it is purposeful. They do not feel it wasting their time.*
> (Teacher B, Semi-structured Interview)

From the observation, there were four fun activities identified in Teacher A's lesson such as a group work transforming tenses to sentences, 'Numbered Head Together' where they tell parts of a short story and create their own ending, a group work in developing the tree diagram of the literary devices for the selected poem, and a group work identifying errors in their essays. Teacher B was found to provide six fun activities such as debate, a group work in writing letters to their mother, group work in summarizing a text, and group work in sequencing and connecting ideas in summary. These findings are in line with Tsui (2003) who found that learning should be fun and interesting.

Based on the semi-structured interview, Teacher A conceptualized learning as a process which happen in formal and informal situation. She reported that students learn from the official academic session at school and everyday communication experience in their lives.

> *To learn a second language, it is not only informal. We need to have a formal language learning...*
> (Teacher A, Semi-structured Interview)

This conception was derived from her own experience in learning the language.

> *When I was in primary school, I went to a convent school in which I met the non-Malays. So I love to see them speaking (in English)... that actually triggered me to learn the language (English).* (Teacher A,
> Semi-structured Interview)

Teacher A's personal practical knowledge (Clandinin, 1985) has influenced her conception of language learning. This has derived from both Teacher A's professional and personal experience in teaching and learning the language.

In extension, Teacher B conceptualized teaching of language as the teaching of culture. She perceived that cultural norms are integrated within a particular language:

> *When it comes to teaching English (language), we are not just teaching a language. We are teaching cultural norms that go along with it...*
> (Teacher B, Semi-structured Interview)

This was perceived important for Teacher B as language always occur in a cultural context. She stated that the knowledge of grammar does not guarantee the appropriateness of using English without being sensitive to the cultural norms, which can cause misunderstanding in communication. She believed that the integration of target culture can help students to notice pragmatically appropriate phrases. Kuzborska (2011), in similar vein, indicated that teachers perceived language learning goes beyond the literal meaning of the text, thus the integration of cultural context is paramount.

5. Conclusion

The findings of the study show that the expert teachers' conceptions of teaching and learning can be derived from both their personal and professional experience of teaching and learning the language. They also were found to gather vast information about the students and instructional approaches and used such information to shape their instructions and pedagogical orientations. This study implicates that the conscious decisions made on teachers' instructions can be derived from certain recurring conceptions which shape their pedagogical approaches in the classroom. Such awareness can provide an impact to themselves as practitioners and the students as the receiver to create an enriching ecosystem of teaching and learning in the classroom.

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A Systematic Review of Scaffolding Learning and Language Development in Teacher- Students'- Interaction: From 2000 – 2019

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Abstract

This paper reviews empirical research conducted in the area of scaffolded teacher-student interaction in English Second Language (ESL) and English Foreign language (EFL) classroom spanning the period between 2000 and 2019. Selection of the articles was made via databases from Google Scholar, Science Direct Journal, Scopus and Emerald. The focus of this review was on five features of the selected research-based articles namely, temporal distribution, location, research design, learning type scaffolded, participants' levels of education namely, primary school teachers, secondary school teachers and University undergraduates. Findings from the review revealed that studies on teacher-student interaction in the ESL classroom remain relevant as such studies continue to be of interest worldwide. The results of the review revealed that oral skills scaffolding is the most employed technique in developing ESL and EFL competence. The review indicated that the dominant research design employed in such studies was mixed mode. In relation to participants, the review also indicated that scaffolded teacher-student interaction in the ESL/EFL classroom has the potential to assist students' development of English language communicative competence.

Keywords: Scaffolding learning, Teacher-students'-interaction, Language development, Communicative competence

Introduction

Scaffolding which is a metaphor for supporting learning and learners in the context of classroom interaction was coined by Bruner and connects to the Zone of Proximal Development or ZPD proposed by Vygotsky in his sociocultural theory (Lefstein, Vedder-Weiss, Tabak, & Segal, 2018; van Lier, 2013). The zone of proximal development refers to the space by which learners can be helped to the next level of development (Hamidi, 2018) Scaffolding is situated in the ZPD to help learners attain their potential development through technical teacher mediation, guide and support (Arshavskaya, 2014). Teacher support implies the involvement of pedagogic scaffolding (van Lier, 2013) which is the focus of articles in this review.

The Objective of the Review

The objective of reviewing empirical research is to examine and explore different types of studies on scaffolding students' communicative competence in classroom contexts with a particular interest in ESL and EFL learning. The review covers the period 2000 to 2019. The objectives of the review specifically were to find out: the temporal distribution of the articles, location of the research, the design used, the learning type scaffolded and participants in the investigation.

Methods

The main data databases were browsed using key terms to retrieve 1110 and 19 more articles from additional sources. Following Moher et al. (2015) framework for systematic review, duplicates were removed leaving 513. More records were removed bringing the number to 310. Out of this, 265 were excluded and 45 full-text articles accessed. For reasons of the screening criteria, 19 full-text articles were further excluded. This brought the number of eligible articles for analysis to 26.

Findings

The temporal distribution revealed that the different types of research were conducted in 2011, 2012, 2013 2014, 2015, 2016, 2017, 2018 and 2019. The articles come from 19 countries across the globe. The research design used was a qualitative, quantitative or mixed method The research-based articles largely investigated scaffolding ESL/EFL competences involving writing, reading, grammar and oral competences. The levels of participants in the studies were primary, lower/higher secondary and undergraduates.

Discussion

From the findings, 2014 and 2017 recorded the highest number of articles with 19.2% each. However, 2000 – 2010 recorded no articles satisfying criteria for selection. Most of the researches were conducted in Asia and the most employed research design was mixed mode. The findings also showed that the articles investigated scaffolding ESL instruction, writing, reading, grammar and oral skills competencies. The oral skills competence was the most studied being the competence seemingly difficult to acquire and because of its significance to students. The levels of participants consist of primary school teachers, lower secondary school teachers, high secondary school teachers and undergraduates. High secondary school teachers followed by university undergraduates were the highest number of participants.

Conclusion

The reviewed articles indicate fresh interest in scaffolding English second language competences which is significant to maximizing students' learning. Not surprising that most of the researches were conducted in Asia where English is taught either a second or foreign language. Since teachers are critical to scaffolding students' English language proficiency, more research efforts are needed to investigate teachers' interactional methodology. This will help analyze their needs for potential professional development to raise their awareness and improve scaffolding techniques in their teaching methodology.

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An Investigation of Grammatical Cohesive Devices in Argumentative Writing of Second Year Business School Undergraduate Students

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Abstract The two linguists Halliday and Hasan have produced plenty of intellectual properties for English language text Cohesion. They compiled their work and published as book entitled "Cohesion in English". According to them Cohesive Device can be categorized into two main categories. The first category is Grammatical Cohesive Devices covering reference, ellipsis, substitution and conjunction. Secondly, Lexical Cohesive Devices including reiteration and collocation. The important part of academic written coursework which inclined with the University is argumentative writing. Tertiary level of students is expected to write argumentative essays to expose their critical thinking with text coherence. The grammatical cohesive devices are the fundamental elements of a well coherent text. Therefore, the researchers executed an Investigation of the use of the Grammatical Cohesive Devices in Argumentative Writing by 30 Second Year Business School Undergraduate Students. This investigation examines inefficiencies of Grammatical Cohesive Devices in Students Argumentative writing with Halliday and Hasan's taxonomy model for the Grammatical Cohesive Devices. The study also identifies English Language lecturers' perception on the challenges faced by non-native speaker of English Language students for apply the Grammatical Cohesive Devices efficiently in Argumentative Essays. This descriptive research design study employs both quantitative and qualitative research methods in collecting and analysing the data. The result revealed that reference ties is the big amount of errors in students' argumentative essay. The interviewees believe that lack of language exposure became the factor for narrowed knowledge of cohesive devices by the students on non-native speaker. However, from overall view of both quantitative and qualitative data, researchers believe that other area of grammatical errors, first language influence and lack of exposure in language are the reasons for the students' inefficiencies in using cohesive devices in argumentative writing.

Keywords: Cohesive Devices, Grammatical Cohesive Devices, Argumentative Writing, Non-native Speaker.

1) Introduction

The study of cohesion provides an insight into how texts are organized and meanings are expressed through investigating the patterns of cohesion that help to understand the text in terms of its representation of ideas; for example, patterns of lexical cohesion make the reader focused on the field of the passage, patterns of reference devices ease the reader's track of entities mentioned in the passage, and patterns of conjunctive relations show the purpose of the passage (Martin and Rose 2007:18-20). Accordingly, investigation of the text as regards to the use of cohesive ties shows how meanings are realized and contribute to the consistency of that text. Cohesion can be examined in a variety of texts, but, especially, in the ESL writing it has a significant role as investigating this aspect of texture in essay writing reveals how students organize their texts by showing meaning relations between sentences. Thus, Halliday and Hasan's (1976) theory on cohesion is also applicable in the ESL field, where looking at the patterns of cohesion in students'' essays, it is revealed how students tackle the meanings in the text in order to create a piece of writing that expresses a message that was intended. Since the theory of cohesion exploited in the texts of ESL learners is new to many teachers or learners, this study attempts to gain a deeper view of how this concept is applied in essays written by students. In this regard, the present study was conducted to investigate such errors. It particularly targeted tagging such errors and identifying language lecturers' opinions for non-native speakers' inefficiency in using Cohesive Devices in Argumentative writing.

2) Objectives

The problem of the current study is concerned with exploring the organisational problems that University students are having in English writing. They encounter the inefficiency in cohesive devices while composing their essays in English. ESL students face certain problems in communicating and learning writing. As many teachers of English have noted, acquiring the writing skill seems to be more laborious and demanding than acquiring the other language skills. In fact, producing a coherent piece of writing is an enormous challenge, especially in one's second language. This is magnified by the fact that the rhetorical conventions of English texts- the structure, style, and organization-often differ from those in other languages as they require a great effort to recognize and manage the differences. This is particularly true of the rhetorical conventions of the Malay, Chinese and Tamil languages as students' mother tongue. In many ESL countries including Malaysia, the education systems emphasis writing for taking tests. In this respect, this research will explore the cohesive devices' in Argumentative writing, which can be used for further remedial English Programs in the future to overcome writing difficulties among University students especially in the use of cohesive devices in argumentative writing.

3) Method

The current study adopted Halliday and Hasan's (1976) taxonomy model for the analysis of cohesion due to its logical and developed taxonomy. Each cohesive inefficiencies were identified, counted, and described in terms of the types of cohesion category it belongs to—that is, in terms of reference, substitution, ellipsis, and conjunction. Although substitution and ellipsis are "seldom used in formal writing" (Liu and Braine, 2005, p. 627) and "they

are more characteristically found in dialogues" (Halliday, 2000, p. 337), they were counted in this study to identify students' awareness of such categories and to determine whether students are capable of employing them in their writing.

