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Foreign Language Acquisition Anxiety and Project-Based Learning in Collaborative L2 Instruction: A Case Study

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***Abstract*—This article discusses the experiences of an instructor-student collaboration in combining English as a Second Language instruction with a project-based model. It provides information about a year-long period of instruction that made use of extensive collaboration in language instruction for the creation of business documents geared to a specific purpose. The article suggests that such a project-based and collaborative approach to Foreign Language Learning might be useful in alleviating foreign language learning anxiety for advanced speakers of a second language. Additionally, the article discusses instruction performed via the Zoom platform. The use of platforms such as Zoom, or Skype, are becoming more ubiquitous as an instructional trend that pre-dates recent public health concerns, and this technology is discussed here in terms of the opportunities for collaborative learning and feedback it offers in a discipline that is still favors traditional face-to-face instruction. Although the experiences described here occurred in a non-academic setting with an instructor-student dyad, we suggest that it may be useful in academic settings with additional students and fewer collaborative opportunities to create highly specific objectives.**

***Index Terms*—Business English, L2, online platforms, project-based learning**

I. Introduction

The global pandemic has accelerated already-existing trends in education. Most notably, there is the turn toward online education with the development and increased use of programs such as Google Hangouts, Skype, or Zoom that allow for instruction that mimics, to varying degrees, what goes on in traditional face-to-face learning. These platforms are synchronous allowing participants to receive and provide real time instruction and feedback. Another trend involves a broadening of the educational enterprise though the use of these platforms. Students can take traditional college courses toward a degree, but they can also enroll in certificate programs that seek to teach specific job-related skills on a much shorter time frame. In addition, there are courses offered through companies such as Udemy that offer short-term and more narrowly focused instruction (e.g., a group of students reading and discussing Conrad’s *Heart of Darkness* or Virgil’s *Aeneid* for six weeks). These courses speak to the interests and specific needs of students.

One part of this latter trend involves also providing instruction in a much less formal setting and in subject matter areas that have not received a great amount of attention. The developing trend in focused, online learning has allowed for the adoption of less formal instruction and opportunities to teach subject matter areas that have not received much attention in more traditional settings. One of these areas is foreign language learning. Even pre-dating the pandemic, there has been a growing interest in using the internet to provide less formal (and not necessarily academic) instruction and support in language learning. Lanza and Gomes, Jr. (2020) discuss instances of collaborative foreign language learning on Instagram. Peeters (2018) discusses a similar use of Facebook for instruction and support in “communicative” English instruction. Al-Hasan (2021) discusses the opportunities for foreign language instruction on various online platforms to: (1) provide needed interaction during pandemic lockdowns, and (2) reduce learning anxiety through collaboration, and (3) continue ongoing instruction. Another aspect of this trend involves virtual instruction in a foreign language for employees and families of multinational corporations. An executive who relocates to Japan or who might be doing business virtually with Japanese colleagues might be eligible for a conversational Japanese program while an engineer and his or her family relocating to the United States from Brazil might be able to take advantage of English lessons. Companies such as LT-Global in Michigan contract with Fortune 500 companies to offer language instruction through a network of teachers and college instructors across the world. Because of health concerns, this instruction is largely provided virtually on the platforms mentioned above.

The two writers of the present article engaged in a student-teacher virtual instructional relationship over the course of a year. One of us (Elizandra) is a former Controller in a multinational corporation and the spouse of an executive from Brazil working in the United States. She received the opportunity for instruction through her spouse’s company. She possesses a high degree of written and spoken English proficiency and has significant professional work history in Brazil as an auditor and as a Controller. The other author (William) is a college professor at a local public university who has developed and taught ESL programs for foreign students. The article discusses the goals and motivations behind this advanced English learning as well as the technological challenges inherent in the instruction. By discussing our roles in the instruction, we hope to shed some light on how this instruction worked for us and how it offers new possibilities for language learning. We understand, of course, that a single case study may not provide insights generalizable to other settings. Still, while we understand that our experience may not necessarily reflect those of other instructors or students, we nevertheless wish to share some insights about online foreign language instruction outside of an academic setting for advanced speakers and about teaching aspects of the language through an English for Specific Purposes (ESP) approach and through project-based learning (Park & Hiver 2017).

Among the things we will discuss are the goals an advanced student brings to such an endeavor and the ways an instructor seeks to help the student attain these goals absent a physical classroom or academic setting. One of the key aspects of the case study we present here will be a discussion of foreign language learning anxiety. Mori & Mori (2011) indicate that research on individual differences in second language acquisition often arise from non-linguistic and affective factors including motivation, anxiety, attitudes, and learner perceptions. Certainly, the alleviation of anxiety seems necessary for success in language learning. Bosman & Hurd (2016) suggest that alleviation of anxiety can be best addressed through enhancing the learner's competence in pronunciation; we find that strategy necessary, but insufficient. We find greater promise in the use of an English for Specific Purposes (ESP) approach to English instruction and the use of project-based assignments for advanced language students (Park & Hiver 2017). The autonomy afforded students by being able to make their own choices seems to be in accordance with Kao & Cragie's (2013) "positive" approach to dealing with anxiety. Our experience lends some support to such an approach, although, as stated, we wonder about whether our experience can be replicated in academic settings. We hope this paper can provide an impetus for further and more formal investigation. Finally, we will discuss the challenges of providing such instruction on online platforms such as Skype and Zoom.

II. The Participants

Elizandra came to the United States with her family when her husband transferred here from Sao Paolo to work in a manufacturing plant as an executive for his company. She spoke, read, and wrote in English at an advanced level, despite beginning English study at an age older than the "ideal." We begin our discussion with Elizandra discussing her previous English instruction. She did not begin English instruction until age 10, an age typically viewed as later than the ideal age for fluency in an L2 (second language). Elizandra describes her experiences as such:

> I had my first contact with the English language in the public school in Brazil, at a time when public education was more concerned with quality than it is today (at least in much of our public discourse) but that did not seem to be the case with English instruction. I think that in 4 years of public school, the most I learned was the verb "to be." Instruction was very limited, and that certainly did not motivate me. My younger sister started earlier. While my sister did not have many opportunities for language instruction in Brazilian public schools, she was able to learn English and Spanish at an earlier age through private instruction.

Elizandra started work early to assist with the family's income and it did not take long for her to see the value of a second language:

> It was only when I was 18, when I worked two jobs and still bought and resold products to help with income, that I managed to start a private English course. I did it for 2 years and, whenever I could, I invested a larger amount of money in intensive courses so that I could speed up my learning. At that time, I didn't have much time to study outside the course, but I tried at least a few hours on weekends.

Friedrich & Berns (2003) suggest that, because of the interest in Brazil in English instruction, there was the possibility that, without strict national standards, there would be a wide variance in the quality of instruction offered in various venues. At that time, there was little standardization and few studies of instructional effectiveness. Yet, as Elizandra found out, there were available resources even if they often did not leave ample time for someone working full time. Frustrated at being passed over for promotions and new opportunities, Elizandra decided that she would study abroad. "When I was almost 30, where time was still scarce due to working full time and trying to study English in a piecemeal fashion, I decided to immerse myself in English." She decided on a two-year plan and began three months of exchange in Australia. She remembers that, "I avoided having contact with people of the same nationality as me. I did so many things to insert myself in the language."

She says further that, "in Australia I studied at a school five hours a day learning the grammatical part, but at home I sat and reviewed all the content myself and received as much feedback as I could." English-language TV programs also helped to reinforce what was learned in other settings. Barrerra (2004) studied this phenomenon with children and found that multimedia exposure to the target language reinforces instruction.

Ultimately, Elizandra rose to the position of Controller in a multinational corporation where English was used as a common language across all nationalities and, all the while, she found opportunities for English practice whether on social media or in consuming mass media in English. After taking a break from her career to start a family, her husband took the opportunity to come to the US with his employer and, as an employee benefit, he and Elizandra were offered English instruction.

For William, working as a contractor for the company came through a series of events, beginning with the global pandemic. William had an on-going professional and personal interest in L2 instruction:

> English as a Second Language has long been a scholarly and pedagogical interest. I developed a first-year writing program for non-native English speaking students at my university and was frequently offered opportunities in the community such as providing ACT preparation for high-school age children in a local Korean church.

He had developed student internships such as one in which US College students taught conversational and Business English to Kuwaiti soldiers stationed in the US for training. All these programs, however, were traditional face-to-face programs and involved group instruction and collaboration. As with McCarthy & McCarten (2018), these projects involved using conversation and feedback as the main pedagogical method, with the group serving as a repository of linguistic knowledge.

With the advent of the global pandemic, these activities came to a halt. By chance, however, a company that provides language and educational services for a local manufacturing plant and their parent company contacted William about providing English instruction for the spouse (Elizandra) of one of their employees. An English speaker at a very advanced level, her goals were simply expressed as "getting better" at English and the early sessions involved a lot of more-or-less traditional spoken and written English lessons conducted on Skype and Zoom.

III. Initial Projects

Elizandra's English proficiency was rated as "Advanced" using both the company's own assessment tools and the ACT English Proficiency Practice test. Vocabulary seemed to be the one area of any concern although her knowledge of Business terms in English was good. Woodrow (2018), in her book on course design for English for Specific Purposes, recommends a thorough needs analysis for students at any level of proficiency. She suggests that goals and objectives be defined collaboratively between the instructor and student. While we certainly attempted to devise an instructional plan, we were hampered in this regard by a conflict between William's vision and experience of instruction as an academic endeavor and Elizandra's as more of an English for Occupational Purposes (EOP) approach. Woodrow differentiates English for Business Purposes (EBP) from EOP and suggests that the former is more academic and general in its focus while EOP focuses on specific occupations and types of jobs.

Thus, for Elizandra, the course seemed to move slowly at first with little apparent focus until she expressed a desire to seek remote employment in accounting and auditing. Our difficulty up to this point stemmed in part from William's years in academic settings and Elizandra's career in a specific occupation. Additionally, as much as one hates to admit it, teachers are used to being in charge and true collaboration must be part of a deliberate choice. Clearly, we had to change the focus to address what Elizandra actually needed. Kim & Bonk (2002) suggest that students and instructors from different cultural groups often find collaboration challenging even when there is both a need and an agreement that collaboration would be valuable. Indeed, online collaboration offers a widening of perspective for both student and instructor. We were fortunate in this case that Elizandra had clearly articulated "life goals" which certainly enhanced our search for collaboration and consensus.

The emerging desire to continue her career crystallized the focus for Elizandra. Weinstein (2006) discusses opportunities that arise from the life events of L2 learners, and in our case this new career goal provided an organizing principle for the instruction. The "curriculum" would focus on obtaining employment in Elizandra's field of expertise, starting with composing the documents she would need to submit to prospective employers and a published profile that placed her in an occupational community. She and William then collaboratively agreed to work on the following projects to address this desire:

- An English language resume;
- A LinkedIn profile;
- A PowerPoint presentation presenting information from the resume and details about personal experiences at work. This was developed to help with presenting concise information in an interview;
- An "elevator speech." Wesson (2013) recommends that professionals in technical fields practice a 60-second introduction to themselves, their qualifications, and achievements. Given the fact that fields such as engineering and accounting involve knowledge of technical details, workers in these fields should practice a short speech that illuminates interesting parts of their work histories designed primarily for hiring managers who are not themselves part of these fields.

Our curriculum became more project-based. Park & Hiver (2017) advocate for the use of project-based second language learning as it is both process-oriented and results in the creation of tangible products, such as the online documents listed above. Further, such projects involve collaborative learning with participants acting as both creators and readers. Projects in second language learning can also lessen the anxiety that goes along with L2 learning and can create greater self-efficacy (Shin 2018), a subject covered in detail later in this paper. Polman, Stamatis, Boardman, & Garcia (2018) suggest that the authenticity of project based foreign language learning creates learning experiences that are impossible to match in traditional L2 learning, at least for those learners with a high degree of proficiency. Equally important for Elizandra was the autonomy a project-based approach offered. She said, “I felt as if it puts the learner in control.”

Indeed, for Elizandra, the projects that suggested more immediate use were the most engaging. “I didn’t see what reason I had to do a PowerPoint. The resume and LinkedIn profile were things I could use right away,” she offered. “I felt as if I needed something to start communicating on LinkedIn. It seemed a good place to start for job connections. Of course, when I got an interview, I went back to the PowerPoint for practice in making my answers more focused.” We suggest that, in the experiences under discussion right now, the interest in finding employment and performing these activities in the setting of a non-academic learning environment allayed the anxiety inherent in L2 learning. MacIntyre & Gregerson (2012) suggest that projects are necessarily collaborative as long as feedback is provided frequently and it seems here that working on a LinkedIn profile provided both instructor feedback as well as feedback from other users. For us, this project-based and collaborative approach served as a motivator. For Elizandra, the motivation seemed to supersede any anxiety created by the instruction.

IV. Anxiety in L2 Learning Environments

There is a great deal of anxiety inherent in learning a foreign language in any setting, and this has become the focus of a lot of research over the past two decades. Indeed, in our case, Elizandra spoke about feeling as if her accent often got in the way of effective communication. Martin & Valdivia (2017) suggest that, in both face-to-face and online learning, instructor feedback is deemed by students to be the most important source of feedback but also the main source of both anxiety and, paradoxically, anxiety reduction for students. For Elizandra, the perceived differences in social power and expertise were sources of anxiety. In discussing this experience, she observed that:

> My accent gets in the way and I am never sure that I am receiving the right amount of feedback. I say I want more but I worry that I’ll be told that I have serious communication problems. There is embarrassment and I know it interferes with my learning to speak better English.

Working on projects allowed for a good amount of the feedback to come from the projects themselves and not directly from an instructor. Comparing her LinkedIn profile to those of others on the site, for example, provided authentic feedback and a sense of agency and “authorship.”

Dewaele & Alfawzan (2018) posit another strategy for anxiety reduction in L2 learning. Their empirical study suggests that the creation of an enjoyable environment for learning (what they term Foreign Language Enjoyment or FLE) is key to the alleviation of anxiety. Thus, if students find a particular project engaging and enjoyable, this experience seems to counteract anxiety. In our case, working on a LinkedIn profile as one of the early projects was quite serendipitous. Chang, Liu, & Shen (2017) studied trust factors in LinkedIn and found that users report predominantly positive experiences with the platform. Elizandra was a regular user of the platform and not only enjoyed her time using it but also saw the potential it offered in an employment search.

To summarize, we found that our use of a project-based model offered the ability to determine what aspects of English were important in our case. Choosing the uses of English that were meaningful to Elizandra’s life allowed her to choose the approach (EBP) and the individual projects she wanted. This autonomy and self-directedness seemed to have the effect of lessening any anxiety surrounding “correct” English use. Further, using the community on LinkedIn as another source of feedback gave this feedback a more “authentic” character.

The next aspect for discussion involves technological issues. Certainly, it helped that Elizandra was proficient in technology use. Woodrow (2018) urges caution in incorporating technology into EBP or EOP instruction as students and instructors might have very real differences in expertise. Having to learn a new platform or software while a student is attempting to improve L2 can itself be anxiety inducing. In our case, we used technological tools (Zoom and Skype) that we were both familiar with. We discuss concerns with technology in the next section of this article.

V. Technology Concerns

With the advent of the pandemic, most instruction previously offered in traditional formats migrated to online and “hybrid” platforms such as Skype and Zoom. Toyama & Yamazaki (2021) found that students are relatively comfortable with English autonomous learning in a multimedia network environment, especially for online learning environments. Of course, their subjects were all engineering students with a high degree of technical expertise and a strong desire to learn English. Grewal (2002) suggests that, in the online world, English can be seen as the premier “network.” Successful use of the internet involves English proficiency as most of the internet is in English. Still, when it comes to foreign language instruction, students taking face-to-face course are generally more satisfied with the course on several dimensions than are their online counterparts (Tratic, Urh & Jereb 2017).

In our case, both Elizandra and William had a high degree of expertise and experience in navigating online courses and both of them had used Skype and Zoom extensively for communication purposes. The difficulties in the present case, however, stemmed from two things. First, William had little experience in creating and teaching a foreign language course online. While Zoom offered immediate feedback opportunities, similar in many ways to face-to-face instruction, he had never used it for ESL or any sort of language learning. Second, because of the pandemic, there were many instances of Zoom “lagging” even with faster internet connections. In our small city, there were frequent problems with Zoom (and to a lesser degree, Skype) due to the fact that schools and businesses were migrating much of their work to online platforms and people all over the community experienced frequent error messages regarding internet instability or even loss of service. Adedoyin & Soykan (2020) note that, even in robust platforms such as Zoom, students often use browsers that may obstruct optimum learning. Still, for Elizandra, using Zoom and Skype led to a sense of accountability that was missing from asynchronous online instruction. She stated that, “I had to discipline myself to show up even when I didn’t want to. I had to push myself but I had the reinforcement I needed.”

VI. Conclusion

We understand that our experience here is perhaps rather idiosyncratic. Further, ours was not the sort of experience typical in academic settings. For one thing, ours was one-on-one instruction. The results may have been quite different were there other students involved. Further, we were able to set (and re-set) goals on our own, something that never occurs in an academic setting. We found that the use of both EBP and project-based learning in a Zoom platform provided an instructional experience that focused on our objectives, was inherently motivating, and provided opportunities for immediate feedback. An approach like the one we employed could be used as an option for advanced L2 instruction as well as EOP instruction in specific areas such as business and nursing. It will be interesting to see if others can use EBP and project-based learning coupled with platforms such as Zoom in academic settings.

Collaboration is always a challenge for instructors in academic settings. They must balance student needs with the objectives of a particular course and of the institution in which that course is offered. Yet, if a degree of collaboration can be built into the course, online platforms can offer much in terms of instructional richness. Garrison (2006) recommends the phrasing of course objectives in the form of inquiry for best results. That is what we were able to do here, and this approach might be something that offers students opportunities for discovery and useful feedback on their L2 projects. Ewald (2008) argues for viewing students as “researchers” as both a way to allay anxiety and to achieve the best learning outcomes.

As a postscript, we have decided to embark on another project, this one seemingly more directly transferrable to the English as a Foreign Language classroom. Elizandra will write and record a series of podcasts on differences between Brazil and the United States, focusing on subjects such as differences in sentiment and etiquette toward the countries’ flags, courtship and marriage rituals, and business communication. Otoshi & Heffernan (2008) suggest that presentations, either face-to-face or online help L2 learners do three things: (1) practice vocal clarity, (2) use “correct” or expected uses of the target language, and (3) interact with an audience. Here, we will be using the record feature on Zoom plus the podcast software WavePad (NCH Software 2020). Again, the choice of a project with some immediate goals (in this case, to prepare for in-person networking) was something both of us can agree on. Podcasting is also something that William has incorporated into previous university writing courses so it seems as if this might be a project that offers much in the way of second language learning.

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Multilingualism in Botswana: The Case of Muzi* Primary School

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***Abstract*—This paper presents findings on a case study of how the language in education policy was being implemented at Muzi Primary School. To provide the context, a description of the development of the language in education policy from independence to present period is provided. The study aimed to address the following questions: 1. What factors did teachers perceive to contribute to the low performance of the school? 2. What role did language of instruction play in the learning process? 3. What attitudes were portrayed or displayed by teachers and how did these affect learning? 4. What were the implications of findings to nation-building, democracy, and social integration? The paper argues that the language policy, which promoted monolingualism, was a failure to acknowledge reality and an impediment to learning, a negation of democratic principles and a hinderance to social integration. The school context demonstrated how the education policy fostered monolingualism in a multilingual context and this negatively impacted on learning.**

***Index Terms*—Botswana, multilingualism, Wayeyi, multilingualism, democracy**

I. Introduction

The village of Muzi is situated in the Okavango sub-district in the main Northwest district of Botswana. The dominant ethnic groups are the Hambukushu and Wayeyi who are bilingual in mother tongue and Setswana, the national language. The Hambukushu use their language in daily activities, hence the language is passed onto the children. Wayeyi children do not speak Shiyeyi but comprehend when spoken to. In the school the Wayeyi children had a cultural dance group.

The academic performance of Muzi Primary School had been of concern for several years since its inception, like most schools in the sub-district. For instance, in 2000, the school had the lowest pass rate of 44% in the Northwest District (BEC, 2000-2020). The performance in Setswana language as a subject had the lowest pass rate of 51% in the district. In 2019 the school performance was at 48% (BEC, 2000-2020). In 2020, the school was one of the worst in the sub-district at the pass rate of 43% (BEC, 2000-2020). In 2021, there were 36 teachers from eleven (11) ethnic groups, 19 were speakers of Setswana as a first language (from five (5) Tswana ethnic groups), four (4) Wayeyi, four (4) Kalanga, one (1) Hambukushu, four (4) Herero, two (2) Babirwa and two (2) were Batswapong. There was no ethnic data on students, but teachers estimated that there were more Hambukushu, followed by Wayeyi and a few other groups.

II. The Development of the Language Policy in Botswana

Botswana's language policy was not written but inferred and understood until 1994 (Republic of Botswana, 1994). From independence to the current period Setswana language and culture is regarded as the national language of the country (Republic of Botswana, 1985, p.8; Mokibelo, 2014). It is the language of national pride and unity, the language of cultural identity (National Commission on Education (NCE), 1977). English is the official language, the language of the Government, business, trade, and international cooperation (Mokibelo, 2014; Nyati-Saleshando, 2011). In recent years, it has become the main language of communication in the homes of the elite, and among teenagers and young adults in their social interactions (Mibenge, 2016). The policy did not recognize the rest of the 28 languages spoken in the country.

At independence, there was no clear policy on language of instruction, but practice indicated that Setswana was used as medium of instruction for at least two years. In standard three, English became the medium of instruction up to tertiary level and Setswana was a subject. The First National Commission on Education (1977) viewed this situation as one that neglected the mother tongue, resulting in many children performing poorly in Setswana subject and hence its exclusion from overall grade mark. The Commission further observed that most children fail to attain literacy in the national language. They advocated for national and cultural identity using the national language Setswana and stated

* Muzi is a pseudo name

that there is ‘educational advantage in learning literacy and other skills through the national language first, before moving on to another’ (p. 76). This argument was not seen as relevant for other linguistic groups who did not speak Setswana as mother tongue. The commission then recommended that Setswana be the medium of instruction from standard one to four, and English thereafter.

The second National Commission on Education reversed this decision and recommended that English be medium of instruction from standard two by the year 2000 which was revised by the National Assembly to read ‘as soon as it is practicable’ (Republic of Botswana, 1994, p.59). The decision to reverse the previous Commission’s recommendation caused great controversy amongst the Commissioners, causing two camps within this Commission.

Camp A embraced the recommendation of the first Commission (Setswana from standard one to four) while Camp B embraced old practice as at independence (Setswana for only one year, then English). A compromise was reached by allowing the minority view of those in Camp A to be contained in the famous eight-page appendix F in which arguments for mother tongue literacy were clearly articulated and recommendations for developing mother tongue literacy including minority languages were stated.

Those who argued for mother tongue literacy (Camp A of Second Commission) advanced similar arguments as the First National Commission on Education as stated above. Those who argued for early English medium of instruction (Camp B of the Second Commission) stated the good old-fashioned arguments such as the problems of dealing with many languages, teacher training and the burden of translating instructional materials. The Commission stated that ‘the present language policy denies the child mastering of the main language (English) needed for better achievement in primary schools and in further education and in working life’ (National Commission on Education, (NCE,1993, p.113).

Regarding minority languages, the first Commission did not make any recommendation on their use in education. The second Commission recommended that ‘where parents request that other local languages be taught to their children, the school should make arrangements to teach them as a co-curricular activity’ (NCE,1993, p.115). However, this recommendation was rejected by Parliament on grounds that this may put pressure on government to support even when resources were scarce. The Minister of Basic Education has indicated that eleven (11) local languages will be introduced in schools in 2022 (Xinhua, 2021). Planning for material development and consultations with communities is currently on-going.

When taking a critical look at the above arguments by the commissions, one notes that they were influenced by certain theoretical orientations, since how language planners view language sets the direction of how they go about solving language problems (Alstad & Sopanen, 2020). In other words, the arguments were influenced by certain beliefs on what language is and how it is best learned and its role in society (Nyati-Ramahobo, 1999).

III. Theoretical Perspectives

Ruiz (1984, p. 16) defines orientations as ‘a complex of dispositions toward language and its role... [which] are related to language attitudes in that they constitute the framework in which attitudes are formed’. He proposed three orientations toward language planning: language as a problem, such as the problem of which language to choose for use for official purposes in a multilingual society; language as a right, such as the right to operate in one’s language of choice; and language as a resource, to be developed, nurtured, valued, and planned. Underlying these orientations are socio-cultural and socio-political goals for the languages (Hult and Hornberger, 2016). For instance, if the socio-cultural goal is to assimilate all minority groups, then language is likely to be viewed as a problem in which all minority languages must be eradicated. On the other hand, if the societal goal is to achieve linguistic and cultural pluralism, then it is likely that the languages will be viewed as a right and a resource to be harnessed. In this case most languages would be recognized in one way or the other and their cultures preserved.

In addition to orientations in language planning, there have been various bilingual education models which have been studied as they operate around the world. Bilingual education is defined by most scholars using more than one language for instruction in subject areas including language itself (Brutuo, 2021; Benson, 2020; Duplessis and Tebategeza, 2010; Fishman, 1976; Hornberger, 1987 and 1990). In some cases, one of the two languages is the child's first language. Generally, there is agreement in the literature that there are at least four basic models of bilingual education currently in operation:

A. The Transitional Model

In this model the child uses the first language (L1) as medium of instruction at the initial stages and later switches to the second language (L2) as medium of instruction (L1->L2) (Nyati-Ramahobo, 1999). The first language is used only as an interim means to master the second language and as soon as students are considered proficient enough to comprehend and work academically in the second language, then the second language becomes the medium of instruction in all subjects. Transitional programs are sometimes referred to as remedial or subtractive, for their purpose is to remedy language deficiencies of children who are not competent in English and as soon as this is achieve, the language is subtracted (Bretuo, 2021; Conklin and Lourie, 1983; Trueba, 1979). It is recently viewed as a supporting program by using the first language at initial stages while the goal is to educate the child in English (Massachusetts Department of Elementary and Secondary Education (MDESE), 2020). However, the first language is viewed as less important hence a transition is made to English. In most instances, this model results in cultural assimilation and native language loss (Nyati-Saleshando, 2018b; Alidou, 2010). This is the commonest model in Africa in which a local language is used as medium of instruction for three to four years of primary schooling after which a transition is made to English or any other European language.

B. Maintenance Model

In a maintenance model, the child's first language is used for instruction at the initial stages and later the second language is added on as a medium of instruction (L1+L2). Sometimes referred to as the additive model, since the second language is added on to the first one. Students in this program ‘receive content-area instruction in both languages equally throughout their school career’ (Ovando and Collier, 1985, p.39). The aim of a maintenance program is "ensure the continuation and development of the child's linguistic skills in the first language, for both social and academic interaction, and the acquisition of the second language" (Trueba, 1979, p.56). The advantages of a maintenance program are that students gain English proficiency without neglecting their mother tongue or home language (Silaban, 2020; Ovando and Collier, 1985), and as such it affirms cultural rights and ethnic respect (Hornberger, 1990; Hamman-Ortiz and Palmer, 2020).

C. An Enrichment Model

It ‘encompasses all those bilingual education program types which aim toward not only maintenance but development and extension of the minority languages’ (Hornberger, 1990, p.8). These program types include both one way and two-way immersion programs. In a one-way program, one group learns in the other group's L1 and in a two way both groups learn in each other's L1(Ovando and Collier,1985; Nyati-Saleshando, 2018b; Silaban, 2020). This model is currently referred to as the dual language program (Lindholm-Leary, 2013; Massachusetts Department of Elementary and Secondary Education (MDESE), 2020).

D. Submersion and Immersion Programs

A submersion program does not take care of language diversity in the classroom (Hornberger,1990), only the language supported by policy is used. There are no supporting materials for the use of L1 (MDESE, 2020). When support for the use of L1 is provided, the program is called immersion. Scholars suggest that both submersion and immersion programs lead to ‘low achievement and high dropout rates, especially among minorities who sometimes perceive their status as low relative to the majority children’ (Ovando and Collier, 1985, p.43). An example of a submersion program was one operating in Botswana for the non-Tswana language groups. They are submersed into Setswana, a second language and later again submersed into English, a third language while their mother tongue was not allowed in the classroom. This is the model in operation at Muzi.

The arguments by the two camps of the second Commission indicated the orientation of language diversity being viewed as a right and a resource on one hand (Camp A), and as a problem on the other hand (Camp B). Camp A’s arguments are pedagogically inclined, with a focus on the child, considering the language in which they would benefit from instruction most and acquire literacy skills. Camp A, like the First Commission viewed mother tongue as a resource which facilitates the acquisition of literacy skills in the second language (Duplessis and Tibategeza, 2010).

Underlying Camp B’s arguments is the orientation of language diversity viewed as a problem. They see the development of many languages as too costly and as not deserving the effort. The Camp reasons that such effort would be denying children the opportunity to learn the most important language, namely English. They did not embrace the view that learning in mother tongue facilitates better acquisition of a second language (Duplessis and Tibategeza, 2010).

The arguments for Camp B have little to do with learning but with economics and business. They are not internally focused by external in outlook, and yet learning is a reality on the ground. The question then is, how can children be businesspeople of tomorrow if they cannot read and write. The arguments were ignoring the means to achieve the goal.