The interview outcome used to find the reasons for non-native speakers being inefficiency in using cohesive devices in argumentative writing. All the three experienced University lecturers who teaching English more than a decade shared their perception which helped this research to find out the answer for students' problems in cohesive devices.
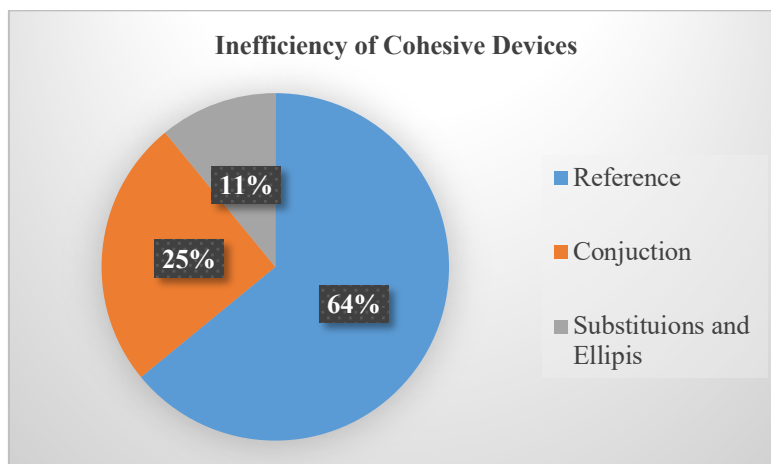
4) **Results**

Figure 1

Regardless of other grammatical errors this paper examines only the Cohesive Devices from students Argumentative Essays. This error analysis procedure mainly branched out with three groups for each category of Cohesive Device. As Omission, Overuse and Misuse or inappropriate use for all the three categories of Cohesive Device as Reference, Conjunction, Substitutions and Ellipsis.

1. In this day and age, each product have their own values. Normally, *money as a ways that most of public to judge a product value.*
2. People are usually think that the higher price of product, *the more value of this product.*
3. I strongly disagree with the *statement money is the religion* of the 21st century.

In the extract from students written work above, the first sentence shows error of overusing cataphoric reference. The second sentence shows error of inappropriate use of the reference and the third sentence shows omission of reference. In overall, the result shows that errors of the reference were the most with 64%, followed by the conjunctions 25% and substitutions and ellipsis with 11%. Based on the analysis and students' written text researchers believe that the contributors of errors are various as first language influence which make the students tend to do direct translation and other grammatical errors as parts of speech, subject verb agreement, and more.

Moreover, the interviewees perception for students' inefficiencies in the use of cohesive devices providing another dimension for this research. "In my opinion, students do not attempt to use various types of cohesive devices. They always stick to the common ones like firstly, secondly and so on. Since they are non-native speakers, they have lack of exposure to a range of cohesive devices. In addition, they are not aware of the category of cohesive devices they need to use. E.g. sequencing is often mistaken as addition" said by one of the interviewees.

5) **Conclusion**

The purpose of this study is to investigating the inefficiency of cohesive devices in second year business school undergraduate students' Argumentative Essays. The quantitative and qualitative data show that the students having a greater level of problems in using cohesive devices in their writing. This leads them to not produce a well coherent writing work. These errors are from reference ties, substation and ellipsis ties, and conjunctions. These errors were displayed into three categories as overusing, omitting and misusing of cohesive devices. The results revealed that reference errors were the higher errors that produced by the students and it follows as conjunctions, substitutions and ellipsis. The interviewees believe that the language exposure narrowed down the usage of cohesive devices efficiently in students writing. In overall view from the data, the researchers enclosed that other grammatical errors in writing, lack of language exposure which the students must need to gain from plenty of reading, writing, listening and speaking, critical thinking skills in organizing the text are the main reasons for students' inefficiency in the usage of cohesive devices.

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Ideational Functional Analysis of Three Malay Short Stories by Zurinah Hassan

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Abstract This study analysing literary works of a prominent M alaysian Female Writer, Zurinah Hassan from a descriptive-qualitative viewpoint. The data analysis consists of Short Stories from "Antologi M eneruskan Perjalanan" by Zurinah Hassan entitled "Catatan di M eja M akan" (Notes at the Dining Table), "Anita" and "Perjalanan Sendiri" (Own Journey). It proposed an analysis to investigate the compatibility of Narrative Structure of M alay Short Stories with Labov and Waletzky's (1967) Narrative Structure of Casual Conversation. The finding suggest that the written M alay Short Stories has the same structure outlined by Labov and Waletzky's of Orientation, Complication, Evaluation, Resolution and Coda. From the structure found, Orientation stage was further analysed from Ideational Functional Analysis of Halliday's SFL (1994). By using Transitivity Analysis, this study describes the function of language in the meaning making process of M alay Short Stories. The analysis shows that M alay Short stories has similar function and meaning. The most frequent process found in the stories was Action Process with 62 processes,. These two processes illustrate the active actions of the characters of the short stories either physically or mentally . Following the highest occurrences of Action process and M ental process in M SS, part icipant types of Action process of Actor and Goal have the highest occurrences with 46 and 42 occurrences each and participant types of M ental process of Senser and Phenomenon with 19 and 16 occurrences each. The finding suggest that the process found in M SS needs the doer and the subject/object which the process was targeted to.

Keywords: narrative structure, orientation, ideational functional analysis, transitivity analysis, process type, participant type, M alay Short Stories

1   Introduction

Short story is an interverted prose narrative that deals with few characters, aims for unity of effect and concentrate on creation of mode rather than plot which is shorter than a novel. As it is in narrative genre, it aims to engage reader or listeners towards the story being told. In order to grab the reader attention to keep reading, writers structured the story into several elements for the readers to understand the flow of the story and within each elements of narrative structure, the Orientation stage in important to ensure the readers to continue reading until the end of the narration.

2   Objectives

This study aims to identify the applicability of the elements of Narrative Structure by Labov and Waletzky (1967) towards Malay literary text and to identify the prominent process and participants types in the Orientation Stage of Malay Short Story.

3   Methodology

This study follows Labov and Waletzky (1967) Narrative Structure with stated that a narration consisting of 5 stages. They are Orientation, Complication, Evaluation, Resolution and Coda. After the five stages of Malay Short Story was identified, the Ideational meaning of Orientation Stage of Malay Short stories was identified using Transitivity analysis o(Halliday, 1994; Idris, 2014). This analysis helps in finding the most prominent process and participant types in the Orientation Stage of Malay Short Stories.

4   Results

As a result, it is proven that the structure Narrative Structure by Labov and Waletzky (1967) is applicable towards Malay Short Stories. In order for a Narrative to be able to engage the readers towards th e text, writers has outlined the story into several stages namely Orientation, Complication, Evaluation, Resolution and Coda. As the beginning stage of the story, Orientation Stage was considered as the most important stage as it need to be interesting enough for the reader to continue reading. This clearly shows as words were selected appropriately in this stage to give information for the readers about what is to comes in the next stages. While moving towards the next stages, information about people involved, p lace, time and initial situation was given. The next stage was Complication Stage which provide circles of Complicating events in the narrations. After that, Narrative continues with Evaluation Stage to evaluate events in Complication stage. Following that, Resolution stage act as to illustrate the result of the whole story before Coda stage bringing the readers back to the earlier stage of the story. Table 1 shows that each and every compulsory stages that is Orientation, Complication, Evaluation and Resolution (Eggins and Slade, 1997) was found in all Malay Short Stories, while unobligatory stage, that is Cod a can be found only in Short Story 1 and 3; while it is missing in Short Story 2.

Table 1

The Structure of Short Story		Short Story 1	Short Story 2	Short Story 3
Orientation	Element 1: People involved	√	√	√
	Element 2: Time	√	√	√
	Element 3: Place	√	√	√
	Element 4: Situation	√	√	√
Complication		√	√	√
Evaluation		√	√	√
Resolution		√	√	√
Coda		√	-	√

With the identification of the Stages of Malay Short Story, the ideational meaning of Orientation stages of Malay Short Stories was identified by Transitivity analysis. The analysis suggested that more than half (50.4%) of the process types found in the Orientation Stages are Action Process. It is followed by Mental process which illustrate the mental action in the narratives. These processes illustrate the actions either physical or mental within the narrative. This shows that in the narrating, the writer chosen human activities of moving (Action process) and thinking or sensing (Mental process) to assist the reader in imagining the situation narrated in the Malay Short Story. With the Action Process as the most prominent process types in Orientation Stage of Malay Short Stories, Actor and Goal Participants were identified as the most frequent participant types of the Orientation Stage of Malay Short Story following by Participants of Senser and Phenomenon of Mental process . Actor and Senser acts as the doer of the process ; while Goal and Phenomenon are the entity which the action was directed to. This finding shows that with every process found, it should be accompanied by the doer: Actor and Sensor; and the aims of the action: Goal and Phenomenon .

5   Conclusion

This study shows the compatability in the structure of Malay Short Story with Labov and Waletzky 's (1967) Narrative Structure. With the stages given, the Orientation Stage was illustrated as an active stage with the highest process types found was Action process followed by Mental Process. Parallel to the most frequent process types found, the prominent participant types of malay Short Story were Actor, Goal, Senser and Phenomenon.

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Afghan EFL Lecturers' Perceptions and Challenges in Communicative Language Teaching Implementation in Public Universities

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Abstract Ample researches have been conducted on Communicative Language Teaching (CLT) in English as a Second Language (ESL) and English as a Foreign Language (EFL) settings in the world including in Afghanistan. However, the real image of CLT is yet unknown as far as Afghan university context is concerned due to the lack of extensive study. The aim of this paper is to present a review on CLT in general and the perceptions and implementation of CLT in Afghanistan for the purpose of identifying gap for a subsequent research. Preliminary findings suggest that there are still many areas that need to be looked upon to ensure CLT receive generous welcome from Afghan university EFL lecturers as an effort to improve teaching and learning of English in Afghan universities.

Keywords: CLT, Challenges, Perceptions

Introduction

Communicative Language Teaching (CLT henceforth) is one of the currently widely used approaches in English Language Teaching (ELT). CLT came to existence when linguists in Europe realized that the language instructors needed to shift their focus from grammatical competence to communicative competence (Savignon, 1991; Littlewood, 2007). Some scholars argue that CLT Approach was originated from Situational Language Teaching Approach in the 1960s (e.g. Nunan, 2001; Richards and Renandya 2002; Richards and Rodgers, 2001), while others (e.g. Littlewood, 2007; Ozsevik, 2010) believe that CLT emerged in 1970s in European countries and was implemented in English language curriculum in 1980s. Regardless, majority agree that the purpose of CLT is to develop the learners' communicative competence (Hymes, 1972; Richards and Rodgers, 2001).

According to Richards (2005), communicative competence consists of four different types namely grammatical (linguistic) competence, sociolinguistic competence, discourse competence and strategic competence. Although there are different views regarding the four aspects of communicative competence, Canale and Swain's (1980) model has been one of the influential models with regards to defining communicative competence. According to the model, grammatical competence concerns the knowledge of grammar, sociolinguistic competence refers to the correct use of language in a specific context, taking into consideration the roles of the participants, the purpose of the interaction, and the function of the language. The model sees discourse competence as the knowledge of connecting long utterances or sentences to their themes and topics, while strategic competence is used for repairing communication breakdowns caused by deficiencies in other types of competences (Pfingsthorn, 2013).While CLT has been in existence since 1970s, in Afghanistan as Hikmat (2009) asserts Grammar-Translation Method and Audio-lingual Method have been dominant for many years and have negatively affected the communicative abilities of students (Darmal, 2009; Noori et al., 2017; Somaiya, 2017; Zia and Sulan (2015). Thus, the aim of this paper is to present a review on CLT in general and the perceptions and implementation of CLT in Afghanistan for the purpose of identifying gap for a subsequent research

Problems associated with CLT

Although CLT has been widely used in ELT, the literature has continued reporting numerous issues particularly in terms of implementation of CLT in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts. One of the major challenges of CLT classes is lack of materials (e.g. Kwon, 2017; Abate, 2014; Li, 2004; Huang, 2016; Ozsevik,2010; Rahman, 2015; Chang, 2011; Anani et al., 2016; Brodin, 2014; Abdulkader, 2016; Islam & Bari, 2012; Ahmad & Rao, 2013; Ntirenganya, 2015). This may be due to the underlying theory of CLT: Li (1998) believes on the existence of a clash between what is suited in EFL teaching context and what CLT is based on. Howatt and Widdowson (2004) believe that ELT in the 1970s was more simple because the focus was on a single and powerful idea compared to that is today's context. They further argue that when communication found its way into every aspect of ELT, the field became very broad and difficult. In addition, the injection of new keywords into CLT such as *Integration*, *Equilibrium*, and *Balance* has possibly resulted in many second language educators and practitioners believe that CLT has undergone changes particularly on focus on language forms through meaning-making CLT approaches (Celce-Murcia, 1991; Larsen-Freeman et.al ,1991; Spada &, Lightbown 1999; Spada & Frohlich, 1995; Williams, 1995). Moreover, as

Cummins and Davidson (2007) assert, other than the belief that CLT is going to be changed or undergoing changes, some educators have also proposed for CLT to be discarded due to the various forms of interpretations and implementations by language teachers.