Until recently, language diversity in Botswana was viewed generally as a problem, a reversal or negation of democratic gains, a threat to unity, social harmony, and development (Nyati-Ramahobo, 1999). Tsonope (1992) noted that ‘-- to raise language policy issues even where these are articulated in the best interest of the country are met with suspicious contempt - invoking secessionist, tribalistic, regionalistic or other sentiments deemed inimical to national unity and progress’ (p.10).

This was yet another misconception, that unity can only be achieved by sweeping the rest of the languages under the carpet and assimilating their speakers. In fact, the contrary is true. When people are respected, recognized and their languages are valued, they have no reason to rise in revolt on linguistic grounds. But when they are swept under the carpet, that is a good reason to agitate. Camp B and the then Government of Botswana did not believe in the concept of unity in diversity. The first President informed the nation that his party ‘stands for a gradual but sure evolution of a nation state... to which tribal groups will, while in existence, take secondary place’ (Carter and Morgan, 1980, p.291). In 1989, the second President asked Batswana ‘not to spoil the prevailing peace and unity in the country by fighting for ethnic language groupings’ (Republic of Botswana, 1989, p.1).

However, despite this orientation, speakers of other languages have been agitating, and the fifth president has made pronouncements to develop these languages for education and instruction is planned to begin in 2022. Consultations are on-going to inform communities on this initiative. Some linguistic groups had long started to develop their languages and conducting informal classes. Perhaps the fifth President will see the development of a more robust language policy to view linguistic diversity as a right and a resource. The country is yet to see which type of language program will be recommended for use in 2022. The development of the language in education policy and language policy in general has come a long way and there seem to be light at the end of the tunnel.

IV. Literature Review

The education structure from primary to secondary is 7:3:2. In accordance with the language policy as informed by the orientations as described above and the program types that emanated from them, teachers are expected to teach in Setswana from standard one to two and in English from standard three onwards. However, this is not the case in some schools, as has been documented by several studies (Nyati-Saleshando, 2018a); International Reading Association (IRA, 2005). Most of the teaching takes place in Setswana and English from standard one to seven with evident code-switching (Ketsitlile and Commeryas, 2014). Some scholars have asserted that, it is this unplanned code-switching and concurrent medium that enhances learning, otherwise, the pass rates in standard seven where English is supposed to be the sole medium of instruction would be lower than the current situation (Chebanne and Dlali, 2019). The submersion model, however, remains in other schools such as Muzi, without switching to their local languages.

Studies have further demonstrated that some minority languages such as Kalanga and Subia have been informally introduced at both primary and secondary levels (IRA, 2005). The areas where these two languages are dominant (Chobe and Northeast districts) perform better than minority dominated areas in the Primary School Leaving Examination (PSLE) (BEC, 2000-2020). On the other hand, the areas of Northwest, Kgalagadi and Ghanzi districts, which are linguistically complex with no one minority dominant language, have been performing the worst since independence without any affirmative action to address the situation (Nyati-Ramahobo, 1997; Nyati-Saleshando, 2018a).

Mokibelo (2018) asserted that children in rural areas found it difficult to learn English. She concluded that poor English proficiency resulted in low academic achievement. She further observed that students had poor comprehension and basic language skills, and this negatively affected academic performance. She acknowledges the need for mother tongue education in these areas. The agitation for mother-tongue education has been going on since independence and has intensified in recent years.

Studies on teacher attitudes and its impact on students' performance conclude that positive attitudes result in positive student academic performance (Azmat, 2019; Ulug, Ozden and Eryilmaz, 2011). In Botswana, Nyati-Ramahobo (1994) found that most teachers in schools had negative attitudes towards students in minority areas. They were impatient and used negative language in reacting to 'wrong' responses in class, and to inappropriate behavior. This situation seemed to have improved since it was not so evident at Muzi school. Perhaps this change could be attributed to the public debate on language issues which started in 1995.

V. Methodology

Data was collected in 2018 and a total of ten (10) lessons in social studies, English, Setswana, and Science were observed in standards 1, 3, 5, 6 and 7. A questionnaire was administered to 30 teachers and 19 were returned for analysis. Physical interviews were conducted with ten (10) teachers and eleven (11) students in standards 6, and 7. Interviews questions for teachers were to triangulate the responses to the questionnaire and classroom observations. In 2021, five follow up interviews were carried out telephonically with teachers to update the demographics of the school and revisit key questions of the study. All interviews were conducted in Setswana language, but informants were free to respond in any language. Most of them used code-switching between Setswana and English.

Content analysis was utilized to analyze data from interviews, classroom observations and the open-ended questionnaire. Both the interview and questionnaire were structured according to the four main questions the study sought to address. The main approach to content analysis was the conventional one in which coding categories derive from text data, searching for themes of the main questions and finding coherence in data from the three instruments (classroom observation guide, semi- structured interviews, and the questionnaire). The internal reliability of data from the three instruments provided both triangulation and trustworthiness.

VI. Findings

Data was analyzed to find out teacher perceptions on why the school was under performing, whether they thought language of instruction had a role to play in academic performance, if there were any observable attitudes within the school environment which could have an impact on learning, and what were the implications of their observations on nation building, social integration, and democracy. Embedded within each theme was the question of what could be done.

A. Teacher Perceptions on Low School Performance

Teachers were asked to give what they believed were reasons for the low performance of the school. They provided several reasons as follows:

1. Lack of Learning Resources.

Lack of a library was pointed out to be a major impediment to teaching and learning. Students were reported to be sharing books and at times parents had to buy notebooks for their children. The school photocopier had not been working for some time. Teachers were also sharing textbooks, and this was described as major setback in preparing for classes. Lack of teaching materials resulted in teachers having to write everything by hand on the board and even draw pictures a skill most said they did not have.

2. Lack of Motivation to Learn.

Teachers also stated that, when they visited homes, they rarely found children doing their schoolwork. Few children were viewed as serious about their schoolwork and parental participation in learning was described as minimal.

3. Neglect of the Okavango Sub-District by the Main Northwest District Council.

The outstanding concern was that the school had been underperforming for years and yet not much had been done. This situation was reported be observable across sectors, not just in education. In 2021 teachers acknowledged that the situation had improved over time, and they are able to have materials such as manila paper to use in the classroom. On the use of technology in the classroom, they decried this phenomenon yet to come to the school.

4. Untrained /Temporary Teachers

While the issue of untrained teachers came up in 2018, it was not emphasized in 2021. Improvement in this area was acknowledged as the Ministry of Basic Education was reported to employ degree holders on temporary basis even if they were not trained as teachers and this has improved the standards of teaching. In 2021, there were twelve (12) temporary teachers at the school. The researchers were able to meet one of them in 2018, though their class was not observed. The teacher felt that teaching was an enjoyable job but needed resources to innovate. They also felt that temporary employment was not motivating as it did not provide job security. They felt classified as not ‘real’ teachers.

When teachers were asked which of the above issues was the most pressing to be addressed as a matter of urgency, most pointed to resources and student motivation as critical. They felt that teachers need resources to teach, and they find themselves being unable to innovate ideas, but rather must innovate the use of resources which limits their ability to teach concepts more effectively. Overall, teachers felt that while some of the above issues persist, there had been effort to address them, such as the provision of copiers, even though repairs and replacements took long. These were pressing issues which impacted on teaching and learning.

5. Lack of Parental Presence and Value for Education

Some children were reported to live with other siblings while parents were engaged in small scale farming, fishing, and gathering elsewhere. As a result, children had no one to encourage learning activities. One teacher stated that, even failure to perform well in the PSLE is not taken seriously by parents, since it has been a common phenomenon in the village for years. Education is therefore associated with low academic achievement as its benefits are not commonly experienced by most parents, hence it is devalued. A teacher reported a case in which a child passed standard seven with a B grade but decided not to go for further education because the parents preferred, he goes to help with farming activities.

6. Long Distance to School

Neighboring villages have no schools, and a such, children from these villages walk each morning to school and back home every day. ‘They come to school late and tired’ said one teacher. Teachers felt that these children in most cases leave home without any breakfast and only eat during break time at the school. This affects student attention and interest in learning.

B. Role of Language of Instruction

When asked whether they believed that the language of instruction had a role to play in the performance of the children, hence the school, all teachers responded in the affirmative. ‘When a child does not understand the language, they cannot learn’, said one teacher. Children from the Hambukushu tribe were reported to have communication problems in Setswana during the first two years of schooling. ‘They begin to pick up in standard three’ a teacher said. In standards one and two, they would respond in their own language or keep quiet, and since most of the teachers were from other linguistic groups, communication was difficult during those initial years. Teachers felt that the language of the children should be used. One teacher however, felt that while this was a noble idea, it could confine teachers to their linguistic areas.

At home, the Wayeyi children speak the Setawana dialect of Setswana spoken in the district. Their initial year at school is not as difficult with regards to general communication, but with comprehension of concepts in the classroom. The dialect has a lot of Shiyeyi vocabulary and Shiyeyi underlying sentence structure (Nyati-Ramahobo, 1994). As children use these words at home, they believed they were Setswana words. As such children do not understand why they get low marks in Setswana hence get discouraged. While they think the Setawana dialect they speak as a second language is the standard Setswana, this was not the case. The Setawana dialect of Setswana is different from the

Setswana used in the classroom, and this creates confusion in learning. Research indicates that the familiar the language of instruction to the language of the learner, the difficult it is for learners to see the difference and comprehend the target language (Pica, 1991). Some teachers, especially, those outside the district, had problems understanding children's language and vice versa.

Teachers felt the need to use the language spoken by children. One teacher wished they could speak these languages to facilitate student centered and interactive learning. The use of English and Setswana as main medium made meaning-making in the learning process difficult. Generally, children were shy, quiet and inactive in classes. Classroom interaction was low in most classrooms, more so in English medium lessons, but better when Setswana was allowed even when the expected medium was English.

Children had problems understanding Setswana as spoken by teachers who were native speakers of Setswana who lived outside the Northwest district. Interviews with these teachers indicated that children do better in English than in Setswana. Classroom observations demonstrated that, teachers in upper grades tried to use English as much as possible in accordance with the policy, while those in lower grades used Setswana. The languages of the children were not part of the learning process. Interviews with students in 2018 indicated that they understand teachers from the Northwest district[1] better, when speaking in both Setswana and English. They further stated that Hambukushu teachers used Thimbukushu words in class, though only in rare occasions, while Wayeyi teachers used Shiyeyi cultural themes to illustrate certain topics in social studies.

C. Teacher Attitude and Its Impact on Learning

At the classroom level, no overt attitudes were observed which could negatively impact on learning. Most teachers relied on one or two students whom they knew would respond, while the majority were quiet. The silence in classrooms was defined as a cultural issue of not questioning adults, or just lack of language skills to interact in the classroom. Interviews with teachers revealed that some teachers were impatient with children, and this seemed to discourage them. Attitudes such as 'what is wrong with children from this area' is an attempt to explain children's low performance as something 'wrong' with them. However, this was not emphasized as a major issue at the school.

D. Implications for Nation Building, Social Integration, and Democracy

Most teachers felt that Botswana is integrated using Setswana. The issue of language in the classroom should no longer be seen as a dividing factor, but a further unifying one. *'Re tshaba eng gore diteme tse dingwe di rutwe, kana ga gotwe go lathwe Setswana, re batla mongwe le mongwe a utlwa se se rutwang'* (What are we afraid of, we are not saying Setswana should be eliminated, we want all children to understand what is being taught). This view expressed the orientation of unity in diversity for nation building.

One teacher however, stated that, '*bana ba baa utlwa, ke gore ba boi, ga ba ithute ko malwapeng, Setswana ke yone teme ya rona mo Botswana, re Batswana'* (these children do understand, it is just that they are afraid to speak in class, and they do not study at home. Setswana is our language in Botswana, we are all Batswana). This view reflects intolerance to unity in diversity, but rather for assimilation into the Tswana language and culture. However, this was a minority view at the school.

Follow up interviews in 2021 indicated that, government's decision of 2021 to start mother tongue education in 2022 was a welcome development. They however, felt that it was not adequately prepared for and may fail. They felt that such failure may be misinterpreted to mean failure of mother tongue education when in fact, it would be failure at the implementation level. It was generally felt that democracy is about taking care of the venerable and helping everyone to participate in the economy through education.

Teachers could not easily recall integrated social groups but stated that they see children playing along and across class levels and ethnic lines. They stated that within Muzi, the village chief is a Hambukushu. He does not have a good relationship with the Wayeyi village chiefs. The Wayeyi had negative attitudes towards Hambukushu and view them as of lower social status. Such divisions were also reported to be noticeable in the school, though not to a large extend. Most teachers felt that the answer lies in getting children to learn each other's language and culture to cultivate appreciation of the other. This indicated that while the government had believed, as indicated by the debate of the first Commission (1977), that monolingualism in Setswana would yield social integration, the opposite has been the case, depending on the social factors in specific environments. The gain has been essentially, the use of Setswana around the country while agitation for other languages was on-going in the hearts and minds of the people.

VII. Discussion

Practice at Muzi Primary school depicted an assumed monolingual setting, while it was multilingual. It was loyal to the language policy as stipulated by the Second National Commission on Education (1993). The arguments for mother tongue education contained in Appendix F of the report were ignored. Both policy and practice were influenced by the

[1] Most children did not know where their teachers come from but mentioned them by name and the researchers had to follow up on where they came from.

orientation of language as a problem – a burden to the education system. Failure rate in schools such as Muzi were not viewed as a problem to be addressed.

The policy was a silencer in multilingual classrooms, an impediment to interactive and student-centered learning, and a barrier to the implementation of the communicative approach to language teaching which government espoused. The model was submersion into Setswana and English for Muzi students. The languages of the learners played no role in the learning process. Teachers felt this was a contributing factor to the low performance of the school among others. The national language Setswana is spoken in most parts of the country with different levels of competence and dialects which are not equivalent to the standard repertoire meant for the classroom. The attitudes of some teachers who believed that Setswana is the only language that should define the citizenship of Botswana, could be detrimental to the learning process in non-Tswana dominated classrooms, resulting in low performance. Such attitudes are counterproductive to nation building, contrary to democratic principles and work against the concept of unity in diversity.

Research has indicated that when people are linguistically discriminated against, they are in most cases socially, economically, and politically discriminated against (Gandara, Losen, August, Uriarte, Gomez, and Hopkins 2010). They assert that bilingual education programs by themselves would not address low performance in minority children if poverty and discrimination continue. This is the case with Muzi as indicated by the assertion that the district was neglected. Travel within the district is a challenge due to the conditions of the roads. Parts of the Okavango sub-district have never had a tarred road since independence. The lack of resources is further evidence of this discriminatory phenomenon. The chronic failure rate at Muzi school has resulted in the de-valuation of education by parents, who would prefer the children to join them in economic activities such as farming to address poverty than 'waist' time at school.

Research has further indicated that the ability to speak more than one language improves brain function, cognitive flexibility, better memory and promotes problem-solving skills (Calderon, Dove, Fenner, Gottlieb, Honigsfeld, Singer, Soto, and Zacarian, 2019), and enhances the learning of English (Duplessis and Tibategeza, (2010), when the child's first language is made part of the learning process. These advantages of multilingual education, need to be harnessed to improve the education system in Botswana which has been on the decline (Nyati-Saleshando, 2018a; Commeryas & Ketsitlile, 2013).

Nyati-Saleshando (2018a), when analyzing the 2015 report on Trends in International Mathematics and Science Study (TIMSS), BEC (2016) observed that out of the ten districts in Botswana, four were performing below average, and all were dominated by constitutionally unrecognized linguistic groups. The two minority dominated areas of Chobe and Northeast which were performing above average, have each one dominant language (Subia and Kalanga respectively), and these languages have been unofficially introduced into the classroom (Nyati-Ramahobo, 1994; IRA, 2005; Ketsitlile and Commeryas, 2014; Spaull, 2011). Students do better in these areas than those where no dominant minority language is used in the classroom such as Northwest, Ghanzi and Kgalagadi districts (BEC, 2000-2020). While the other three districts (Central, Kweneng and Southern), are minority dominated, these populations have been linguistically and culturally assimilated by the recognized Tswana groups they still under-perform. This is further evidence for the need to use mother tongue in education, especially in rural non-Tswana dominated areas (Mokibelo 2015).

The government's pronouncements to introduce local languages in schools in 2022 (Ghana News, 2021), was viewed as a positive response to a chronic problem, an installation of democratic principles and nurturing of social justice. It needed planning and resourcing to implement this noble idea with success. National unity can be achieved when all stand to benefit from the education system which recognizes and empowers the learner for economic prosperity. This is determined by the choice of appropriate policies, classroom methodologies, relevant materials, and competent teachers.

VIII. Conclusion

Muzi is an example of a school which is dominated by children who speak languages that are different from the school language. Districts such as Ghanzi, Kgalagadi, Southern and Kweneng west are such areas, and performance has been low since independence in all these areas. Factors affecting student academic performance include lack of resources, lack of motivation to learn, equity issues within the district regarding resource allocation.

Language of instruction was found to be another major factor in student performance. While negative attitudes were observed at the community level, they were not perceived to be a major factor at the school level. This study concludes that equity issues in education persisting over a long time have negative implications for democracy, social integration, and nation building. The pronouncements by the fifth President to introduce local languages in schools are a step in the right direction towards achieving democracy. They reflect an orientation of language diversity being viewed as a resource to be developed and nurtured and a right to be enjoyed. If properly planned and implemented, these efforts will provide literacy in mother tongue, to as many citizens as possible. It would promote linguistic and cultural pluralism and cultivate unity in diversity, and most importantly, improve academic performance, hence economic advancement.

The utilization of current methodologies such as translanguaging and code-switching in a maintenance model program would go a long way in improving self-worth among learners, improve student performance and foster social integration, factor which have been found to contribute to academic achievement in schools. Strategic pathways to material production, local teacher induction and community involvement are key factors in moving forward.

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The Effectiveness of Differentiated Teaching Strategy in Developing Reading Comprehension Skills of Fourth Grade Students in the United Arab Emirates

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***Abstract*—The aim of this study is to investigate the effectiveness of the differentiated teaching strategy in developing reading comprehension skills of fourth grade students in the United Arab Emirates. The study sample consisted of (49) male and female students, who were randomly distributed into an experimental group (23 students), and a control group (26 students). The experimental group was taught using the Differentiated Teaching strategy, and the control group was taught using the traditional method. To conduct the study and answer its questions, the researchers used the quasi-experimental approach and constructed a reading comprehension test. After the completion of the study, the post-test of reading comprehension skills was implemented; scores of the two groups were obtained; and the data were analyzed using the appropriate statistical methods. The results revealed that there were statistically significant differences in the post-test at the four levels (literal, deductive, critical, and creative) and reading skills in general between the scores of the two study groups in favor of the experimental group. This indicates that the Differentiated Teaching strategy had a positive impact on developing students' reading comprehension skills. In light of the results, a number of recommendations were drafted and presented.**

***Index Terms*—strategy, differentiated Teaching, reading comprehension skills, fourth grade**

I. INTRODUCTION

In recent years, there has been a constant flow of knowledge and innovation as a result of the impressive revolution of amazing scientific achievements, which in turn led to great development and progress in various fields of science and other domains of knowledge. One of the major concerns of contemporary education is the upbringing of students and improving their performance in various aspects and developing their attitudes and inclinations for the better and providing them with various concepts and skills which develop their personalities to help them achieve success. Therefore, language acquisition has been at the core of research as a tool of learning and self-expression (Al-Saedi, 2016).

Arabic language has a great value in our culture, and our true religion has urged learning Arabic language. Al-Tha'alibi - may God Almighty have mercy on him - mentioned that in his saying: "He who loves Almighty God loves His Messenger, may God bless him and grant him peace, and he who loves the Arab Prophet, loves the Arabs, and whoever loves the Prophet and the Arabs loves Arabic language, in which the best book was revealed and whoever loves Arabic is concerned with it, perseveres in it, and spends his energy on it" (Al-Tha'alibi, 2000, P. 29).

Reading is one of the most important language skills used in learning and teaching Arabic, especially for primary school students, and it is one of the basic skills on which the rest of the branches of linguistic activity are built, such as listening, speaking, and writing, and it is also a learning tool throughout school life (Al-Khalifa, 2004).

Recently, reading has received a great attention in many countries of the world, and it has gained a lot of importance in various educational institutions, because of its major and effective role in the educational process. The United Arab Emirates is among the first countries that has shown a clear and noticeable interest in spreading the culture of reading and consolidating it among members of society, especially among students, by launching a series of initiatives, programs and events aimed at raising their knowledge and cultural level. However, the process faced numerous challenges which forced the government to recruit experts who are able to address these challenges and build a living example to be followed as a civilized and social model.

Furthermore, reading is a necessary tool for acquiring culture, knowledge and experience as it works on developing the virtues, values and behaviors desired by the society and individuals. It enhances the individual's self-confidence and educates him on his rights and duties; it also develops in students all the skills of lower and higher thinking and thinking out of the box, and instills in them curiosity and in-depth reading. In other words, it is a tool for achieving excellence in all subjects and removing the barrier of time and place for the reader, as he relates to others no matter how far apart the times or distances are between them. The importance of reading also involves developing the emotional side of the learner, by developing the skill of literary appreciation, interaction and harmony with the text. In the hierarchical ladder of linguistic growth, reading represents the third level which includes five domains: (receptive language, expressive language, reading, writing, and the use of spoken and written language in daily life) (Ayoub, 2017).

The purpose of reading is comprehension, with its various skills and this is what language education pivots around in order to optimize comprehension. Jad (2003) pointed out that: "Reading comprehension is the supreme goal of reading which the teacher seeks to achieve and the educational process aims at" (P. 18). Reading without understanding is not reading in its proper sense. Reading comprehension is defined as the process of correct linking between the signs of a word and its meaning, finding the appropriate meaning from the context, understanding and organizing the ideas in the readable content, and remembering these ideas later for the purpose of using them later in present and future activities (Younis et al., 1998).

The learner also exercises a number of mental operations through reading comprehension skills including analysis, conclusion, judgment, criticism, and others. There is no doubt that reading refines individuals' ideas, shows their talents, and highlights their innovations. The rise of man and his culture is related to the style of reading itself, and how it is invested in the reader (Al-Hamid, 2010).

A good reader can comprehend the text and reach the apparent or implicit meaning, near or far, and this makes reading a mental process based on thinking and related to it. Hence, the relationship between good reading and understanding is unquestionable (Ashour & Al-Hawamdeh, 2003). Realizing the great importance of reading comprehension, the Ninth Scientific Conference (2009) of the Egyptian Society for Reading and Knowledge at Ain Shams University stressed the need to train learners on various reading methods that develop their reading comprehension skills, and make them able to combine reading and thinking at the same time. However, in reality, according to Al-Saedi (2016), students exhibit alarming weakness in reading comprehension, at all academic levels.

The researchers of this study believe that one of the reasons for this weakness is due to the teacher's failure to use educational strategies that suit the abilities, tendencies, and motives of different students. In light of this reality, it is not logical to hold the teacher responsible for the different abilities of the students; rather, the responsibility of the teacher lies in making sure that all students are engaged and immersed in the learning process, and encouraging them to work and learn in their preferred styles (Dajani, 1999).

Based on the foregoing, the researchers find that the possession of reading comprehension skills is affected by the significant differences between the levels of learners in the classroom, and varies according to their abilities, preparations and previous experiences. Reading is a process with mental and cognitive dimensions, by which the reader is able to extract the meanings included in the reading text, understand them, and respond to the ideas contained therein, relying on the combination of his previous experiences and concepts, and the new knowledge in the text, and interact with them intellectually and emotionally. Hence, a trend has emerged in education taking into account this diversity which has been called Diversified Teaching or Differentiated Teaching.

Differentiated Teaching seeks to create an appropriate learning environment for all students in terms of preparations, abilities and previous experiences they have, in addition to the distinct needs, backgrounds and the learning styles they prefer. Likewise, it works to differentiate each of the contents, teaching methods, activities and assessment methods in the selected lessons, in order to achieve the desired teaching goals, advance the level of students' academic achievement, and improve the efficiency of the educational process with the ultimate goal of achieving the mission of total quality in education (Kojk et al., 2008; Attia, 2009).

Differentiated Teaching is an educational method based on diversity in terms of the presence of individual differences between students in the same class. The teacher's reliance on one method of teaching does not necessarily achieve the learning among all students with the same quality and quantity (Al-Laqani & Al-Jamal, 2003).

The teacher's provision of differentiated Teaching depends on the need to know each student in the class, and on the teacher's choice of appropriate strategies to teach each student, as differentiated teaching takes into account the individual characteristics of the learners and their previous experiences, with the aim of raising the level of all learners (Obeidat & Abu Al-Sameed, 2007).

In addition, Differentiated Teaching is based on diversification of procedures, processes and tools to achieve a single educational outcome, and this in turn will help the learner to achieve better learning (Attia, 2009). Differentiated Teaching has many forms, including education based on the theory of multiple intelligence; teaching according to learning patterns like the auditory pattern, the visual pattern, the kinesthetic pattern, the sensory pattern, and the verbal pattern. It may also be in the form of cooperative learning based on organizing and distributing tasks according to the interests of the learners. Since the differentiation of education is not limited to a specific field, education may differ in content, processes, product, learning environment, assessment methods and tools, in addition to the use of technology to support differentiated Teaching (Kojk et al., 2008).

The importance of Differentiated Teaching stems from several aspects, most notably of which is that it is based on the principle that education is a right for all, as it takes into account the different types of learners and the different tendencies and interests of students. It raises their level of challenge to learn, increases their level of motivation towards education, and develops innovation and creativity among learners, and facilitates integration between the different methods of education (Al-Halisi, 2012). We conclude that Differentiated Teaching is a fertile environment that achieves effective learning in line with the needs of all learners.

Recognizing that importance and in response to its requirements, several conferences dealt with Differentiated Teaching strategy, such as the Twenty-Fourth Annual Conference held in the Kingdom of Bahrain during the period (30-31 March 2010), which recommended activating Differentiated Teaching in schools, and the International Conference on Educators held in the State of Kuwait at Al-Bayan Bilingual School (2010) which pivoted around the difference between Differentiated Teaching and traditional education in terms of content, methods and evaluation with reference to the theory of multiple intelligence. This conference emphasized the importance and effectiveness of Differentiated Teaching (Nasr, 2014).

After reviewing many previous researches and studies that confirmed the impact and effectiveness of Differentiated Teaching, such as the study of Khammas (2017), Nima (2017), Al-Ahmad & Al-Juhaimi (2015), Nasr (2014), and Bahlool (2013), this study attempts to benefit from the results and recommendations of these studies in teaching reading lessons using the Differentiated Teaching strategy with view of revealing its effectiveness in developing the reading comprehension skills of fourth grade students.

II. Related Literature

The researchers used both the Flexible Grouping strategy and the Tiered Activities strategy within Differentiated Teaching strategy in the current study, because they are the most appropriate strategies in terms of the possibility of tailoring educational activities in proportion to the students' abilities and needs to achieve the required goals.

A. Here is an Explanation of These Two Strategies

1. Flexible Grouping Strategy

This strategy is similar to the cooperative learning strategy, except that each student in the class is a member of several different groups formed by the teacher in the light of a framework of teaching, learning objectives and the characteristics of students. In this method, the student is allowed to move between groups according to his educational needs, and the place is prepared and organized to provide the appropriate learning resources for each group, in line with both the nature of the content presented and the characteristics of the students. The teacher, in this setting, must follow up the students through roaming and moving between groups, and based on an assessment for each student individually according to his level of achievement (Nasr 2014).

2. Tiered Activities Strategy

It is a strategy used when students differ in the cognitive or skill level, and when they learn the same concepts or perform certain skills, and since this difference does not qualify students to start from the same starting point or at one specific level, the teacher must design gradual and different activities in terms of levels so that each student can start with the activity which is commensurate with his level of knowledge or skill, and progresses gradually according to his speed, and under the supervision and guidance of the teacher to achieve the intended level. The more the activity corresponds to the preparations and tendencies of the students, the more motivated they become to complete the activity and move to another level of learning. In this strategy the teacher has to design the activities and place each student in the appropriate activity for his level while continuing to follow up and direct the students (Tomlinson, 2005; Kojk et al., 2008).

B. Differentiated Teaching Procedures

There are number of steps that must be taken into account when applying Differentiated Teaching, and they are defined by Obeidat & Abu Al-Sameed (2007), Attia (2009), and Al-Shukairat (2009) as follows:

- Conducting an evaluation process that aims to determine the abilities and skills of each learner before applying the Differentiated Teaching strategy (what does each learner know? What does he need?)
- Classifying the learners into groups according to the commonalities among the members of each group, which were reached in the light of the pre- evaluation results.
- Developing a plan to implement the lesson according to specific educational goals, based on work methods and activities appropriate for the three levels of outstanding, average and weak students, taking into account the diversity of learning goals according to Bloom's levels of knowledge, diversifying teaching methods and strategies according to the interests of learners and diversifying the expected outcomes from learners.
- Selecting the necessary means and tools for learning and the appropriate learning resources.
- Organizing the educational environment in a way that accommodates the requirements of all groups.
- Choosing the educational strategies and methods that suit each learner or group, while introducing the modifications necessary to make the strategy fit this diversity.
- Determining the various tasks and activities to be assigned to the learners to achieve the learning objectives.
- Conducting an evaluation process after implementing the lesson plan to measure learning outcomes, for the purpose of identifying and addressing weaknesses of the learners.