CLT in Afghanistan

As mentioned earlier, due to the dominance of teaching methods that revolved around Grammar-Translation Method and Audio-lingual Method (Hikmat, 2009), Afghan students have been described as passive listeners in English classes, not to mention memorizing what the instructors give in class and reproduce it in the examination hall (Darmal, 2009; Noori et al., 2017; Somaiya, 2017). In other words, the communicative aspects of the language have been totally neglected; in fact, in certain cases, students are expected to memorize the grammar and other rules theoretically as accuracy remains the most important feature of ELT, particularly among the senior generation lecturers (Alamyar, 2017). Studies by Zia and Sulan (2015) and Hashim and Isa (2012) have also found that Afghan EFL learners suffer from high level of anxieties in the English language communication and examination due to fear of negative evaluation. Results of their studies also highlighted that the students' anxiety was commonly provoked by the teacher's correction method and exam-orientedness in the education system, suggesting that elements of CLT have not been practiced in Afghanistan. In CLT, it is not recommended that on-the-spot correction is applied: in fact, learners' making mistakes is tolerated and seen as linguistic competence building (Larsen-Freeman, 2000; Richards, 2005). As expected, leniency on how errors are treated has resulted in a misconception that CTL could not be a suitable teaching method in Afghanistan (Alamyar, 2017).

Nonetheless, with recent development in terms of technology and globalisation worldwide as well as in Afghanistan, many international organizations and English instructors, particularly the young ones have started to embed CLT in ELT and the outlook seems positive among Afghan learners and young English lecturers in general. However, research-wise there remains a huge gap between research on CLT in the world and in Afghanistan, even on the perceptions of Afghan EFL / ELT lecturers on implementation of CLT. To the best of our knowledge, only Noori (2018) has examined the perceptions and challenges of Afghan EFL lecturers in implementing CLT. Based on his study on thirty-five (35) Afghan EFL lecturers from a single public university setting, he found that CLT is welcomed by many lecturers in Afghanistan but they faced many challenges such as large classes, students' low interest and low proficiency.

Conclusion

While CLT has slowly received favourable response as a new ELT method in Afghanistan, very little has been reported on the implementation of CLT in the context. This opens many opportunities for numerous studies examining various aspects of CLT in Afghanistan including large class size and lack of essential and immediate equipment, teachers' low English proficiency and the dominant preference for traditional teaching methods and lack of the context for interacting outside the classroom and exam-oriented classes, to name a few. With more in-depth studies of CLT in Afghanistan, better insights could be obtained on the current status of ELT teaching in the country.

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Implementation of Higher Order Thinking Skills in the Primary ESL Classroom

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ABSTRACT

The Malaysian Education system has been revised multiple times to cater to the rapid globalization. In this 21st century, thinking skills is seen as a vital skill to keep up with the rapid globalization of this era. Thus, various sectors require an individual to be able to be critical, creative, and able to apply problem solving skills in order to cater for the needs of this globalization era. As such, the promotion of Higher Order Thinking Skills (HOTS) is pivotal to produce analytical thinkers among pupils in the classroom. No doubt, teachers play an important role in imparting the knowledge of HOTS among pupils. However, various researches have pointed out that the level of implementation of HOTS in the primary classroom is however below the expected level. Thus, this review examines on the implementation of HOTS among English primary school teachers.

Keywords: *Higher Order Thinking Skill, Classroom, Primary, ESL*

INTRODUCTION

The concept of HOTS is first introduced by Benjamin Bloom in 1956. The top three levels in the Bloom's Taxonomy which are analysis, synthesis and evaluation are considered as HOTS whereas the lower three are considered as the lower order thinking skills. As such, Shaari, Eileen and David (1993) mention that students with HOTS have the characteristic of being open-minded, curious, keen on fact discovery, rationale, capable of planning and indicating the most suitable method, have a system thinking process, think carefully, and also have frequent self-monitoring

In Malaysia, Higher Order Thinking Skills (HOTS) represents more sophisticated and context-rich thinking processes that becomes an integral part of the education system. In order to fulfill the need of developing HOTS, a lot of effort has been taken by the Ministry of Education (MOE) to help schools to promote thinking skills in order to enable them to be lifelong learners in response to the country's poor performance in Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) in recent years (Ministry of Education, 2012).

HOTS IN THE MALAYSIAN EDUCATION SYSTEM

The Ministry of Education has announced that by the year 2000, a minimum of 60 percent of the public examination questions would test the thinking skills of the students. In line with that, the Malaysian Education Blueprint 2013-2025 (MOE, 2012) states that determining success of education transformation give priority to the level of thinking skills of teachers especially in the context of HOTS. Furthermore, thinking skills is also listed as one of the six key attributes in the Malaysian Primary School Standard Document (KSSR) which are needed by students in order to compete globally. Hence, it stresses on the significance of teacher to put emphasis on thinking skills in the teaching and learning process to be in line with the 21st century learning. In accordance to that, HOTS is also tested in through multiple choice questions and written comprehensions, social expressions, and also information transfer in the English *Ujian Penilaian Sekolah Rendah* (UPSR) public examination.

ROLES OF TEACHERS AND IMPLEMENTATION OF HOTS IN THE CLASSROOM

Inarguably, the importance of imparting the knowledge of HOTS in schools cannot be taken lightly as researchers suggest that HOTS can be taught and learned (Yee et al., 2011). So, teachers as the agent of change play a primary responsibility to expand their pedagogical knowledge, practice and also apply them in the classroom in order to develop pupils' HOTS. Moreover, through different models of learning HOTS such as problem-based learning, project-based learning, discovery learning and inquiry learning, teachers act a facilitator to guide and scaffold their pupils to apply critical and creative thinking strategies in learning (Tham et al., 2011).

Previous researches mainly focus on the implementation of HOTS in the classroom and most teacher have high agreement on the implementation of HOTS. For instance, Siti (2015) has researched on Malaysian teachers' perceptions with regards to the integration of HOTS in their teaching. From the results, it is proven that majority of the teachers view HOTS as one of the important elements that should be taught to students in classroom. This is supported by Ardini (2017) who posits that teachers fully support and acknowledge the importance of applying of HOTS in the classroom

However, the incorporation of HOTS in the classroom is far from satisfying although numerous efforts have been taken by MOE to promote thinking skills in the classroom. This is because many teachers still think that HOTS is not an important element and some of them are not ready to use them in the classroom (Azian et al., 2017). Similarly, Rajendran (2001) has studied on the perceptions of language teachers towards implementing HOTS in their classrooms. His findings showed that teachers are more prepared to teach the language itself instead of promoting higher-order thinking skills in their classroom.

The Preliminary Report of the Malaysia Education Blueprint 2013-2025 (MOE, 2012) shows that most lessons in schools did not adequately engage students in constructive thinking where many teachers still rely on 'lecturing' format and learning, therefore, only involves the process of recalling facts or delivering knowledge to students rather than cultivating HOTS in teaching and learning process. As such, teachers in schools focus more on completing the syllabus and preparing pupils for the examinations. This is also consistent with Chew & Shashipriya (2014); Naggapan (2001); Adawati's (2014) findings that teachers are more focused on finishing the syllabus and preparing pupils for the examination rather than building the concept of thinking skills among students. Thus, teachers are oblivious to the fact that they have missed on one the most important "R" skills in the new KSSR Standard Document which is "R"easoning aside from the three basic "Rs" which are "R"eading, a"R"ithmetic, and w"R"iting. On the other hand, Azmi & Nurzatulshima (2017) point out that most of the lesson in schools still follow the traditional teaching method where teachers act as the provider of knowledge and pupils regurgitate the knowledge learnt during the exam.

CONSTRAINT OF IMPLEMENTING HOTS

Despite numerous claims on the importance of HOTS, the level of implementation is still below expectation. Multiple researchers conclude that most teachers are aware of their responsibility to integrate HOTS in the teaching and learning process but chooses not do so (Azian et al.,2017); (Hashim et al.,2015); (Li, 2016). This is due to the several key factors listed below:

a) Low knowledge to teach HOTS
The process of teaching HOTS requires teachers themselves to understand the concept of HOTS clearly as well as the element in HOTS. Thus, teachers mostly teach according to their own understanding of the skills oblivious to the fact that they are not actually teaching pupils to think critically and creatively. In accordance to that, Rajendran (2001); Nor and Zamri (2016) posit that teachers' knowledge about HOTS is still low where they are still confused about distinguishing between HOTS and its strategies or learning method.

b) Emphasis on curriculum coverage
In an ESL classroom context, most teachers have the perception that HOTS is secondary whereas covering the syllabus to cater for exam-oriented system is primary, thus rendering them to neglect the aspect of HOTS in teaching and learning.

c) Pupils' lack of vocabulary
The learner's factor also contributes to the low implementation of HOTS in the classroom. As a second language learner, pupils already have problem of learning the English Language and have low vocabulary list. Thus, the low level of proficiency of pupils certainly become a barrier for pupils to think critically and creatively. Therefore, Ardini (2017) asserts that most teachers choose not to apply HOTS in the classroom as they perceive that pupils will not have the ability to produce the required outcome.

d) Time and resource factor
The heavy workload of teacher contributes to the reduced implementation of HOTS. This is because teachers require sufficient time and resources to be developing activities towards promoting thinking skills. Similarly, Azian et al. (2017) posit that ill-prepared lesson will lead to a traditional transmitting and lecturing style, thus hindering pupils to apply their thinking skills.

STRATEGIES TO PROMOTE HOTS IN AN ESL CLASSROOM

In line with 21st century learning, teachers can promote HOTS through classroom activities where pupils can participate actively as well as generate ideas. (Hanita et al., 2017). As such, below are a several suggested strategies that can be applied by teachers to promote HOTS in the primary ESL classroom.

a) Apply high-level questioning

Teachers can use high level questioning techniques through divergent or referential questions. According to David (2007), referential questions are used for more authentic communicative activities since they are likely to be encountered in the 'real world'. Thus, this will ultimately lead pupils to think critically thus adhering the "creating" level of the Bloom's Taxonomy.

b) Promote inferencing techniques
Train students to infer through the "real-world" context where they can relate their experience with their current knowledge to construct further understanding on a certain concept.

c) Promote Group Brainstorming
Brainstorming involved getting original ideas and feedback from pupils. Thus, before the teacher give input on a certain topic, teacher can ask pupils to brainstorm in their groups on several ideas which can be the solution to the problem. In this way, pupils are challenged to think and develop different ideas from the others, therefore exposing them to the higher level of thinking.

d) Use Question-Answer Relationships
Teach pupils to "label" they types of questions and decipher whether the answer can be found in the text or they must rely on their prior knowledge.

e) Use Graphic Organizers / I-Think Map
Encourage pupils to frame their ideas in an organized manner. Consequently, pupils can see the relationship between ideas, indirectly leading them to develop the habit of connecting concepts

CONCLUSION

In a nutshell, this review highlights the teaching of HOTS in Malaysia, roles of teachers and its implementation, its constraints, as well as the strategies to teach HOTS. As such, teachers should acknowledge the importance of HOTS, practice, and also apply them in the teaching and learning through different strategies, methods and techniques. Thus, it is an undeniable fact that the inclusion of HOTS in the curriculum is highly imperative, therefore require thorough preparation from the part of the teacher. Teachers should equip themselves with the required HOTS pedagogical knowledge to effectively integrate in an infusion classroom, and at the same time, provide multiple opportunities for pupils to utilize and practice critical and creative thinking.

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MALL: Using VSR to Improve Presentation Skills

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Abstract

Facer (2004) stated that mobile technologies were "a familiar part of the lives of most teachers and students", which is true to date. Hence, many researchers have proposed various methods to use mobile technologies in facilitating students in learning. In relation to language skills, many research have been conducted on utilizing mobile technologies in improving the four skills. However, research on presentation skills, which is a sub-skill of speaking, has not been given much focus. This research attempts to investigate the extent to which this technology can aid students in improving their presentation skills in classrooms. A qualitative research design was employed to study the ways in which 30 undergraduates of UTAR, who were taking Public Speaking and Presentation Skills as one of their subjects for the semester, used mobile technologies (smart phones, tablets, etc.) to record their in-class presentations to evaluate their presentation skills. The participants employed Video Stimulated Recall (VSR) to reflect on each of their presentations. Classroom observations and interviews were conducted to collect data. Findings reveal that the students generated positive results in their presentation skills after they used their mobile technologies to record and monitor their in-class presentations. The recordings allowed them to reflect on their presentation techniques; the reflections allowed them to continuously improve their skills, which enabled them to deliver effective presentations.

Keywords: MALL, VSR, presentation skills, self-evaluation

1   Introduction

Mobile Assisted Language Learning (MALL)

In the world when smart phones and tablets are rapidly growing in their use, it is not a wonder to utilize this technology in helping students to learn a second language. The "ubiquitous nature" of these gadgets that people around the world are attached to for about 56% of the day attract the attention of educators (Taj, Sulan, Sipra & Ahmad, 2016). Miangah and Nezarat (2012) averred that "widespread access to such inexpensive and sophisticated devices has rather changed the landscape of e-learning in many ways", namely in changing the learning process from teacher-led to student-led as students superintend their learning according to their own space and time. Students have literally made the "leap of technology from lap to palm" (Taj et al., 2016) and this move has placed the gadgets in an important role as a language learning tool, especially in learning language skills like pronunciation, grammar, listening, reading comprehension and spelling. knowledge based on their intrinsic motivation using their gadgets that they carry with them everywhere.

Video Stimulated Recall (VSR) in Improving Oral Presentations

VSR is a popular research method in which the participants are required to watch a video recording of a specific event they were involved in and later discuss their role in that particular event (Theobald, 2008). This is not a new technique in language learning, especially in aiding the students in improving their oral presentation skills (Guo, 2013). This method could be dated back to Bussard (1982), who videotaped students' oral presentations and it was proven a significant tool for the students to identify their mistakes in their presentations. Although VSR has been used vastly to reflect on presentation skills, many researches were focused on aiding the student-teachers in improving their teaching methods and lesson delivery during their microteachings, as asserted by Meijer, Beijaard and Verloop (as cited in Reitano & Sim, 2010). As a result, this method is seldom tested on students from different academic background.

2   Objectives

This study aims to investigate the effects of using mobile video recordings to reflect on the oral presentations through video stimulated recall. The purpose is to identify if reflecting through VSR can improve the presentation skills of the participants. Besides, this study also aspires to probe the students' perceptions apropos of using mobile technology as well as practising VSR in improving their presentation skills.

3   Methodology

Participant Selection

Convenient sampling method was applied to select 30 participants for this research who had enrolled in Public Speaking and Presentation Skills class for the semester with different academic background: Engineering, English Education, IT, Chinese Studies, and Business Management. This study only focuses on the effects of using mobile phones or tablets to record their presentations and reflecting them using VSR; hence, these participants' various levels of proficiency in English Language was not taken into consideration.

Evaluation Rubric

The evaluation rubric used for this study was the one created by the private institution where the study was conducted. The general areas measured for each genre of speech were: delivery and style, content, organisation, language, Audio Visual Aids and overall impression.

Research Design

Through the 14-week semester of Public Speaking and Presentation Skills, three different genres of speech were introduced to the participants (as stated in the syllabus): informative, demonstrative, and persuasive/argumentative. For each genre, the participants were required to present two individual speeches (10 minutes for each speech). The participants were asked to record first in-class presentation of each genre using their mobile phone/tablet. After the first in-class presentation for each genre of speech, the participants were asked to watch the videos and write their reflections in their journal. They were instructed to record 3 practice videos for their second speech of each genre before their in-class presentation. Reflections for practice videos were entered into the journal as well. Second in-class presentation was recorded in a similar manner to the first one. The first and second presentation for each genre were set four weeks apart from each other to give the participants time to record their practice videos and to reflect on all their presentations. This pattern was repeated for each genre. All the videos (both in-class and practice presentations) and the journals were collected at the end of the semester as evidence that the instructions by the researchers were fulfilled by the participants.

Three lecturers from different academic background were involved in the evaluation of all the presentations. It was essential to have evaluators from varied background to ensure reliability in assessment. The comments written by these lecturers were analysed to compare the participants' performance in their presentations. In addition to collecting mobile video recordings, journals and evaluation sheets, the participants were also interviewed to obtain their opinions regarding using this technology to improve their presentations skills.

4   Results

In order to meet the research objectives, data analysed was collected through participants' journals, evaluation sheets from the lecturers, interviews, mobile video recordings.

Participants' Journals

The journals provided insight to the thought process of the participants when they were evaluating their work during VSR for both in-class presentations as well as the practice sessions. It was observed that detailed descriptions were provided by the participants when they took note of their weaknesses and some even noted suggestions for improvement. These are the extracts from journals: "..I am good with hand gestures. My eye contact reinforces my stand…", "…My dressing style very professional. All look at me when I talk because of that....", "…language not good. Need focus on sentences. Even my friend couldn't understand what I'm saying...", "…need to project my voice. Practice on intonation to avoid sounding like a robot…"

Evaluation Sheets from the Lecturers

For every presentation, the three lecturers appointed as evaluators filled in their sheets with comments. For every genre, there were two in-class presentations and both evaluation sheets for each participant were compared to identify if the participants made progress after VSR. The result of the analysis indicated that there was a marked improvement in each participant's presentation, especially in the second in-class presentation for each genre of speech.

Table 2: Extracts from Lecturer's Comments in Evaluation Sheets

Genre of Speech	Comments for First In-class Presentation	Comments for Second In-class Presentation
Informative	"….for someone talking about animation, the speaker is not animated at all…she might as well speaking about taxidermy…"	"…very lively presentation. The speaker did not only talk about laughing therapy…she delivered the therapy to audience…"
Demonstrative	"…lack of eye contact. He has positive relationship with his cooking ingredients…"	"…good eye contact and body movement. Who knew origami could be interesting…"
Persuasive/ Argumentative	"…please look at your audience when you speak. Who are you trying to persuade? The floor or the walls?"	"…good eye contact. Retaining contact with certain audience could be disturbing but somehow it worked in this speech…"

Interviews with the Participants

Interviews were conducted with the participants to obtain the participants' perceptions regarding using mobile technology to record their presentations as well as employing VSR to reflect on their work.

Using mobile technology: It was found that the participants were very comfortable using their mobile phones for recording especially to share in social media, recording these participants' presentations provided them a familiar environment. These are some of the extracts from the interviews: "…it's just my phone. I take millions of videos using them so in class also recording with phone is not a problem…" and "…give me my tablet any day please. Video recorders are scary and no way I can speak in front those things…"

Practising VSR for reflections: Additionally, the participants revealed that watching the presentations later and comparing the feedbacks from evaluators plied the participants with enough time to digest the information and assess their work themselves. These are some of the extracts from the interviews: "…I like watching my presentations. I can see where I went wrong, where I went right…mostly where I went wrong…" and "…I watch my practice videos each video 3 or 4 times. Every time got new mistake…but that's good…then I do better later…"

Mobile Video Recordings of the Presentations

All the in-class and practice videos were collected from the participants to enable the researchers to compare the before and after videos in parallel with the comments by the evaluators. This permits the researchers to see if the improvement indicated by the participants in their journal and the ones delivered by the evaluators through their comments were consistent with the evident results. The improvements stated by both the participants and the evaluators were assuredly concordant with the works recorded during second in-class presentations.

5   Conclusion

The objectives of this study is to examine the effects of using mobile video recordings to reflect on the participants' presentations via VSR. It also wanted to explore the participants' views regarding using mobile technology for video recording and the practice of VSR for reflection. The findings demonstrated that the participants benefited to a great degree in improving their presentation skills using VSR for reflection. This finding agrees with the rationale by Guo (2013) that VSR "promotes growth in students" as it nurtures reflective practices; students become stricter when evaluation themselves and it gives way to more personal improvements. Furthermore, it trains the students to identify the problems and possible solutions; this results in developing more independent students. Chong (2014) stated that people form a strong emotional attachment with their mobile gadgets. This was accentuated by the claim by the participants of this research that using their mobile phones and tablets made them less intimidated when in-class presentations were recorded. This claim is supported by Taj et al. (2016) who avouched that mobile learning is popular due to its "mobility and ubiquitous access".

MALL has become a popular tool to learn language skills. Polishing presentation skills could also be carried out using this method, as suggested by this study. Merging MALL and VSR is proven an advantageous move for leaners, as revealed by findings of this study. Introducing new technologies to learners might be challenging but manipulating the currently available technologies, which the learners have access to, in order to create new platforms for learning is highly possible and easily practised within a short duration.

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The Impact of Task Complexity on EFL Learners' Writing Production across Gender

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Abstract The current study investigates the impact of task complexity on EFL learners' writing production across gender. Task complexity is the inherent cognitive demands of the tasks imposed on the learners by the structure of the tasks. It was investigated along the resource-dispersing variables of Pre-task planning time, post-task editing time and prior knowledge across the task difficulty variable of same gender. It also tries to intertwine the concepts of Task Complexity (i.e. TBLT) and sociolinguistics (i.e. gender issues). The aim of this study is to investigate the effectiveness of task complexity on gender differences of EFL learners' writing production which has been measured in terms of CAF i.e. complexity, accuracy and fluency. This can provide useful information in field of foreign language acquisition for language planners, curricula designers, and teachers. It is believed that it can contribute to improving EFL undergraduate students' ability to a level of writing competence that is more likely to be satisfactory. The findings of the study suggest that variations of certain types of task complexity (in the design of pedagogic tasks) will have particular effects on attentional resources. Subsequently, the researcher believes that directing these attentional resources may have positive effects on learners' language production and the ability to learn the target language. Besides, study concluded that there is statistically significant difference between males and females in terms of writing production along task complexity.