C. *Reading Comprehension Levels and Skills*

There are many divisions of reading comprehension skills varied according to different perspectives among experts. Some divided them according to the size of the reading unit, while other classified them according to the type and size of the cognitive message implied in the reading text. Others divided them according to level of non-tangible mental processes inferred by their behavioral outcomes, such as literal understanding, interpretive understanding, implications (reading between the lines) and critical understanding (saad, 2006).

Hijazi (2008) also indicated that the goal of determining the levels of reading comprehension skills lies in helping the teacher to prepare reading goals and facilitate attaining them. This can be done by choosing appropriate educational strategies to be used in developing students' ability to understand the reading material, determining students' skills and their ability to comprehend, determining the type of knowledge and experiences that teachers should provide to students to improve their reading comprehension ability, correcting and formulating the appropriate questions of the reading material with view of achieving the results that teachers want students to obtain.

Abdul Bari (2010), Al-Khaza'leh et al. (2011), and Attia (2016) categorized the levels of reading comprehension and the sub-skills they fall under as follows:

1. Literal, direct or superficial understanding level: this represents the student's ability to literally understand the meanings of words, structures, sentences, information and events contained in the read text, through direct understanding and not beyond that.

This level includes the following sub-skills:

- Determine the appropriate meaning of the word from the context.
- Determine two or more different meanings for the word.
- Determine the synonym of the word.
- Determine the opposite word.
- Determine the general central idea of the text.
- Determine the main idea of the text paragraphs.
- Identify sub-ideas and their supporting details in the text.
- Determine the temporal and spatial order of the events of the story.
- Determine the order in order of importance to the ideas contained in a topic or story.

2. The level of deductive or explanatory understanding: This level represents the student's ability to know and understand the implicit meanings that the writer did not declare in the text, by going beyond the direct meanings.

This level includes the following sub-skills:

- Find similarities and differences in the text.
- Interpret cause-and-effect relationships for the events of a topic or story.
- Deduce the writer's purposes and motives.
- Deduce the characteristics of the writer's style of reading.
- Deduce common values and trends in the read text.
- Infer the ideas and meanings implicit in the reading text.

3. The level of critical understanding: This represents the student's ability to make judgments related to the readable text in terms of language, semantics and function, and then evaluate them in terms of their accuracy, quality, and the strength of their impact on the reader, according to exact and appropriate criteria.

This level includes the following sub-skills:

- Distinguish between main ideas and sub-ideas.
- Distinguish between facts and opinions in what is read.
- Distinguish between ideas belonging to and not belonging to the subject being read.
- Distinguish between reasonable and unreasonable ideas.
- Distinguish between a common and an innovative idea.
- Express opinion on the ideas and issues raised in the reading.
- judge the logicality of the ideas and their sequence.
- judge the originality and contemporariness of the content.
- Judge the author's credibility.

4. The level of taste understanding: This sub-skill represents the student's ability to sense the writer's feelings prevailing in the general atmosphere of the text, and his possession of an expressive linguistic style to express them from his point of view, and his ability to elicit the suggestive expressions that the writer aims at and the specific emotional directions that they carry, and to elicit the secrets of beauty in expression, etc. popularized in the text as of trends and values.

This level includes the following sub-skills:

- Arrange the verses according to the strength of the meaning.
- Realize the suggestive significance and the aesthetic value in expressions and words.
- Be aware of the mood and emotional state in the atmosphere of the literary text.
- Realize the interrelationship between the two sides of thought and conscience.
- Determine the appropriateness of the words to the writer's feelings and emotions.

5. The level of creative understanding: It represents the student's ability to present innovative and new ideas, and to suggest a new intellectual path or direction, whereby the student starts from facts and information that are known to him, while he sees unconventional and new uses for them, or sees distinct relationships between them.

This level includes the following sub-skills:

- Creatively rearrange the events, ideas or characters of the text.
- Suggest alternative solutions to some of the problems mentioned in the text.
- Reach expectations for some events based on certain assumptions.
- Predict the events of the story and plot them before reading it fully.
- Suggest an end to a story or topic, for which an end has not been determined (Abdul Bari, 2010; Al-Khaza'leh et al., 2011; Attia, 2016).

Many studies were conducted dealing with Differentiated Teaching strategy around the world. Khammas (2017) conducted a study on fifth-grade literary students, and the results revealed the superiority of the students who study history using Differentiated Teaching over their peers who study the same subject using the common educational techniques in the achievement test. He concluded that Differentiated Teaching strategy helps students to have self-confidence and self-reliance, makes the student at the center of the educational process, and makes learning easier and more interesting. Nima (2017) also demonstrated in her study of fifth grade students the effectiveness of Differentiated Teaching strategy in developing reflective thinking skills in teaching social studies. A study by Al-Ahmad & Al-Juhaimi (2015), which was conducted in the biology course for second-year secondary school students, revealed the effectiveness of Differentiated Teaching strategy according to the format model in developing the level of conceptual comprehension, and improving performance in the achievement test as a whole. Nasr (2014) emphasized in her study the effectiveness of Differentiated Teaching in developing reading and writing skills in Arabic language for second graders. Bahlool (2013) emphasized, in his study of ninth grade students in the English language, the effectiveness of Differentiated Teaching strategy in improving students' reading comprehension skills, in addition to many benefits accrued to students in terms of motivation, responsibility and cooperation.

There are also other studies conducted to develop reading comprehension skills by employing different strategies, methods and teaching content. A study conducted by Al-Masry (2017) revealed high effectiveness of an electronic program in developing reading speed and reading comprehension skills among fourth-grade students. Ayoub (2017) showed in her study on second grade students the significant impact of employing active learning strategies in light of the (SCHOOL-BASED TEACHER DEVELOPMENT PROGRAM) in developing the overall performance of reading comprehension skills, including the development of each of its levels, and the absence of differences between male and female students in that. The results of Issa's study (2017) revealed the significant impact of divergent thinking strategies in developing reading comprehension skills in Arabic language for fourth grade female students at each of its levels, but they had no effect on the critical level. Johnson's study (2014) found an effect of cumulative activity and peer relationships on developing reading comprehension, in addition to providing students with social skills. The Pagan & Seneschal study (2014) conducted on third and fifth grade students, respectively, showed the role of parents participating in the summer reading program in developing students' reading comprehension skills, enhancing their fluency and increasing their vocabulary acquisition.

D. Purpose of the Study

The study aimed to identify the effectiveness of the Differentiated Teaching strategy in developing the reading comprehension skills of fourth grade students in the United Arab Emirates, at the levels of literal reading comprehension, inferential reading comprehension, critical reading comprehension, and creative reading comprehension.

E. Significance of the Study

The importance of the current study from a theoretical perspective is that it adds more information to studies that investigate the effectiveness of Differentiated Teaching in the field of education, and studies that aim to improve students' reading comprehension skills, in addition to enlightening educational experts and teachers with modern strategies such as Differentiated Teaching strategies in teaching Arabic. To improve the educational process, this study also came in response to the UAE's trends in the field of education, which focus on guiding students towards the skill of reading, which develops all aspects of students' knowledge and enriches their linguistic and cultural output.

The importance of this study from a practical perspective is to provide educational material for teachers on how to apply Differentiated Teaching strategy in teaching the Arabic language in general, and reading comprehension skills in particular. It may also draw the attention of curriculum developers to the Differentiated Teaching strategy and its impact on teaching Arabic language skills, which helps in raising the level of achievement among students. It also encourages researchers to conduct more studies to investigate the importance of the Differentiated Teaching in developing reading comprehension skills. Furthermore, the study illustrates the need to empower students to master other subjects at different academic levels as reading is the foundation on which students build their competences. It is hoped that this study will provide researchers in this field with a list of skills needed in the evaluation of reading comprehension and measure students' development.

F. Limits of the Study

- Place: The study was conducted at "Tawam Model Private School" of the Department of Education and Knowledge in the Emirate of Abu Dhabi.
- Sample: fourth-grade students at Tawam Model Private School.
- Objective limits: reading lessons in the second semester of the Arabic language course for the fourth grade, which are (The Ceiling of Dreams, My Small Pan, and My Scarlet Coat)
- Time limits: The experiment was conducted over a period of five weeks, which included (11) lessons, in the second semester of the academic year 2019-2020.

G. Procedural Definitions

Differentiated Teaching Strategy is a set of educational procedures concerned with diversifying the teaching strategies practiced in the same educational situation, employing two strategies, namely, flexible groups and gradual activities. The researchers followed these strategies in their experiment of teaching reading comprehension to the students of the 4th grade, taking into account the differences among students' abilities, characteristics and background experience and knowledge, so that all students can catch up with the same learning outcomes effectively.

Reading comprehension skills, which are the group of sub-skills included within the four levels (literal reading comprehension, deductive reading comprehension, critical reading comprehension, and creative reading comprehension), which were prepared by the two researchers for the purpose of the study.

Fourth grade: it is the last grade in the first cycle classes, extending from grade (1-4), and the ages of students range from (9-10 years)

H. Problem of the Study

Many studies and researches indicated, in their recommendations, the need to work on developing students' reading comprehension skills, such as the Al-Masry study (2017), Ayoub's study (2017), Issa's study (2017), Al-Sedawi's study (2015), and other studies. Also United Arab Emirates has called repeatedly for rooting the culture of reading among members of society, and the UAE Ministry of Education established it basic educational strategy on applying modern educational strategies which are student-focused and making them an effective center in the teaching and learning process, taking into account their differences and in tendencies, abilities and previous experiences. Additionally, there have been frequent complaints of the teachers and parents about the low level of reading performance and skills of students in the first cycle classes. Hence, the researchers had a sense of the problem of the study which encouraged them to explore the effectiveness of the Differentiated Teaching strategy in developing the reading comprehension skills of fourth grade students in the United Arab Emirates.

Accordingly, the problem of this study is summarized in the following question:

Are there statistically significant differences at the level of confidence ($a \leq 0.05$) between the average scores of the experimental group students and the those of the control group students in the post-test of reading comprehension skills of the four levels (literal, deductive, critical, and creative), which are supposed to be the outcome of the teaching strategy employed in the teaching process?

III. Study Method and Procedures

A. Study Methodology

The researchers used the quasi-experimental approach in the design of the experimental and control groups to implement the experiment and achieve its goals, because it is the appropriate approaches to the current study. The experiment should measure the correlation coefficient between the independent and dependent variables (Al-Agha & Al-Ustad, 2003).

B. The Population and Sample of the Study

The population and sample of the study consisted of (49) male and female students, (23) male and female students in the experimental group, and (26) male and female students in the control group, from the fourth grade students at "Tawam Model Private School" affiliated to the Department of Education and Knowledge. The researchers chose the school intentionally, given the cooperative attitude shown by the school administration, in terms of facilitating the study procedures. There were three sections in the school for the fourth grade (A, B, C), so section (B) was chosen randomly to be the experimental group, and Section (A) was chosen randomly to be the control group.

C. Tool of the Study

For achieving the study objective of identifying the effectiveness of the Differentiated Teaching strategy in developing the reading comprehension skills of fourth grade students, the researchers prepared the study tool which consisted of a list of reading comprehension skills comprising the four main levels: the literal level, the deductive level, the critical level, and the creative level. In addition, a list of fifteen behavioral indicators which fall under these levels was prepared.

In order to ensure the validity of the list of reading comprehension skills, it was presented to a panel of specialized professors in the field of curriculum and instruction. The researchers also developed the pre and post-tests for evaluation.

1. Reading Comprehension Skills Tests

After reviewing the educational literature and previous studies that dealt with reading comprehension tests, the researchers prepared the pre and post tests, which included two reading texts, selected from outside the content of the textbook, in order to avoid the transmission of the effect of training and remembrance, which affects the results of the study.

Each test was in the form of multiple-choice questions, so that each of the test items measures a behavioral indicator, based on the list of reading comprehension skills, which were represented by four main levels (literal reading comprehension, inferential reading comprehension, critical reading comprehension, and creative reading comprehension). The behavioral indicators were (15) indicators, thus the number of test items are (15) items, and four alternatives were given to each item, only one of which is correct for the purposes of presenting it to a panel of arbitrators.

2. Validity of the Test

To ensure the apparent validity of the test, the researchers presented it in its initial form to a panel of (10) arbitrators, to express their observations about the test and its paragraphs, to find out the suitability of the two texts to the level of the fourth grade and the extent to which the specific question represents the behavioral indicator that it measures in addition to the formulation of test questions in terms of the integrity of the structure and linguistic form, and the appropriateness of the alternatives used for each question, and to recommend the required deletion, addition or modification of what they deem appropriate. Based on the opinions of the arbitrators, modifications and changes were made to the language of some questions by correcting some vocabulary and expressions, deleting some alternatives, and replacing them with more appropriate ones to reach the final form of the test.

3. Consistency of the Test

To ensure the consistency of the test, it was applied to a pilot sample that consisted of (25) fourth-grade male and female students, who were randomly selected from the "Al-Hamdania Al-Kubra Private School" which is affiliated to the Department of Education and Knowledge.

The pilot test was conducted on (15/1/2020), and the reliability coefficient was calculated by Cronbach's alpha as shown in Table No. 1.

TABLE 1
THE VALUES OF THE CONSISTENCY COEFFICIENTS FOR THE FOUR LEVELS OF READING COMPREHENSION SKILLS TEST

Level	Number of Questions	Consistency Value
Literal understanding	5	0.734
Deductive understanding	4	0.711
Critical understanding	2	0.758
Creative understanding	4	0.657
All Levels	15	0.863

It is clear from Table No. (1) that the consistency coefficient of the levels as a whole is (0.863), while the consistency of the four levels of the test ranged between (0.758) as a maximum, and (0.657) as a minimum, and this indicates that the test has a good and acceptable degree of consistency, as Cronbach's alpha consistency coefficient ranges between (1-0), and the closer its value is to (1), the greater the consistency value is, and the closer it is to (0), the lower the consistency value is. The acceptable value on Cronbach's alpha scale is (0.6) for the research purposes, according to the scale of Liyin Shen (2011) and Deliu (2014), and this is suitable for applying the test to the study sample.

For the purposes of implementing the study, the researchers prepared lesson plans as follows:

4. Lesson Plans

After the two researchers were informed and guided by previous studies and educational literature on the Differentiated Teaching strategy and the teachers' supervisor of Arabic language subject for the fourth grade, the lesson plans were prepared for the three targeted lessons (The Ceiling of Dreams, My Small Pan, My Scarlet Coat) from the Arabic Language book, Part Two, assigned for the fourth grade in the United Arab Emirates. To ensure the validity of the lesson plans, the researcher presented them to a panel of specialized professors for guidance.