Keywords: Task Complexity, Resource-Dispersing, Writing Production, Gender

1   Introduction

During the last few decades many theories about gender differences in language have appeared. Many linguists tried to explain different approaches to the use of language by members of two genders. Studies have suggested that men and women tend to favor distinct language features in expressing themselves (Lakoff 1975, Waskita, 2008, Matei, 2011, Subon, 2013, and Shirzad and Jamali, 2013). Lakoff (1975) revealed that women used linguistic features that reinforced their subordination. She further revealed that they were inclined to use some specific language features, such as lexical hedges, tag questions, empty adjectives, intensifiers, and emphatic stress. Some studies have extensively explored how gender differences influence written language (Shirzad and Jamali, 2013, and Waskita, 2008).

Research noting gender differences in academic achievement has been discussed in a variety of education and psychology journals. In general, girls mature faster and master verbal and motor skills (e.g., drawing) more rapidly than boys (Eggen & Kauchak, 2013). The study of gender differences in language production is important for several reasons. One reason is its relevance to psycholinguistics. It has been previously established that individual differences in maintaining attention on the production processes become especially apparent when a simultaneous second task also requires intentional resources (Jongman, Roelofs & Meyer, 2014).

While the issue of reading has received greater attention, there is a growing body of evidence that males and females also differ in writing ability (Camarata & Woodcock, 2006; Reynolds, Scheiber, Hajovsky, Schwartz, & Kaufman, 2015; Scheiber, Reynolds, Hajovsky, & Kaufman, 2015). Reynolds et al. (2015) noted that the issue of gender differences in writing skills has been overlooked. This study delved into differences in performance, if any, between boys and girls in terms of task complexity.

Specifically, the current study addresses the following main research questions:

a) What is the effect of task complexity along the resource-dispersing on EFL learners' writing production across gender?
b) What is the effect of task complexity along the resource-dispersing variable of ± planning time/ ± post-task editing time/±prior knowledge on EFL learners' writing production across gender?

2   Objectives

This research aims to study the impact of task complexity on gender differences of EFL learners' writing production which has been measured in terms of CAF i.e. complexity, accuracy and fluency. The intermediate International school students' performance of cause and effect essay writing task is taken as the population of the research. The task complexity was investigated along certain resource-dispersing variables, whereas resource-directing variables were be investigated in this study. The theoretical model developed by Peter Robinson (2001), i.e. Cognition Hypothesis was applied in this study.

3   Methodology

The study was conducted on the eighth graders in four international schools in Riyadh City. At the time of data collection, the participants were studying Prentice Hall Writing Coach, by Pearson Education, Jeff Anderson and Kelly Gallagher (2012). Prior to the current research, they had studied how to write cause and effect essay. For the purpose of this study, a sample of 120 intermediate school students (60 males and 60 females) following an American curriculum participated to find answers to the research questions. A Cause and effect essay writing task with different complexity levels was used as a data collection instrument to provide an in-depth information to uphold the validity of findings. This thesis utilised four essay-writing contexts; a) Writing Task, b) Writing Task+10 min pre-task planning time, c) Writing Task+10 minutes post-task editing time, and d) Writing Task+ prior knowledge. Context (a) is a high complexity task, whereas contexts b, c, and d are low complexity task. Each context was assigned to a certain group according to the following table.

Table 3.1   Research Contexts

Cohorts	Groups	Context
Cohort 1	Male Students Group Code: (G1M)	High Complexity Task Task Code: HC1M
	Female Students Group Code: (G1F)	High Complexity Task Task Code: HC1F
Cohort 2	Male Students Group Code: (G2M)	Task+10 min pre-task planning time Task Code: PT2M
	Female Students Group Code: (G2M)	Task+10 min pre-task planning time Task Code: PT2F
Cohort 3	Male Students Group Code: (G3F)	Task+10 minutes post-task editing time Task Code: ET3M
	Female Students Group Code: (G3M)	Task+10 minutes post-task editing time Task Code: ET3F
Cohort 4	Male Students Group Code: (G4M)	Task+ prior knowledge (a familiar area) Task Code: PK4M
	Female Students Group Code: (G4F)	Task+ prior knowledge (a familiar area) Task Code: PK4F

   Key: **G**= *Group*, **M**= *Masculine,* **F**= *Feminine*, **HC**= *High Complexity*, **PT**= *Planning time*, **ET**= *Editing time*, **PK**= *Prior Knowledge.*

Before stage 1 starts, the researcher initially handed out a survey that was designed to gather personal information about each participant. During stage 1, students were given an IELTS task 2 essay to write. The aim of this task is to make sure that all the groups are homogeneous. The task was analysed according to the same CAF measures used in stage 2 i.e. using Lu (2012)'s Lexical and syntactical Complexity Analyzer and accuracy and fluency measures (see Data and Statistical analysis section). During Stage 2, the writing task was assigned to all groups; however, the extra variables of pre-task planning time, post-task editing time and prior knowledge were added to Cohorts 2, 3 and 4 respectively. During the 10 minutes pre-task planning time, participants were encouraged to take notes and plan for the task during this time, but they were not allowed to begin writing the tasks until the 10 minutes planning time was completed. Subsequently, the participants had 40 minutes to complete each task, during which they were able to refer to the notes they had taken during the planning time. During the 10 minutes post-task editing time allowed for each task, participants were given a red pen, which was a different colour to the pens used in the writing of the tasks. Subsequently, the participants were instructed to edit the work that they had just completed. As for the Prior knowledge (*a familiar area*) groups, they were instructed for 2 sessions' time about the water pollution cause and effect on the environment. The participants of this group watched videos,

listened to audios, read articles and invited to do research thru the web. They were only told about the task after instruction sessions were done by teachers.

4   Results

The findings from this thesis, when viewed through the lens of Robinsons' Hypothesis, showed statistically significant support for Robinsons' Hypothesis. Increasing resource-dispersing complexity by removing planning time, editing time and prior knowledge negatively affected the production of witing. Alternatively, decreasing complexity along the resource-dispersing variables of planning time, editing time and prior knowledge, which facilitated complex language production. More complex tasks along resource-directing dimension pushed greater development of complexity and accuracy of language production whereas fluency was negatively affected. In contrast, resource-dispersing dimensions (e.g., including planning time, editing time, and prior knowledge), accuracy, fluency and complexity of production decreased when task is made complex along resource dispersing dimension. Besides, study concluded that there is statistical significant difference between males and females in terms of writing production along task complexity.

5   Conclusion

The study of task complexity and writing is a relatively under researched area, and the results from this thesis have shown that there is a rich vein of research to be mined, with potential contributions to acquisition, pedagogy, and a potential rethinking of the dialectic relationship between competing theories on complexity and output.The positive aspects form RQ have shown that under the correct conditions, students can benefit from increases in cognitive task complexity. However, the results from this thesis have shown that the focus on complexity in writing development is potentially very detailed and difficult, with much consideration needing to be placed into the alignment of contributing variables if students are going to produce complex language under cognitive duress using limited attentional resources. For teachers and researchers to be able to control positive outcomes, much more work will be required to be able to remove some of the random nature of the current work.

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Mass Media's English News Output in Social Media

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Abstract: Since social media has become a new battlefield for global influence and soft power, there is a growing appreciation by governments and media organizations to use it as a tool to reach overseas audience. Many mass media have set up their official social media accounts and tried to expand their impact by releasing English news output with social media subscribers. What is news reporting like in social media and what impact has it brought to traditional news reporting are the questions brought up by this new trend. To fill in this gap, this paper presents preliminary results of systematic review of peer-reviewed articles that examine news reporting in social media from 2008-2018. 92 articles were selected from the screening of abstracts from databases such as Sage, Science Direct and Web of Science by searching key words such as"social media, news reporting", "social media, journalism" and "web 2.0, journalism". To discover the general trend and pattern, each article is content-analyzed along four major dimensions, namely authorship profile, manuscript characteristics, research design and research methodology. The result of the study can be used to analyse the current trend in social media news reporting and provide some suggestions for the media practitioners to enhance their international communication capacity.
Key words: Social media, journalism, news reporting

1. Introduction

In the past decade, with the development of internet, great changes have taken place not only in people's daily life, but also in the way information is consumed and spread. Especially with a rise in popularity of powerful new tools, associated with the improved capacity of the internet to handle two-way interaction – message boards, blogs, wikis and social networks. These tools are sometimes grouped by the phrase 'Social Media' (Newman 2009). In 2011, scholars from the Pew Research Center concluded that "If searching for news was the most important development of the last decade, sharing news may be among the most important of the next " (Olmstead, Mitchell et al. 2011).

Traditional media, or mass media, is the area that have witnessed the most dramatic changes and experienced the biggest impact. With the increasing popularity of social media, society is witnessing an increase in user-generated content in online news that supplements professionally generated journalistic content (Weber, 2014). The ease with which information is published and shared challenges the long-established connection between the press and society, with journalists playing a mediating role as gatekeepers (Hladík and Štětka, 2017).

In this paper the available research on social media and journalism is reviewed to analyse the journalistic aspect of social media, in other words, how news is reported by social media.

2. Objectives

The aim of this paper is to study the changes that social media have brought to traditional mass media environment by systematically reviewing articles on this topic in the past ten years, and provide some useful references for future study in this field by comparing traditional journalism and social media journalism.

3. Methodology

The articles analyzed in the review paper were collected from databases of *Sage, Science Direct, Web of Science* and *Google Scholar* from the year 2008 and 2018. The reason for choosing this period as examining frame is that we want to focus on the recent academic trends of social media and journalism study, and the last ten years is the period that has witnessed ~~the~~ dramatic development of social media. To identify relevant articles, we used "social media, journalism", "social media, news reporting", "web 2.0, journalism"and the names of two most popular social media "Twitter "and " Facebook" in combination with journalism. And the key words must be included in the article's abstract. After skimming and classifying in the initial searching process, 92 articles were chosen as relevant by the inclusion criteria of the study. Relevant articles had to be focused or at least include the analysis of the relationship between social media and journalism.

4. Results

After going through the systematic review, it was found that social media and traditional media interact with each other. Although social media has affected traditional media in more than one way, the basic journalistic routine that leads traditional media still guides the way of social media news reporting, and the views and perceptions of social media practitioners are also greatly influenced by traditional journalism concepts.

4.1 Social media's impact on traditional journalism

The impact of social media on traditional media is a largely under-discussed topic nowadays because of its prevalence and importance. Social media has not only affected traditional media industry in its sales, advertisement and consumption, but also affected its values, standards, ideology ~~and everything~~. As a research on social media's impact on editorial and production decisions related to newscasts conducted by Adornato pointed out, the forces at the gate—a now active audience—have altered newsrooms' traditional gate keeping role, but the reliance on social media content has also increased the chances that newsrooms will spread misinformation (Adornato 2016).

Researchers from Oxford University have studied social media's impact on transitional journalism from the perspective of Fourth Estate in Britain. The Fourth Estate – the institutional news media – is using social media to enhance their role in news production and dissemination. However, networked individuals have used social media to source and distribute their own information in ways that achieve a growing independence from the Fourth Estate journalism (Newman, Dutton et al. 2012). As internet users are getting more and more independence from traditional media by getting information, creating their own content, commenting and interacting with others on social media, a platform is provided by the internet through which networked individuals can form a "Fifth Estate"(Dutton, 2009).