D. Equivalence of the Two Study Groups

To ensure that the experimental and control groups were equal in reading comprehension skills, the test was applied to both groups before implementing the study experiment, and the arithmetic averages and standard deviations of the scores were calculated in both the experimental and control groups, and a t-test was applied on two independent samples. The T. test was used in the pre-test of the combined reading comprehension skills to identify the difference between the average scores of the two study groups. Table No. (2) illustrates this.

TABLE 2
ARITHMETIC AVERAGES, STANDARD DEVIATIONS, T-VALUE AND SIGNIFICANCE LEVEL FOR THE EXPERIMENTAL AND CONTROL GROUPS IN THE PRE-TEST OF COMBINED READING COMPREHENSION SKILLS

Skills	Group	Number	Mean	Standard Deviation	T-value	Significance
Experimental	23	9.83	2.87	0.542	0.590	Insignificant
Control	26	10.23	2.23			

Table No. (2) shows that the value of (T) equals (0.542), which is not statistically significant at the significance level (0.05), which indicates that there are no statistically significant differences between the average of the experimental group and the average of the control group, in the pre-test of the combined reading comprehension skills, where the average scores of students for the experimental group reached (9.83), and for the control group (10.23), which are close to each other, which confirms that there are no differences between the arithmetic averages of both groups. Thus, the result confirms that the two groups were equivalent before starting the application of the study.

E. Study Variables

The current study was limited to the following variables:
The independent variable: the teaching methods, namely, differentiated Teaching strategy, and the usual way.
Dependent variable: reading comprehension skills.

F. Statistical Analysis

To answer the study questions, the researcher used Cronbach's alpha coefficient, Arithmetic averages, standard deviations, and Independent sample T. test.

IV. STUDY RESULTS AND DISCUSSION

The study question: “Are there any statistically significant differences at the level of confidence ($a \leq 0.05$) between the average scores of the experimental group students and the average scores of the control group students in the post-test of reading comprehension skills at the four levels (literal, deductive, critical, and creative) which are attributed to using the Differentiated Teaching strategy and the usual method?

To answer this question, the arithmetic means and standard deviations of the grades of fourth grade students in both the experimental and control groups were extracted, and an independent sample T.test was used in the post-test of reading comprehension skills at the four levels (literal, deductive, and critical) and creative) in the component skills and the overall average to know the difference between the average scores of the two study groups. Table No. (3) shows this.

TABLE 3
ARITHMETIC AVERAGES, STANDARD DEVIATIONS, T-VALUE AND SIGNIFICANCE LEVEL FOR THE EXPERIMENTAL AND CONTROL GROUPS IN THE POST-TEST OF READING COMPREHENSION SKILLS

Skills	**Group**	**Number**	**Mean**	**Standard Deviation**	**T- value**	**Significance Value**	**Level of Sig.**
Literal understanding	**Experimental**	23	4.39	0.58	6.076	0.000	**Significant**
	Control	26	3.04	0.92			
Deductive Understanding	**Experimental**	23	3.87	0.34	5.277	0.000	**Significant**
	Control	26	2.92	0.80			
Critical understanding	**Experimental**	23	4.26	0.54	5.928	0.000	**Significant**
	Control	26	2.81	1.06			
Creative Understanding	**Experimental**	23	3.65	0.65	4.582	0.000	**Significant**
	Control	26	2.62	0.90			
Overall Skills	**Experimental**	23	16.35	1.82	7.270	0.000	**Significant**
	Control	26	11.38	2.79			

It is clear from Table No. (3) that the arithmetic mean of the scores of the experimental group students in the post-test of reading comprehension skills at the four levels (literal, deductive, critical, and creative) and the overall skills are greater than the arithmetic mean of the scores of the students of the control group, and that the calculated “t” value is statistically significant at the confidence level of (0.05) attributed to the application of the Differentiated Teaching strategy.

This result can be explained by the fact that the Differentiated Teaching strategy employed the two implementation techniques (flexible groups, and gradual activities), which were applied in this study to enhance reading comprehension skills at the levels of (literal, deductive, critical, and creative). Moreover, the strategy was effective as it moved students from the position of the passive recipient in the process of learning Arabic language subjects, to the position of the active participant, taking into account the level of their abilities and experience. This has contributed to providing sufficient opportunities for students to discuss and participate in voicing their ideas in order to achieve the desired goals. Therefore, it stimulated students' motivation to learn, raised their level of challenge, and gave them more self-confidence and self-esteem. At the same time, carrying out tasks in cooperative groups developed their reading comprehension process in addition to the preparation and presentation of educational material for targeted reading lessons, including the relevant activities and tasks. Gradual levels of difficulty and complexity suit the level of each student within the three levels of students in the class. It had a role in developing reading comprehension skills, and a positive impact in interacting in the various activities and tasks required from the students, by contributing to a greater response and learning of the required skills, and giving equal opportunities for all students to participate in problem solving.

This strategy provided the students with the opportunity to learn at their own pace, formed new skills, and helped low-achieving students create educational situations that would enable them to be self-reliant in acquiring skills easily and smoothly.

Moreover, continuous feedback helped to activate the learning process and increase its effectiveness as it enabled the students to verify the result of their learning, whether it was going in the right direction, or if it needed to be modified, which led to the students' rectification of their own mistakes and maintaining the correct responses in addition to the involvement in the learning process with enthusiasm and responsiveness. In general, the strategy enhanced the participation of the students effectively leading to better understanding of the reading text. The result of the current study conforms to the results of a group of studies that dealt with the impact of the Differentiated Teaching strategy, such as the Khammas (2017), the Nima (2017), the Al-Ahmad & Al-Juhaimi (2015), the Nasr (2014), and the Bahlool (2013), which emphasized the effectiveness of the Differentiated Teaching strategy.

This is consistent with what Kojk et al. (2008) indicated in that differentiated Teaching helps students understand and form different meanings, as they are able to use knowledge and employ it in many educational and life situations that they may go through. It also allows students to take responsibility for their own learning through the process of peer teaching and learning and the practice of cooperative learning. This result is supported by what Koeze (2007) indicated that differentiated classes contribute to removing boredom and frustration that may accompany the learning processes, as teachers organize lessons to meet the levels of readiness of their students. The practice of differentiation also builds strongly on brain research, which asserts that the human brain functions by paying attention to meaningful information.

V. Recommendations

In light of the findings of this study, the two researchers recommend the following:

1. Employing the Differentiated Teaching strategy in teaching fourth grade students.
2. The designers of the Arabic language curricula should take into account the different levels of students, when designing exercises for reading comprehension lessons.
3. Supporting Arabic language curricula and enriching them with various activities that help develop the reading comprehension skills of fourth grade students.
4. Training students on the method of working in flexible and cooperative groups in reading lessons to enhance the acquisition of the reading comprehension skills.
5. Holding workshops and training courses for Arabic language teachers on applying the Differentiated Teaching strategy.
6. Studying the effectiveness of the Differentiated Teaching in teaching Arabic, and in other subjects as well, and at different educational stages, and measuring its impact on other skills such as listening, speaking or writing skills.
7. Conducting more studies on the effect of the Differentiated Teaching strategy on developing students' reading comprehension skills.

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A Comparison of Online Learning Challenges Between Young Learners and Adult Learners in ESL Classes During the COVID-19 Pandemic: A Critical Review

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Abstract—**This critical review aims to make a comparison of online learning challenges between young learners and adult learners in ESL classes during the COVID-19 pandemic. The pandemic has forced the closure of schools and institutions and the shift from face to face classes to online learning which forced the learners to adapt with the transformation. The challenges being faced by the young and adult learners were categorized into three themes, namely learning styles, psychological effect and low academic performance. A total of 40 articles were screened from the years 2020 and 2021. Out of those articles, 29 articles were recognized for the adult learners' challenges and 11 articles for the young learners' challenges. The findings suggested there were differences of challenges between the young and adult learners. It is important to recognize the challenges faced by these two levels of learners so that these challenges can be addressed accordingly in the future.**

Index Terms—**ESL, online learning, critical review, young and adult learners**

I. Introduction

In 2019, the outbreak of pandemic Coronavirus alarmed the entire world. The European Centre for Disease Prevention and Control (ECDC) (2020) claimed at the end of February, many countries in Europe and the rest of the world were badly affected. This has impacted many sectors such as business, tourism, transportation industries not to the exclusion of the education institution. The pandemic has also affected peoples' lives whereby many have lost their jobs, savings, earnings as well as their loved ones. Many countries have implemented lockdown to limit the movements of their people to curb the spread of the virus. This has impacted the education sectors by the closure of schools, institutions and universities and there was an inevitable shift from traditional learning to online learning. Jong and Tan (2021) reported due to the movement control order (MCO) implementation in Malaysia, teachers were forced to use internet-based technological applications as an immediate transition to deliver their teachings and for students to complete their home assignments.

A. Online Learning

Dabbagh and Bannan-Ritland (2005) defined online learning as an open and distributed learning atmosphere that utilizes the pedagogical tools which are enabled by Internet and Web technologies to assist learning and knowledge building through meaningful interaction. Online learning is also known as e-learning, e-training and web-based instruction. The authors also emphasized that online learning comprises pedagogical tools, instructional, learning strategies, learning models, teaching and learning approaches. There are many types of tools that can be used for teaching and learning via online learning. They include emails, Whatsapp, Telegram, Google, Zoom, Microsoft Teams, Google Classroom, graphics, video, video-conferencing, video recording, audio recording and many more.

B. Learning Styles

James and Blank (1993) opined that learning styles are complex conditions under which learners most efficiently and effectively perceive, process, store and recall information. There are three dimensions in the learning styles which are

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perceptual, cognitive and affective. Perceptual dimensions consist of physiological or sensory dimensions whereas cognitive dimensions consist of mental or information processing and the affective dimension is comprised of emotional and personality characters. These three dimensions were included in screening the articles. This is also stressed by Tan, Chan and Mohd Said (2021) that each student has their own learning style and they must be given a proper platform to show case the learners' talents and learn in their own way.

C. Psychological Effect

According to Deci and Ryan (2002), the psychological dimension is constructed by self-determinant theory (SDT) and this theory is a broad motivational framework that includes all the humans' innate psychological needs of autonomy, relatedness, competency and social environments. Tan and Chee (2021) reinforced learners should feel they are a member of the learning community and pupils' intrinsic motivation can be stimulated when they are able to communicate and learn with their peers. Moreover, the closure of schools and home confinement can have unfavorable effects on the mental and physical health of the learners which was emphasized by Temban, Hua and Said (2021). For instance, Idris, Said and Tan (2020) mentioned young learners have a short attention span whereby within 10 to 20 minutes the young learners' minds will wander off. This significant role about the level of motivation and surrounding atmosphere is observed highly in the current study.

D. Academic Performance

According to Barnard (2004) academic performance is highly influenced by parental involvement at home as well as by the pressure for improvement. It is important for the parents to set the home in a conducive way for the learning event. This is to ensure the learners have a proper setting for learning so that they can perform well in their academic.

II. METHOD

This research used a scoping review methodology introduced by Arksey and O'Malley (2005) to make a comparison of online learning challenges between the young and adult learners from the aspects of learning style, psychological effects and academic performance. This methodology follows five steps, namely identifying research questions, identifying relevant studies, study selection, charting the data and summarizing and reporting the results (Arksey & O' Malley, 2005).

A. Scoping Review Research Questions

Arksey and O' Malley (2005) stated that identifying research questions gives the roadmap for subsequent stages and it is crucial for the relevance of research questions to be defined clearly as these questions have implications for the search strategies. Research questions are usually broad as they seek to provide the extent of coverage of the chosen title (Levac, Colquhoun & O'Brien, 2010).

The research questions are given below:

1. What are the online learning challenges faced by young and adult learners in ESL classes during the COVID-19 pandemic?
2. What are the similarities and differences in online learning challenges faced by young and adult learners in ESL classes during the COVID-19 pandemic?

The broad concept of online learning challenges has been narrowed down to the online learning challenges faced by two types of learners in this pandemic period. These groups included the young learners in primary schools at the age range of 7 – 12 years old and the other group of learners was from the tertiary education level. All the articles under review have the evidences of three themes; that are learning style, psychological effects and academic performance.

B. Identification of Relevant Studies

An investigation was made of original peer-reviewed articles in English language from the Education Resources Information Centre (ERIC) and Google scholar database. This was because these sources were easily accessible and the articles were retrievable in the PDF form and they are peer-reviewed educational journals. Most of the selected articles were from 2020 to 2021 as the topic of this study focused on the pandemic period. There were, however, a few articles that belonging the years before 2020. This was only to support and provide more information regarding this topic. The search was conducted using these keywords: young learners' online learning challenges during pandemic (6171); young learners' online learning challenges during pandemic in ESL class (1571); adult learners' online learning challenges during pandemic (7675); adult learners' online learning challenges during pandemic in ESL classes (2034); young and adult learners' challenges in online learning during pandemic (454); young and adult learners' challenges in online learning during pandemic (118). These searches totaled 1035 articles.

C. Study Selection: Inclusion and Exclusion Criteria

The articles were reviewed at two phases. First of all, the duplicates were removed, and then the articles were screened by observing the titles, abstracts and keywords to see if they were related to the topic. In the second phase, the content of the articles was examined. The inclusion criteria were the peer-reviewed written articles, relevant topics and similar methodology. The exclusion criteria, however, involved the removal of the articles not related to ESL classes and learners, as well as COVID-19 pandemic. Finally, among a total of 108 articles, 40 articles were analyzed.

D. Charting the Data

Next, the articles were categorized according to the themes based on the research questions in order to high-light the findings. Each article was sorted according to indicators such as authors, year of publication, location, research design, methodology, participants and the findings or results. For the first research question, the articles were categorized into three themes which were learning style, psychological effects and academic performance. Next, the second research question was to compare and contrast young and adult learners in online learning during the COVID-19 pandemic. Figure 1 shows the procedure for identifying appropriate articles for this study.