4.2 Traditional journalism's impact on social media

On the other hand, the influence of traditional journalism on social media has also got the concern of some researchers. One widely discussed topic is to what extent are the traditional journalism news making values and standards kept and adapted in social media. For example, Ahmed Al-Rawi investigated the Facebook posts of four Arabic TV news channels in their news selection process, and revealed that social significance and proximity as well as the news organizational agenda are among the principal elements that explain the news selection process (Al-Rawi 2017). Some scholars in the University of Amsterdam, Netherlands, also examined the extent to which journalism's actors can explain the peaks in Twitter activity about organizations, and similar results are found that the news values, social impact, geographical closeness, facticity, as well as certain influential actors, can explain the intensity of online activities (Araujo and van der Meer 2018).

Besides, many journalistic concept were used in the analysis of social media by researchers. For example, citizen journalism is a popular topic among research about social media and journalism. The interaction between journalists and audiences, often mediated by digital technologies, is variously termed 'participatory', 'citizen', 'reciprocal', and 'conversational journalism', along with 'user-generated content' and 'produsage' (Bruns, 2005; Gillmor, 2006; Lewis et al., 2014; Marchionni, 2013). The shortcomings of industrial journalism combined with the opportunities inherent in new internet-based media forms and platforms give rise to the new models which have been described as "citizen journalism"(Bruns, Highfield et al. 2012). The social media agenda setting is a term that has combined agenda setting concept with social media, which is often related to the discussion of power and politics. Because when news spreads across social media, this increases attention to the story, ultimately influencing the (online and offline) public agenda (Bruns and Burgess, 2012).

5. Conclusion

Generally speaking, previous studies on social media and journalism have been focused on the changes in mass media industry and the impact on each other's development. Although the proliferation of social media and their entry into journalistic practices are global, research regarding their impact on non-Western countries is still very limited, compared to that in liberal democratic societies such as the United States (Jian and Liu 2018). Since non-western countries have significant differences in their own journalism systems, there is a particular need to study their social media development and make some necessary comparison with the western countries in the future.

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A Review of Audiovisual Subtitle Translation Work in China

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Abstract It is widely believed that the film media is a window for cultural communication. However, due to language barriers, the mass audiences in China have difficulty understanding foreign film media subtitles, which promotes the emergence of audiovisual film (AVF) subtitle translation industry in China. Although the translation acts as an important platform for spreading messages of language and culture, little have been investigated in the area of AVF subtitles translation. The paper reviews the recent research trends of AVF subtitle translation using CiteSpaceV, a visual analytic tool for finding trends and patterns in the literature. The study made an analysis of published papers in Chinese National Knowledge Infrastructure (CNKI) database from 2009 to 2019 in terms of the number of papers published in AVF subtitle translation during the ten years. The study found that the current articles cannot meet the research needs. Researchers should strengthen cooperation among scholars and institutions to improve the quality of articles and promote the in-depth development of research.Scholars can follow the research frontier and complement the research shortcomings.Findings of the study contribute to the knowledge on interactive AVF subtitles translation field.

Keywords: Audiovisual subtitle translation; Film translation; cultural communication; CiteSpace V

1   Introduction

The implementation of the reform and opening up policy offered the Chinese an excellent opportunity of experiencing international culture through watching foreign films. To some extent, film has turned out to be a medium of entertainment as well as a medium of communication. Owing to language barriers, however, the audiences cannot understand foreign languages very well, which promoted the prosperity of the audiovisual subtitle translation. There are several definitions of subtitle. The Oxford Advanced Learner's English-Chinese Dictionary (extended fourth edition) describes it as "words that translated what is said in a film/movie into a different language and appear on the screen at the bottom." (Hornby, 2002). However, few people made a review of recent audiovisual subtitle translation work.

2   Objectives

In this research, the authors selected articles on audiovisual film (AVF) subtitle translation from Chinese National Knowledge Infrastructure (CNKI) database between the timespan of 2009 and 2019. The authors try to analyze published items in each year, authors, institutions, and keywords by CiteSpace V, so as to show the most important footprints of AVF subtitle translation. What's more, the author hopes that this paper may arouse certain attention of the scholars to make further researches and offer some reference for them.

3   Methodology

3.1 Data Collection

Enter "字幕翻译 (subtitle translation)" in Basic Search bar on CNKI between the timespan of 2009 and 2019, and then download 2,567 searched records with format of Refworks. Make sure the file name starts with the word 'download' and the file extension is .txt when saving the file (Chaomei C., 2014).

3.2 Data Analysis Tool: CiteSpace

CiteSpace is a citation visualization analysis software developed under the background of scientometrics and data visualization. Citespace users can extract their potential structure, rules and distribution from scientific researches

visually. CiteSpace has become one of the most popular citation analysis and visualization software for its priorities in clarity and interpretability of visualization (Chaomei C., 2014). The fifth edition of CiteSpace was applied in this article. The 2,567 documents retrieved were imported into Citespace V. The authors set different parameters and extract data results, so as to find out literature distribution, core journals, core author groups, high-impact institutions, high-frequency keywords, and so on. and draw a visual knowledge map of the research fields of "subtitle translation" in China, so as to research the current situation and development of subtitle translation.
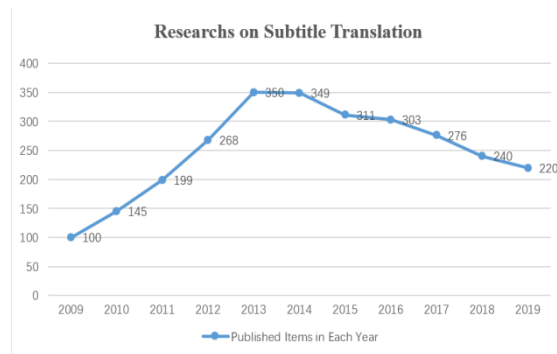
4 Results

4.1 Publication Years

Figure 1. Publication Items in Each Year

The results are illustrated in figure 1, which shows three phases in the past 10 years. 100 articales were published in the year of 2009. After that, the amount of published articles increased to 350 in 2013, followed by 349 articles next year. Unfortunately, it droped slowly after 2014. At the first three months of 2019, 220 papers were published. In a word, there are three phases illustrated: the developing phase (2009-2013) , stable phase (2013-2014) and faded phase (2014-2019).
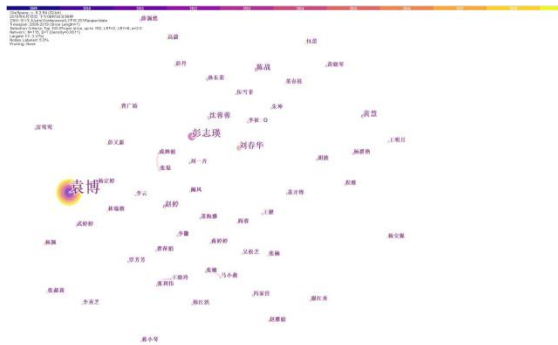
4.2 Authors

Figure 2. Authors

115 authors and 7 collaborated groups are illustrated in Figure 2 . In detail, Bo Y ranks first with 22 papers. The second one is Zhiying P with 199 papers. Moreover, the third is Chunhua L with 4 papers. According to Price Law（N=0.749 nmax½ ）(Junping Q. & Xingxing L.,2012), N refers to core authors, and nmax refers to the records count of the most productive author. So nmax=22，N≈4. According to Fig.2, there are only 3 core authors with 4 or more articles.

4.3 Institutions

Figure 3. Institutions

There are totally 129 institutions with 3 collaborations. Central China Normal University, Hefei University of Technology, and Fujian Normal University rank the top 3 with counts of 10 articles,9 articles, and 7 articles respectively. In a word, authors from different institutions collaborated seldom.
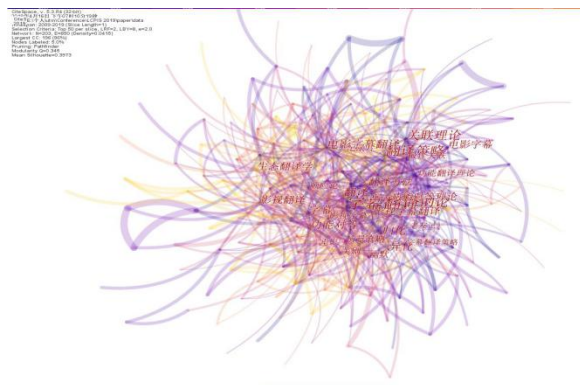
4.4   Keywords

Figure 4. Keywords

The frequency of keywords is used to show the research focus while centrality of keywords the research importance. According to the data of keywords citations frequency and centrality, 7 aspects of "subtitle translation, translation strategies, the Skopo theory, the Relevant theory, film subtitle translation, subtitle, and the functional equivalence" were found to be the research focus and importance.

Table 1. TOP 5 keywords with Strongest Burst

No.	Keywords	Burst
1	纪录片	5.63
2	文化因素	5.27
3	生活大爆炸	5.21
4	幽默翻译	4.71
5	《甄嬛传》	4.66

Keyword burst is an indicator of a most active area of research. Therefore, "Documentary, cultural factor, *the Big Bang Theory*, humor translation, and *Empresses in the Palace* " most active areas of research with top 5 strongest burst.

5   Conclusion and Suggestion

5.1   To improve the quality of articles and promote the in-depth development of research

This paper reviews audiovisual subtitle translation work by Citespace V from 2009 to 2019. According to the annual distribution of papers, the quality and quantity of current research on subtitle translation is too far to meet the demand of scientific research. Scholars should continue to develop related interest, which will produce more core authors and facilitate effective co-operation between institutions.

5.2   To strengthen cooperation among scholars and institutions

According to the literature source and author analysis, there are few articles with high quality for lack of authoritative journals, high-impact scholars or academic groups. Therefore, the scientific research cooperation among scholars and institution should be constantly strengthened to form a core team. And Researchers should put more efforts in this field to strive for a big leap in quality and quantity.

5.3   To follow the research frontier and complement the research shortcomings

7 aspects of "subtitle translation, translation strategies, the Skopo theory, the Relevant theory, film subtitle translation, subtitle, and the functional equivalence" have been researched in recent 10 years, while, "Documentary, cultural factor, *the Big Bang Theory*, humor translation, and *Empresses in the Palace*" the fast growing topics. Looking back into literature, the study found that the current research is more theoretical than empirical. Investigation and data analysis should be carried out to supplement the theoretical research. All in all, on one hand, researchers can push back the the current research frontiers to carry out research. At the other hand, researchers can complement the research shortcomings with empirical research.

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Overview of Using pragmatics for University EFL/ESL Classes

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Abstract: Pragmatic and Speech act have a crucial role in analyzing texts, speeches, and utterances, but currently pragmatics has a great role in written text in the EFL/ESL classes. university TEFL, EFL/ESL students and learners lack of pragmatic knowledge.they are unabke to implement pragmatics in to analayze text.this is mighr be due to not mixing and combining the study of pragmatics to literature and literarry texts because majority of students have learned that pragmatics is only the studyod specific utterances and speeches in communication. to overcome of this isssue, the pragmatics need to study with eference to literarry text for the EFL/ESL/ studens.Such study will help students to focus the content meaning of texts rather than literal and connotative meaning. The study shows the importance of pragmatics and the theories investigated by previous studies. The paper also offers some present studies on the effect of pragmatic use in class and the importance of using pragmatics in literary texts that have benefit for TEFL students in understanding the real meaning of what is wriiten and what is said. The purpose of this paper is to provide and explain a brief overview about the theory of language use, the concepts of pragmatics and pragmatics application of text and literature. From this point of view, the methodological and framework used in the present study is Austin's language theory by following a pragmatic analytical in implementation. the pragmatic startegies such as Speech Act theory, implicature, apologies and conversational analysis.