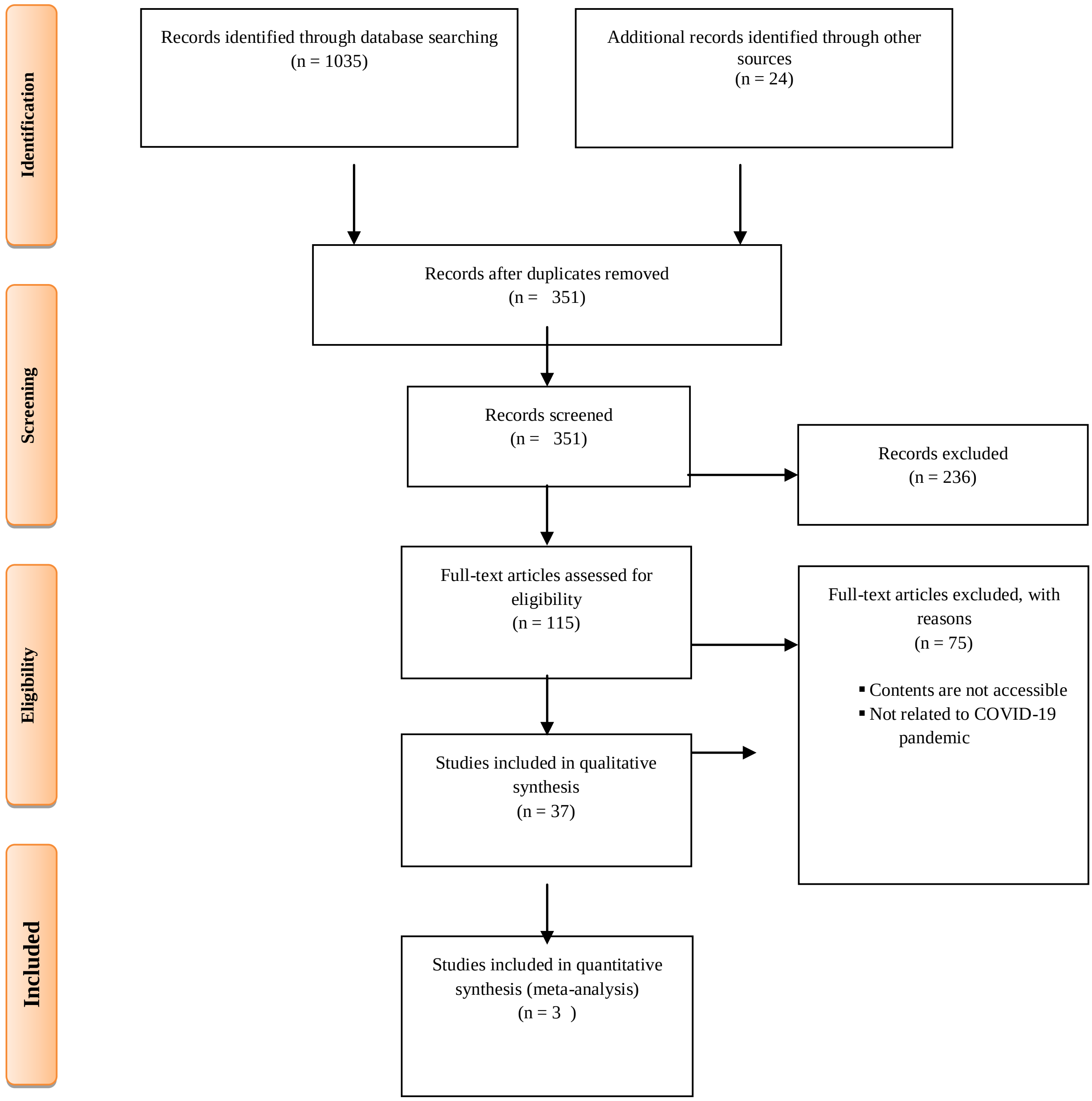

Fig. 1 Adapted from: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). *P*referred *R*eporting *I*tems for *S*ystematic Reviews and *M*eta-*A*nalyses: The PRISMA Statement. PLoS Med 6(6): e1000097. doi:10.1371/journal.pmed1000097

III. FINDINGS

A total of 40 articles were screened in order to identify the challenges faced by young and adult learners in online learning during COVID-19 pandemic, which started in 2020. Table 1 shows the results of Research Question 1.

No	**Authors**	**Type of Learners**	**Challenges:**		
			Learning styles	**Psychological effect**	**Low academic performance**
1	Mahyoob (2020)	Adult learners		✓	✓
2	Aboagye, Yawson and Appiah (2020)	Adult learners	✓	✓	✓
3	Ali (2020)	Adult learners	✓	✓	✓
4	Girik Allo (2020)	Adult learners			✓
5	Hijazi & AlNatour (2021)	Adult learners	✓	✓	✓
6	Jimenez (2020)	Young learners	✓	✓	✓
7	Syahrin & Salih (2020)	Adult learners	✓		
8	Atmojo & Nugroho (2020)	Young learners	✓	✓	
9	Aristovnik & et al (2020)	Adult learners	✓	✓	✓
10	Al- Jarf (2020)	Adult learners		✓	✓
11	Mathew & Chung (2020)	Adult learners		✓	
12	Alzamil (2021)	Adult learners	✓		✓
13	Fansury & et al (2020)	Young learners	✓		✓
14	Pasaribu & Dewi (2021)	Adult learners	✓	✓	✓
15	Alghamdi (2021)	Adult learners	✓	✓	
16	Amri & Alasmari (2021)	Adult learners	✓		✓
17	Sevy-Biloon (2021)	Adult learners	✓	✓	✓
18	Evisen, Akyılmaz & Torun (2020)	Adult learners	✓		
19	Nartiningrum & Nugroho (2020)	Adult learners			✓
20	Putri & et al (2020)	Young learners	✓	✓	✓
21	Karuppannan & Mohammed (2020)	Adult learners	✓	✓	✓
22	Boothe (2020)	Young learners	✓	✓	✓
23	Aliyyah & et al (2020)	Young learners	✓	✓	✓
24	Susilowati (2020)	Adult learners	✓		
25	Hartshorn & McMurry (2020)	Adult learners		✓	✓
26	Khanum & Alam (2021)	Adult learners	✓		✓
27	Sugianto & Ulfah (2020)	Young learners		✓	
28	Subekti (2021)	Adult learners	✓		
29	Sufyan & et al (2020)	Adult learners		✓	
30	Lau & Lee (2020)	Young learners	✓	✓	✓
31	Hakim (2020)	Adult learners		✓	
32	Oraif & Elyas (2021)	Adult learners		✓	
33	Hu & et al (2021)	Young learners		✓	✓
34	Vivoni (2021)	Adult learners		✓	
35	Arshad,, Afzal, & Hussain (2020)	Adult learners		✓	✓
36	Adara, & Najmudin (2020)	Adult learner		✓	
37	Kruszewska, Nazaruk & Szewczyk (2020)	Young learners		✓	
38	Holisoh & Fitriani (2020)	Young learners	✓		
39	Joshi, Vinay & Bhaskar (2020)	Adult learners		✓	
40	Afrin (2020)	Adult learners	✓		

Learners faced challenges in online learning due to a sudden change from the traditional classroom setting to an online setting for the spread of COVID-19 virus (Mahyoob, 2020; Atmojo & Nugroho, 2020). It was a challenge for the learners because they lacked communication with their lecturers. They had a low level of motivation, confidence and experience in online learning. This finding is supported by some researches (e.g. Aboagye, Yawson & Appiah, 2020; Amri & Alasmari, 2021) who found that learners needed to be self-independent, and they had a decreasing level of motivation to perform efficiently in school. Ali (2020) and Boothe (2020) learned that the learners faced such issues as low engagement, missing out the social values, lack of supervision, poor academic performance and a high level of dropouts. Hijazi and AlNatour (2021) arrived at similar findings whereby the learners were not efficiently engaged with online learning as it was merely listening to and watching the lecturers, and they were passive learners with only a one - way mode of communication. This was also reinforced by Sufyan (2020), who reported limited feedback from the learners.

As Jimenez (2020) suggested, it is important for schools to address the students' well-being, level of engagement and conditions for the online learning. Likewise, it was found that online learning made the learners lose their goals, develop low self-efficacy, experience low engagement and motivation, and have fear and a negative role (Al-Jarf, 2020; Arshad, Afzal, & Hussain, 2020). In their studies, Mathew and Chung (2020) found that the participants were happy with the online learning, but there were many requests for more interesting online lessons, despite the poor level of communication among the peers and the lecturers. In addition, Subekti (2021) also referred to some learners who were able to perform in their online classes but could not do multitasking. Alzamil (2021) found that online learning failed to substitute for the face-to-face class, which means that the students preferred the traditional setting classroom as they believed online learning was boring and this finding was also supported by a study in which the learners faced challenges such as missing the classroom social environment, discomfort and physically inactive and inadequate online learning for practical lessons. Sevy-Biloon (2021) said the learners could not practice the language authentically due to the lack of clarification on the part of the lecturers and a hard time for concentration.

In addition, Girik Allo (2020) is of the opinion that the participants in the research did not face a big challenge in online learning, but their problem was that they expected the materials and assignments to be accompanied by an explanation and a tool to provide an instruction for the betterment of the academic performance. In this respect, Susilowati (2020) said the challenge was in making sure there would be effective methods and strategies that suited the online class. Syahrin and Salih (2020), and Holisoh and Fitriani (2020) believed that the types of learning styles of each learner would highly influence online learning while Vivoni (2021) stressed the importance of interactions with the professor and the students in learning English. Yet the courses the learners took did not endorse such interaction. In their research, Aristovnik et al, (2020) found out that learners who were studying at home needed higher self-discipline and motivation. On the other hand, they learned that online learning triggered negative emotions such as anxiety, boredom, frustration, confusion and anger on top of critical level of mental health which was also emphasized by Karuppannan and Mohammed (2020). Pasaribu and Dewi (2021) said that the learners had communication challenges and a massive completion task though they found some positive attitudes such as ICT knowledge enhancement. And Afrin (2020) revealed the learners felt more relaxed and required some different learning styles.

Evisen, Akyılmaz and Torun (2020) stated that a majority of students did not enjoy the online learning and preferred a traditional classroom because there were such problems as isolation and helplessness in the beginning of the lesson. Nartiningrum and Nugroho (2020) mentioned the lack of direct interaction. Putri et al (2020) pointed out that online learning was not part of learning culture and so the interaction was awkward when done virtually. Likewise, Aliyyah et al (2020) said that the lack of a conducive environment made the learners less active in class participation, and caused them to feel bored especially after two months of online lessons and this reduced their enthusiasm specifically when there was interruption of other students with irrelevant talks during the class. Hartshorn and McMurry (2020) referred to the level of stress that the learners had experienced and also found out that there was less development in the aspect of speaking skill compared to writing which was in line with the finding by Khanum and Alam (2021) who mentioned about the emphasis on a particular language skill and voted for a bilingual class for better understanding. Sugianto and Ulfah (2020) focused on psychological effects which included the learners' negative attitudes toward the online lesson and students' responsibility for their learning. Finally, Oraif and Elyas (2021) said that learning behavior and learning engagement were also affected.

Furthermore, Lau and Lee (2020) indicated that most learners faced problems in completing the tasks due to house environment, lack of interest, inability to complete the tasks independently, and so looked for a better learning support from the school and a balanced type of learning styles with more interactive features. It was also found that learners had a low level of motivation and a poor virtual connection with their instructors (Hakim, 2020; Adara & Najmudin, 2020). Hu et al. (2021), and Kruszewska, Nazaruk and Szewczyk (2020) also found that learners faced difficulty in joining the online lessons, and there was a lack of communication between children and parents and also inadequate support from the parents for the learning activity, which led to poor performance during the class. Similarly, Joshi, Vinay and Bhaskar (2020) indicated that the learners faced problems inside the home environment with the family disruptions during the online classes.

Based on the second research question, it was recognized that the young learners of this study needed more attention. This is supported by Lau and Lee (2020) who reiterated that it was important for teachers to create an interactive platform for young learners because it would sustain the young learners' attention span. Apart from that, they also mentioned young learners needed support from their parents for the online class activities and the parents' role was important in motivating the young learners since home environment was not a proper setting to acquire the formal education. Kruszewska, Nazaruk and Szewczyk (2020) supported Lau and Lee about the young learners' engagement in online learning as it was crucial in achieving the learning objective and obtaining knowledge. On the other hand, adult learners were motivated in learning by self-directed learning without any parental support, which was addressed by Subekti (2021). Amri and Alasmari (2021) conceded that adult learners had to be self-independent learners too. Clearly, adult learners had to take on the learning responsibility whereas young learners learning responsibility was on their parents' shoulders (Sugianto and Ulfah , 2020).

IV. Discussion

Online learning has emerged in the wake of COVID-19 pandemic and this has made the learners adapt to this type of learning in order to continue their education. However, young and adult learners are faced with different challenges in this type of learning in terms of learning style, psychological effect and poor academic performance.

As for the learning style, online learning demanded the learners to be self-directed, and pushed them to be more visual and audio learners as technology demanded (Subekti, 2020). Apart from that, the learners could not apply the social learning style because online learning had revoked socialization among peers in order to observe physical distancing from other people (Tan and Farashaiyan, 2012). Syahrin and Salih (2020), and Holisoh and Fitriani (2020) stated that learning style was important in administering online learning which was suitable for the learners' needs for different types of learning style.

On the other hand, psychological effects largely impacted the learners because they had a low level of motivation, engagement and self-confidence in online classes, and gave limited or no feedback (Mahyoob, 2020; Atmojo and Nugroho, 2020; Aboagye, Yawson & Appiah, 2020 ; Amri & Alasmari,2021; Ali, 2020; Boothe, 2020; Jimenez, 2020 ; Al-Jarf, 2020; Arshad, Afzal & Hussain, 2020; Alzamil, 2021; Hakim, 2020; Adara & Najmudin, 2020). It was also identified that the learners missed the traditional, face-to-face classrooms with direct interaction, and the lack of a conducive environment affected their level of concentration (Fansury et al., 2020; Alghamdi, 2020; Lau & Lee, 2020; Joshi, Vinay & Bhaskar, 2020). In addition, the learners also faced mental health issues such as fear, stress, burden, confusion, lack of interest, boredom, isolation, and helplessness (Aristovnik et al., 2020; Karuppannan & Mohammed, 2020; Sugianto & Ulfah,2020; Hartshorn & McMurry, 2020; Aliyyah et al., 2020; Evisen, Akyılmaz & Torun, 2020).

Lastly, other issues that were observed included poor academic performance, lack of supervision, a high level of dropouts , passive learners, demand for more interesting online lessons, lack of authentic language learning, lack of clarification for materials and assignments, absence of effective strategies and methods (Ali, 2020; Boothe, 2020; Hijazi & AlNatour, 2021; Mathew & Chung, 2020; Sevy-Biloon, 2021; Girik Allo, 2020; Susilowati, 2020) and the learners could not perform well due to the importance given to a particular language skill (Khanum & Alam, 2021 & Hijazi & AlNatour,2021).

However, the challenges that were experienced by the young and adult learners were slightly different as the adult learners had to be responsible for their studies and they had to be self-directed in learning, self-independent, able to cope with the online learning without any support (Subekti, 2021; Amri & Alasmari, 2021 & Sugianto & Ulfah, 2020). In contrast, young learners needed support from their parents or adults, a more interactive online platform, and more motivation from parents due to the home setting (Lau & Lee, 2020 & Kruszewska, Nazaruk & Szewczyk, 2020).