Keywords: pragmatic, TEFL, EFL/ESL student, pragmatic application, language use, text analysis

1   Introduction

Since pragmatics is the current branch of linguistics and there some literature have done in this field but the majority were done about using pragmatics in daily conversation and communication no sufficient literature has been exhausted in this area. There are some researches that increasingly have been carried out to indulge deeper into this complicated and fascinating topic[1,2]. But a few scholars nowadays have been interested to do research in the field of pragmatics and literature, the implimenting of these two together[9]. linguistics and language considere as a manner of creating real statement. when Austin 1962 in his book *How to do things with words* emphasized and proved this. He claimed that, speech acts and events (utterances) could be analyzed on three levels [3]. A locutionary act, the act of performing an utterance: the actual and its literary meaning. An illocutionary act: the force of the utterance with its real, intended meaning and a perlocutionary act: its actual effect such as persuading, convincing, scaring, in general, these three parts of utterances are known respectively as locution (it is formed) and illocution (it is function). Thus, this description of language was used first by Austin tells us in analyzing any discourse to get the hidden meaning speeches and texts should pay attention of those three aspects of pragmatics[3]. This will help learners and language users to alternate their analysis from the surface and outer analysis in to the content anlaysis of utterances that is the real meaning of the target language.

2   The concept of Speech act theory and its use in EFL/ESL classes

The proper and good use of speech act achieved through the experiences in the different cultures and interlocutors, is extremely significant in the building of the social relations. In this regard, Austin emphasizes the this connection or relationship between the language and the acts of a speaker or write. This means that every speech is an act and every action has varied and different interpretation.Th effect of the language of a speake is important and can give varied analysis and iterpretation on listenr and reader. Based on this, when people speak or communicate verbally and write something it may different form what a listenre and readrer interprete and analyse. this is because of the effect of the speakers speech on receiver and reader. This means that using language is not only for uttering some sentences and phrases but it is for having an action or resulting in something from the hearer. Using linguisti and pragmatic tools in the study and analysis of texts is more applicable to speech acts, particularly in speech dialogues in play. It is necessary for university students to learn how to study and analyze texts, sentences, and utterances Searle[8].

On the grounds that speech act theory and its concepts are the most active and interesting subject matter for EFL students in pragmatic studies, scholars and researchers are continually accomplishing their personal research, studies and analyses inside this extremely arguable and debatable field of research [3, 4]. Searle and Austin's theories in the speech act and Grecian model of pragmatics, emphasized on the production and the influence of a speech on listenr and reader.

3   The importance of pragmatic study in the English language teaching

Through the growing up and rabid development of english department programs and curriculums, there are many researchs and scholarly articles, which showed and explored the role and importance of language and pragmatics in the field of teaching. (see for example) [10, 11]. They investigated that studying and analyzing texts throug different perspectives such as pragmatic percpective and analysis enrichs students' ability and capacity of critical,creative and analytical thinking. This motivates them to focus on the content analysis rather than other analysis such as litera,semantic and figurative. This can be done through the study of pragmatic investigation [4].

Another study investigated and Pointed out that EFL learners' failure in communicating and sending their message can be traced back to the lack and inadequacy of pragmatic competence[9]. They further mentioned that such pragmatic competency gives the knowledge that helps learners and speakers to send and express the meaning and intention that they want to give to the addresser. this investigation is done by using speech act theory This process such as (Directive, expressive, Representative and so on) with reference to cultural aspects of the context (Afzal and Rezapoorian, 2014). According to that analysis and investigation, pragmatics can play an important role in developing the competency of ESL students. Providing the pragmatic information in course books also help to continue in developing the ability to analyze and focusing on the content of texts for ESL learners. The student's ability in using language properly was evaluated in this study by utilizing a tourism discourse completion test. The finding of this study showed that the major causes of failure in communication and exchanging information between the hotel staffs and the guest were pragmalinguistic and sociolinguistic incompetency of the participants. the finding shows that there is a lack of pragmatic knowledge in understanding and comprehending of the real and suggested meaning of texts. this pragmatic failur is in the learners pragmatic competence.

Many scholars showed and explained the effectiveness of pragmatic instruction in teaching, particularly EFL/TEFL students. This process help students to understand texts, speeches, and utterances which don't give a clear meaning to the reader and hearer. It gives another meaning according to the context or situation. Studens' responses are very importan in the based new instruction. Scholars like Moody and Jianda investigated the effect of this explicit instruction reading strategies on university students [11].They emphasized the influence of the explicit instruction on readers strategies for the texts.

Overall, those theories used by researchers for analyzing and interpreting speeches, sentences, and utterances, all are important and useful because the study of meaning and language use are related to the culture and society, if learners of language understand the culture and norms of the society, they can also analyze texts easier. The researchers showed and revealed that learners pragmatic knowledge and competence is most helpful to understand while analyzing uterances.

4   Some Previous studies on the analysis of pragmatics through literature

Conducting of using fine-tuning strategy training to teach pragmatics in a foreign language and the strategies-based and web-access approach to performing the speech acts is another beneficiary study for EFL university learners [1]. The study used the five speech acts in Japanese language and context. The study focused on the benefits of that strategy in teaching pragmatics by performing five concepts of speech acts. The study is to reveal the influence of self-access and web-based strategies on the learning/teaching of speech acts. The participants were included 37 who are third-year intermediate Japanese learners to know the effect of the test on learning and performing Japanese speech act. according to the finding, the materials were used to conduct the study made a remarkable influence on the participants whom demonstrated and showed more ability and capacity in performing a speech act as well as the speech act strategies left a great impact in the teaching /learning process.

another study was conducted for university chines EFL to show the students ability to use speech act strategies of request and refusal in analaysing selected speeches and utterances form different cultures and contexts [12]. This study amid to show how they perform properly in two selected speech acts included two

different tests pragmatically, which are written discourse completion test and multiple-choice discourse completion test. The role of proficiency level in producing and achieving those two concepts of Pragmatics. The study used the politeness strategy for taking request and refusal. The finding of the study showed that the contextual aspects which are social and relative power have an effect on using learners' choice of strategy that showed the learners ability and awareness of the context. According to the finding of the study the role and importance of teaching pragmatic knowledge for the chines EFL learners were revealed and explained. The researcher further explained that teaching pragmatics in EFL/ESL classes helps chines EFL students whethertos understand the real and hidden meaning of texts, utterances/ speeches better [2].

5   Conclusion

Breafly, the study of pragmatic in general, and sppech act in particular, if not well tackled,it can affect one's own ability to get and understand the real meaning od utterances/speeches as well as passing to others is its. there are some factors which influence on students pragmatic ability to impliment into texts and understand the real and content meaning and they include pragmatic knowledge, pragmatic competence and performance and cultural aspect.

Through this study a thorough discussion of pertinent theories and exemplified language and pragmatic aspects and speech act strategies have showen and descussed. Generally, the current issue of understanding of users language, and particularly, analyzing and understanding real meaning of utterances and texts are important aspects of pragmatics and discourse analysis. researchers focused on this and investigated varied studies and found differnet results and findings. These issues are mainly related to the stud od pragmatics and within this field using speech act is more prominent.

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China English: An Objective Existence as an Indispensable Variety of English

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Abstract With the development of globalization and intercultural communications, the spread of China English and its Chinese-colored expressions will inevitably be widely and increasingly accepted, suggesting that the study of China English be of great practical value in the World Englishes paradigm. The review paper begins with clarification of definitions of two terms, namely China English and Chinglish, followed by a comparison between the two. The features and implications of China English are then summarized to support China English as an indispensable variety of English language. Finally, this paper leaves it as an open question that some Chinglish expressions may be transformed into China English and accepted by the English native speakers, if they are proven to be expressive and communicative in the world context.

Keywords: China English, world Englishes, Chinglish, English variety, Chinese-colored expressions

1   Introduction

English is widely scattered, and more widely spoken and written than any other language has ever been. It has become the language of the world, grown from being just one of the many languages of Europe to sharing the position of international language of choice with French and to what many sociolinguists now consider a "family" of "World Englishes" (Kachru 1965, Ugoretz, 2016). Bhatt(2001:527) notes in his comprehensive review of the study of World Englishes (WE), English has grown to encompass many "different English languages, studied within the conceptual framework of world Englishes, [which] represent diverse linguistic, cultural, and ideological voices" (cited from Kachru 1965, Ugoretz, 2016). Meanwhile, with the ever-growing globalization, English has reached far beyond the native speaking countries resulting in the widening of World Englishes paradigm.

During its spread, the language is also experiencing nativalization, which refers to its combination with local languages. Therefore, geographical English variations are adopted both socially and academically. Up to now, Australian English, South Africa English, Nigerian English, Singapore English, Hong Kong English, Malaysian English have already been well recognized (Kachru, 1997).

English varieties have sprung up all around the world, but the variety of English language in China has been acknowledged only in the recent three decades. At present, the academia in China has not yet agreed on China English as a language variety of the English language being nativized. However, the practical value of China English is obvious. First, there is a possibility in that native English speakers can adopt words and expressions of China English. Second, China English helps the Chinese culture and concepts spread abroad and make them be appreciated by more foreigners. Third, China English provides an opportunity to promote mutual understanding between cultures and social ideologies. Last but not least, China English, to a certain extent, has enriched the vocabulary in English which serves to enhance the latter's role as an international language. Therefore, the expressiveness of China English and its Chinese-colored expressions will inevitably make it ~~be~~ widely and increasingly accepted.

2   China English vs Chinglish

The term of China English was coined by the famous Chinese linguist Ge Chuangui in 1980. He first claimed that there should be a standardized English genre acceptable for the English readership, which can clearly reflect Chinese people's thoughts, culture, and ways of thinking. This English genre is China English. Ge brought the question whether China English exists or not into discussion when he talked about the above-mentioned issues of translating Chinese into English. Kachru also holds that though the English of the expanding circle such as China English, Japanese English, Russian English and Yugoslavian English is norm-dependent English varieties, in recent years, English has been widely used in these countries and embodied the local culture and language features. Therefore, the term "China English" should receive proper recognition (Kachru, 1997: 221). Since then, the name of China English is adopted by many other scholars who joined the discussion. The main dispute is

whether China English is an institutionalized variety or not and what it is. There are still debates on whether China English can be regarded as a variety of English. Thus it's necessary to make it clear as to what China English is. So far there has been no unanimous definition about China English. This paper claims China English to be a standardized English variety carrying unique Chinese culture and concepts, which is formed when the Chinese culture-loaded words are translated into English.

English is learned as a foreign language in China and is widely used in international communication. The use of English is inevitably influenced by Chinese ways of thinking. Chinese English learners sometimes will, as a result, unavoidably express things in English in a "Chinese" way. Besides, it is also inevitable to bear Chinese characteristics when using English to express things unique of China. Chinglish, an interlanguage, is therefore easily formed which exists in our recent academia and is often mentioned together with and contrasted with China English. The two terms must be made clear-cut.

China English, the Chinese-flavored vocabulary, syntax and discourse, which takes standard native English as its basis, without any interference of Chinese language, is to express social and cultural peculiarities of China, by the means of transliteration, borrowing, and semantic transfer, etc. While Chinglish, a misshapen English which is not in conformity with English usage and culture, due to the disturbance and influence of the mother tongue, occurs in the English communication by the English learners and users in China. (Pinkham & Jiang, 2000).

China English is a reality of English used in China and expresses unique Chinese culture; it is normative, acceptable for native English speakers; it has not been interfered by Chinese language, though it is used to express the unique things in Chinese society and Chinese culture. While, Chinglish, due to basic differences between Chinese culture and western culture, as well as the language interference (negative transfer), is the kind of ill-formed English that Chinese English learners use in both communication and writing, to transact the Chinese ways of using lexicon and syntax to the field of English language use, neglecting English ways of speaking and thinking, thus in turn, cause negative effect in the process of communication with western people. Though both China English and Chinglish are used to express Chinese unique things, the point is that China English is normative, it is more widely used and its influence on English usage will be enhanced with the increase of China's international communication. While Chinglish, as an interlanguage formed by casual combination of Chinese and English, due to its "incorrectness", will not acquire a large number of speakers, and will have a negative influence on China's international communication and will finally disappear.

3   Features of China English

The English language takes every chance to assimilate novel words from other language. And the readers in the West also accept the new words and ideas with an open mind. They have the ability and the need to know and appreciate the culture of the outside world. China English provides them with such an opportunity to know and appreciate the mysterious and splendid culture of China.

Here a famous example would be included to illustrate. After the successful launch of Chinese manned-spaceship "Shenzhou" in October 2003, the word "taikonaut" was created immediately by the western media and soon became a household name. "Taikong" is the Chinese pinyin of "space", while "naut" is the suffix of "astronaut", thus a new word is created only referring to the Chinese astronaut. This is a China English word and also a good example to show the influence of China in the world. (Su, 2010).

Endowed with the peculiar connotation of the Chinese society, China English succeeds in popularizing Chinese culture on an international scale. Features of China English are sinicized, nativized with localized characteristics, and Chinese-flavored. The feature of China English is the most obvious at the lexical level, which includes large quantity, low elimination, flexible translation methods, accurate expression of meaning, and more occurrences on the English newspaper and magazines. (Yan, 2016). In order to express or describe the unique Chinese concepts, the English users in China have created more words, expressions and terms by means of transliteration, literal translation, semantic transfer, etc., which include lexical borrowing(Chinese loan words), lexical transfer with nativized semantic meanings, words and phrases expressing unique Chinese history or culture, words and phrases newly formed with China's reform and opening-up, hybrid or mixed words and phrases.

It is clear that China English is not Chinglish, which is usually some kind of mistranslation, violating the basic rules of English speaking habits and conventions. Should the Chinese expression "烂醉如泥" which means very drunk be literally translated into "drunk as clay"? Probably the answer is no. We would rather use "sailor" instead of "clay". This is because of the fact that Britain is a country where people do not commonly associate the idea of drunkenness with liquid and unstable clay. Instead, they understand the expression "drunk as a sailor" very

well because England had many sailors who were prohibited from drinking alcohol while they were on duty at sea and when they came back to England for a rest they usually drank extremely heavily and thus the term was coined. (Xue, 2011). That means "drunk as clay" is not China English but mistranslation.

Another funny example is "胸有成竹", a Chinese four-character idiom, if we translate it literally, it would be "have a grown bamboo in one's chest", which doesn't make sense at all, and would make people totally confused about what it is. Actually it means "have a well-thought-out plan in one's mind" or "have an ace up one's sleeve". (Shi, 2011). It is apparent that China English and Chinglish are different from each other in so many aspects and cannot be confused with each other. Occasionally, so far there are very few expressions of Chinglish which are so widely used that at last, they are accepted by native speakers, for example "long time no see" was seen as Chinglish before, while nowadays, it has become a popular greeting for both non-native English speakers and native English speakers, which has already been included in the category of China English. It can be thus predicted that some Chinglish expressions may, under certain circumstances, be transformed into China English. In other words, China English may include some Chinglish expressions that have been proved to be expressive and useful in practical communication.

4   Conclusion

To sum up, China English is inevitably an objective existence as well as an indispensable English variety. China English belongs to the big family of English varieties and its features incontrovertibly show its forceful combination of both English standards and Chinese characteristics. The vital significance and realistic value of China English is obvious, for its role in defining cultural-specific terms, social and political phenomena and historical events in Chinese speaking communities. With the deepening of opening-up and increasing influence as well as peaceful rising in the international arena, China stands a big chance for setting its image as one of the key powers in the world. Nowadays it is a common practice for the western media to borrow culture-loaded words in the Chinese language directly into English. (Sun & Dong, 2015). Therefore, China English is the meaningful and powerful media to tell the world what China is actually like and its status in the World Englishes paradigm should be established.

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A Meta-Analysis of Studies on Genre-Based Approach in Teaching in Chinese Academia

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Abstract Genre theory has been introduced to mainland China since 1990s; since then, there have been many researchers in Chinese academia working on this area. This meta-analysis reviews journal papers published on core journals indexed by CNKI (the biggest China Academic Journals Online Database) from 1998 to 2018, with searching keywords include Genre and English language teaching. Research results show that Chinese scholars have touched upon English skills including writing, reading and listening. This study also finds out that empirical studies on the implementation of genre-based approach to teaching are rare; most of the articles only proposed teaching models or processes, without applying them in the real classroom teaching. Hence, this review calls for more experimental research to be conducted in future to explore an appropriate way to apply genre-based approach in English language teaching in Chinese context.

Keywords: Genre-based approach (GBA), Meta-analysis, English language teaching (ELT)

1   Introduction

English language teaching in the world has experienced ~~the~~ transformation from Grammar-Translation Approach to Audio-Lingual and to Communicative language teaching. Liu (2007) demonstrates that grammar-translation approach to English language teaching is primarily focused on the teaching of unusable grammar rules and vocabulary; Audio-Lingual approach stresses on the learning of language elements and rules so that students can make grammatically correct sentences; Communicative language teaching which ~~was~~ originated from modern applied linguists represented by MAK Halliday emphasizes ~~on~~ the social functional of grammar and communicative purpose of language. Hence language learning is not about "construction of language", rather it is about "construction of meaning".

English education in China undergoes similar transformation. Teachers are more aware of the form of language, such as grammar, vocabulary, syntax, than the context and communicative purpose of language. The purpose of teaching is to make students know how to make grammatically correct sentences. So after several years of learning, Chinese students still lack knowledge on content, text organization, and they have no awareness of read-writer relationship in English writing(Sang, 2017) Many scholars blamed this situation on problematic teaching methodology, so they started to look for better ways of teaching students English language.

Genre-Based Approach (GBA) has been introduced to China since 30 years ago. This approach emphasizes ~~on~~ the social function and meaning making purpose of language and it links texts with surrounding contexts, and social purposes. There have been many scholars working on genre theory and GBA in Chinese context. It is the intent of this review to know how much scholars have done on this topic in the Chinese context.

2   Objectives

The objectives of this research is to know how much the Chinese scholars have looked into the application of GBA to language teaching. This paper intends to find out the answers to the following questions:

1. To what extent GBA to ELT has been studied in mainland Chinese context?
2. Has GBA being reported effective in improving students English language competency?

3   Methodology

There are three steps for collecting data needed for this paper. Step One: full-text journal articles published on the core journals indexed by CNKI were collected using combination of searching keywords: "Genre + English" and "Genre analysis" + English respectively. In this stage, 97 articles were selected; Step Two: All these articles were examined closely to identify those on the application of genre pedagogy in English language teaching. In this stage, 35 articles were selected. Step Three: the 35 chosen articles were categorised according to the context of study, language skills investigated, empirical study with control-experimental group, empirical study without control-experimental group and teaching models or processes applied to find out to what extent GBA has been studied.

4   Results

Research Question1: To what extent GBA to ELT has been studied in mainland Chinese context?
The development of GBA in teaching can be divided into two periods of time. In the first period, from 1999 to 2011, researchers mainly focused on the application of GBA in teaching English for Specific Purposes (ESP) genres such as business English, scientific papers and other general genres like expository essays. In the second period, from 2011 to the present, researchers have started to apply GBA to teaching academic genres, including the writing of English abstract, literature review and research articles(P. Han & Hou, 2012; Wu & Cui, 2016; Xu, 2011) This research trend incidentally coincides with the transition from general English teaching to English for specific purpose teaching in mainland China.

As for the skills discussed in the articles, most of them only focus on teaching English writing skills. Chen (1999)analysed undergraduate business trade majors' written works on business letters, finding out majority of students did not grasp the schematic structures of this genre and lacked the knowledge on how to realize particular purposes in a set social context through language. He argued genre-based approach could familiarize students with recurrent linguistic patterns accepted by particular discourse communities, and suggested teachers should help students to understand how moves are realized through particular lexico-grammatical patterns and macro text organization. Wu and Cui (2016) adopted genre-based approach in teaching literature review writing, revealing that students grasped some of the moves obligatory to this genre. Ji (2004) illustrated how genre-based and rhetoric contrastive approach can be implemented in classroom teaching and believed this approach could familiarize students with the differences between English and Chinese language in composing particular genre, so that students can improve English writing performance. Some other articles discussed the development of overall English skills through genre-based teaching approach (J. L. Han, 2001; Yin, 2008; Z. Zhang & Li, 2008). Some articles discussed the development of English reading skills through genre-based approach (Li, 2002; L. J. Liu, 2009; Y. Liu, 2014). And only one article discussed the cultivation of English listening skills (You, 2017). However, there is no research on speaking skills development.
In terms of research methodology adopted, among 35 articles collected, only 10 articles are empirical studies on the effectiveness of genre-based approach in teaching English with 9 of them adopting one group pre-post-test approach.

RQ2: Has GBA being reported effective in improving students English language competency?
Generally speaking, GBA is effective in improving students' genre knowledge on particular genres taught in classroom setting and they obtained positive attitude towards this teaching approach. Huang (2014) tested the effectiveness of Sydney School's genre approach to teaching job application letter and curriculum vitae among 50 English majors, finding that this approach increased students' awareness on reader-writer relationship, purpose of writing and recurrent lexico-grammatical patterns of these two genres. Similarly, Zhang & Xu (2011) used a writing test which include questions on rhetoric patterns, genre knowledge, and two genre writing tasks to test the effectiveness of genre analysis approach to writing teaching, and results showed that this approach improved students' overall performance, skills on text organization, content, strategy. Interview data collected from participants proved this approach guided students to grasp the macro-level of text organization; they start to be aware of target readers and explore how language were organized to realize its functions. Research conducted by Yang (2001) also uncovered that if implemented appropriately, genre approach can enhance students' genre awareness. Among all of these articles, there is only one of them employing control and experimental groups. Liang and Kang (2010) compared the effectiveness of product approach with genre approach using control experiment groups; students' scores before and after the intervention showed that students in genre approach improved more than those in product approach; besides, written texts wrote by students in the two groups after the intervention revealed that student in experimental group exceed in using abstractive nouns, noun phrases, vocabulary.
Most of the studies only use one group pre-post-test approach to test the effectiveness of genre-approach to writing teaching (Huang, 2014; Ren & Zhang, 2014; Wang & Sun, 2010; Wu & Cui, 2016; Yang, 2001).

Moreover, some of the researches did not mention the details of research methodology adopted and instrument for data collection, so the reliability of the study decreased.

5   Conclusion

Researches on genre-based approach to teaching English language skills in Chinese context proved to be vibrant. There are many scholars who researched the application of GBA in different contexts. However, most of the researches merely elaborated the feasibility and advantages of GBA in the development of English skills from theoretical illustration. Moreover, these researches were conducted in tertiary level education, especially in the field of English writing teaching; besides, most of the empirical studies adopted one group pre-post-test approach, so the effectiveness of GBA compared with traditional product approach in the development of English skills cannot be concluded from these researches. Hence this study suggests that more researches in this field need to be done in the future to explore the development of students' English skills through GBA.

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