V. CONCLUSION

This study discussed the effects of the transition of education from traditional classrooms to online learning on the learners' lives from different aspects and age groups. It is important for learners to face this problem as online learning is actually not a new learning mode but is part of education evolution. Parents and teachers play important supporting roles in online learning and learners need to be consistent and persistent in online learning to complete their education. Therefore, the challenges that have been detected learning styles, psychological effects and poor academic performance need to be addressed in order to maintain the level of learners' interest in and motivation for online learning, regardless of age group and level.

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Using YouTube Videos to Enhance Learner Autonomy in Writing: A Qualitative Research Design

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***Abstract*—YouTube videos play a vital role as powerful educational resources for language learning and cultural understanding. Using authentic YouTube videos to develop students' writing skills is not often applied, especially at tertiary level. The paper discusses the reasons YouTube should be used as inside and outside of classroom writing activities. Then the research design offers a review of literature relating to the use of YouTube videos in various fields of language education. Methods to implement the research including research tools and steps taken for data analysis are also recommended. The article ends with limitation of the use of YouTube videos and suggestions for further studies of the topic.**

***Index Terms*—YouTube video, learn autonomy, writing activities, authentic writing**

I. Introduction

A. Textbooks Will Fade into History

In dealing with rapid changes around the world, especially in dealing with changes of education in the 21st century, several studies have been carried out in the use of integrating technology with language education (Shell, Gunter, & Gunter 2010; Paulsen, 2000; Lian, 2011). For instance, Shell, Gunter, and Gunter (2010) say that traditional textbooks will fade into history as all areas of education create increasingly interactive and extensive Web- and video-enhanced digital textbooks. Many of these books will correlate to national and state curriculum standards and benchmarks (p. 501). These authors go on to say that if teachers or educators use technology in classroom, technology will bring them many benefits. For example, integrating technology into our curriculum can help students become more excited about learning. Technology reaches more students by involving a variety of learning styles, and technology allows students to construct their learning (p. 468).

Researchers also recognize that effective technology tools, strategies, and resources if tactfully used, can assist foreign language learning and teaching by motivating students in speaking another language and deeply understand another culture (Paulsen, 2000). Thanks to technology, Web-based, student-centered learning activities using authentic, meaningful, and interactive resources can help improve students' performance in the same way as learning language and culture in classroom conducted by face-to-face teaching modes.

Lian (2011) emphasizes the use of technology integration into the educational settings as he says "students, if they wish, are now able to access information from a multiplicity of highly reputable sources, not just from text books or lectures provided by their home institutions" (p. 6).

YouTube and the Integration of YouTube Videos in Language Teaching and Language Learning

YouTube (http://en.wikipedia.org/wiki/YouTube) developed by PayPal employees in 2005, and owned by Google since late 2006 is a channel in which videos are shared, uploaded or viewed. On YouTube, users can create their own videos, tag a video's content, write a title and content of the video, give their own comments or comment on other users' videos, search for videos of their interests, etc. Jones and Cuthrell (2011) consider YouTube as a Web 2.0 site which its members can use to collect information, "share their work and participate in peer feedback through asynchronous interaction with other users". This website displays a wide variety video clips, TV clips, and music videos, and amateur content such as video blogging, short original videos, and educational videos. YouTube videos has been uploaded by individuals; however, major media corporations including "CBS, the BBC, Vevo, Hulu, and other organizations offer some of their material via YouTube, as part of the YouTube partnership program. Unregistered users can watch videos, and registered users can upload an unlimited number of videos" (Brook 2011, p. 38).

Shell *et al*. (2010) states that integrating YouTube videos can transition our classroom to a more participatory learning environment and therefore create a place where students will want to be. It reaches more students by involving a variety of learning styles, allowing students to construct their own-paced study. In addition, students "use YouTube videos in language learning as supplementary resources for textbook materials. Students create and share their self-constructed videos" (p. 468).

B. Learner Autonomy

For Benson (2006), autonomy is a way in which people take control over their lives. Hence, in language education, he says “autonomy in learning is about people taking more control over their learning in classrooms and outside them, and autonomy in language learning about people taking more control over the purposes for which they learn languages and the ways in which they learn them” (p. 1).

Lian (1993) also mentions the notion of autonomy in any context that implies at least:

(a) "internal evaluation" by students. That means the evaluation was done by learners of their own language usage and requirements (Holec, 1979);

(b) "learning how to learn". Importantly, students can evaluate various activities inside and outside the class. They beware of their own learning processes as well as their reactions to their learning processes. "Only then will they become conscious of what does or does not suit their learning style and so structure their learning experience accordingly"(Crawford, 1986 cited in Lian 1993, p. 4).

II. Literature Review

The last decades of the twentieth century were dominated by the evolution of the World Wide Web (www.) Although the Web will continue to evolve and mature, it is clear that the second decade of the twenty-first century will be dominated by the wireless revolution that is taking place globally. Today wireless technology represents an evolution in products and services that are quickly transforming the way people live, work, learn, and teach (Shell, Gunter, & Gunter, 2010). When reviewing previous studies on the use of YouTube videos in classroom, the researcher of this project found out Roddt and Peier (2013) say that “the use of YouTube in education is a relatively new field of study and not much literature has been published regarding the subject.” (p. 473). Furthermore, Watkins and Wilkins (2011) also recognize that aside Berk (2009)’s study, unfortunately, specific inquiry into online video use for classroom writing activities is fairly rare (p. 114).

A. Research Related to YouTube Videos

Current researches on the use of YouTube in language classrooms have been reported, ranging from different benefits that YouTube videos have brought to language education.

YouTube Videos and Learner Autonomy

In their study, Swain and Johnson (1997) have recognized the benefits of using YouTube videos in the classroom. They said that if YouTube videos are used in the classroom, learners will have a chance to be exposed to real-life English. Using YouTube videos also encourages students in autonomous learning styles. When students regularly use a wide variety of English media, they can achieve second language immersion that might not be available in their study programs. Furthermore, as Mangubhai, (2005) says the immersion of teaching and techniques will help increase the second language acquisition inputs that have generally positive effects on the language acquisition process (Watkins & Wilkins, 2011, p. 114). One good reason to emphasize on learning using digital media and technology including YouTube videos is that language learners have already been familiar with a variety of Web 2.0 technologies for diverse purposes in real-life contexts. Thus, there will be “an underlying premise that the benefits of using Web 2.0 technologies for educational purposes can foster students’ self-regulated learning that positively affects their potential to attain academic success.” (Kitsantas & Dabbagh, 2011, p. 3). More recently, Wang and Chen (2020) investigate Taiwanese second language learners’ self-regulated learning via English tutoring videos on the YouTube platform. In their study, L2 learners were found to benefit from YouTube videos. The authors said the videos selected for classroom use have played an important role in promoting learners’ willingness to seek academic support while learning a second language.

YouTube Videos Involving Student Engagement

In their study, Roddt and Peier (2013) find out that a new aspect to teaching a course using YouTube videos in class. The videos brought “a new approach to teaching and it is believed that the use of YouTube as a teaching tool could have an effect on the level of student engagement” (p. 474). The purpose of their study is to seek new insights into the use of YouTube in education by measuring the level of student engagement in their learning with the use of YouTube and without the use of YouTube and how students felt about the use of YouTube in the classroom. The subjects of their study were students from University of Cape Town, South Africa. The research was conducted at a single point of time and the research instrument was online questionnaire. Data were quantitatively and qualitatively analyzed. Their findings were rather positive as 64% of the responds said that the designed YouTube videos from the study had engaged them at least frequently. (p. 485). For the perceptions of the students who used YouTube videos, not much information and results of the findings were made. However, the authors just concluded that the target students in their study felt that “the use of YouTube in class was successful and many of them recommended the use of videos from other courses” (p. 486).

YouTube Videos Enhancing EFL Students’ Content Learning

Another research was conducted by Alwehaib (2013) entitled “The impact of using YouTube in EFL classroom on enhancing EFL students’ content learning.” Alwehaib carried out his study at Princess Noura Bint Abdulrahman University in Saudi Arabia. The study experimented the impact of integrating YouTube videos into EFL instruction which aimed at enhancing EFL college students’ learning of the course content. To achieve the purpose of the study, quasi-experimental research was implemented through the use of pretest and posttest and through the researcher's observations. There were 45 students in the control group and 51 students in the experimental group. Students from the experimental group were instructed the theoretical background of the course through the use of YouTube videos and the students of the control group were taught the same content through the usual lecture-based method. Statistical procedures are used to obtain quantitative data through the use of t-test analysis. The study was done within six weeks of Term 2 of the academic year 2011. Major findings of the study yielded results favorable to use of the YouTube technology, and the author recommends that "YouTube should be considered as an effective instructional tool for enhancing content learning of EFL college students and as an important teaching resource in classroom" (p. 935).

YouTube Videos Enhancing EFL Students' Cultural Learning

Kim and Kim (2021) implemented a qualitative study to explore the role of YouTube videos for educational purposes. The participants were randomly selected from Asian international students from diverse countries such as Korea, Japan, and China in an American university located with little exposure to multicultural knowledge and skills in formal classroom settings in Korea. The study was carried out in ESL classrooms, particularly in composition writing classrooms. Students in small groups of three or four were given essays to write and they were asked to discuss, use relevant online resources to develop their writing skills. That way, according to the authors, would help the research participants "create active, meaningful, and enjoyable learning environments with students from diverse linguistic and cultural communities". (p. 5). They conclude that YouTube plays an important role in providing students with main multicultural resources that are beneficial for language learners to be aware of cultural diversity and inclusion needed in today's academic and social climate. Their findings are in line with previous research which has shown the significance of using YouTube videos for cultural understanding (Pope & Reynolds, 1997; Pope, Reynolds, & Mueller, 2009); Wang & Chen, 2020; Solmaz, 2018). In addition, their findings tell us that YouTube can be used as an interactive means of communication giving the access to more cross-cultural interactions and experiences. Their findings suggest that the use of YouTube is not simply for fun. YouTube is a powerful, educational channel for all aspects of students' learning paths academically and culturally. Educational use of YouTube has the potential to "enhance and expedite the quality of education in enabling students to engage in a more participatory culture of L2 education" (Kim & Kim, 2021, p. 12). Other researchers also recognize the role of YouTube videos in providing language learners "a participatory culture in which to develop, interact, and learn" (Chau, 2010, p. 65).

YouTube and Student Perceptions on the Use of YouTube

Alimemaj (2010) carried out her study to find out the opinions of students who had used YouTube for language learning. The objectives of her study were to understand how and to what extent, her students benefitted from YouTube for their language proficiency. Quite opposite to Watkins and Wilkins' (2011) ideas, Alimemaj thinks the use of online resources to teach language students is hardly a novel concept, and I think her idea is true as she cited Egbert (2001)'s ideas saying that several fascinating and insightful articles on the use of various websites have been written, following the rapid development of the Internet in the late 1990s although she added that "articles relating specially to the use of YouTube as input for ELF courses seem to be lacking" (Alimemaj 2010, p. 11). Alimemaj conducted her qualitative research with students at University of Vlora in Albania by the means of face-to-face interviews. However, we do not know much about her students as she did not give a detailed description of the research participants, and we do not know how the participants were selected, either. We do know from her paper that she used four questions (1) What is YouTube for you?, (2) Do you find it useful for English learning?, (3) The advantages from the use of YouTube in the process of learning the English language, and (4) Comments about the use of YouTube as a supplementary material in the classroom to ask the students. Are these four questions adequate enough for the researcher to truly understand students about the use of YouTube videos in their class? However, as she said grouping the results, the students who had attended the interviews generally felt that YouTube is a great online learning tool for them with certain reasons: YouTube videos are useful for learning a language in and out of classroom settings, YouTube videos have various types and genres of the language that help students explore the target culture in a variety of ways, and YouTube can help students develop their learning autonomy levels as it encourages students to watch videos and clips continuously.

Many other researchers also recognized the benefits of YouTube videos in developing learners' abilities in listening, speaking, reading and writing, and they suggested their conceptual ideas to enrich the literature relating to the use of YouTube videos for language learning and teaching (Alimemaj 2010; Sherer 2011; Watkins & Wilkins 2011; Mayora 2009; Chau 2010; Kim & Kim, 2021). In addition, Yee and Hargis (2010) even suggested the use of YouTube videos in designing video quizzes (p. 9).

B. Why Use YouTube Videos?

There are many good reasons that teachers and students should use YouTube videos in learning and teaching English. One of the reasons is that YouTube is completely free. They can download, edit and give comments on YouTube videos through YouTube video channel, or even they can create their own YouTube videos from YouTube editor tools.

In the field of language teaching, Shell, Gunter and Gunter (2010) pointed out that integrating YouTube videos can transition our classroom to a more participatory learning environment and, therefore, create a place where students will want to be (p. 468). Roddt and Peier (2013) also recognize that with the rapid development of technology, English education has used YouTube videos in classrooms, and YouTube videos brought a new approach to language teaching. The authors believe that "the use of YouTube as a teaching tool could have an effect on the level of student engagement, hopefully developing learner autonomy" (p. 474). Therefore, for language learners, choosing good and interesting YouTube videos is important to assist them to have a good resource to watch, learn and entertain themselves both in class and out of classroom settings. In her study, Alwehaib (2013) argues that using YouTube is not only beneficial to language learners as they are naturally exposed to different styles of authentic English, but also to the points that "learners themselves can gain greater authority and autonomy when learning via this platform." (p. 936). Also, due to the rapidly changing world and the increase of diverse population of students, education also needs changes in an effort to meet the needs of this diverse and changing net-generation student body. Web-based or YouTube videos bring the Internet to the forefront of instructional strategies in education –especially, the use of Web-based distance learning. Web-based instructional strategies offer creative solutions for homebound students, home-schooled students, at-risk students, students who are physically challenged, and teacher shortages for specialized positions. (Shell, Gunter, & Gunter 2010, p. 502), and as Lian (1993) says if students now wish, they can gain access to information they need for their study from "a multiplicity of highly reputable sources, not just from text books or lectures provided by their home institutions" (cited in Lian *et al*., 1993).

C. The Purpose of the Study

Recognizing that YouTube videos can also play an alternative role in helping students learn English, the purpose of this study is to discover if YouTube videos when used as a tool for writing activities can assist university students develop their autonomy or not, and to what extent YouTube videos can help learners engage and develop learner autonomy. The study uses writing activities to understand learner autonomy due to the fact that "the potential of YouTube used as a writing resource in EFL literature seems to have seen overlooked" (Mayora 2009, p.1).

D. Research Questions

As the purpose of the study is to discover whether the use of YouTube videos has any positive effects on student engagement and student autonomous learning, the following research questions will be addressed:

1. To what extent YouTube videos help students develop their learning autonomy?
2. What are the students' perceptions of the use of YouTube videos in classroom?

III. RESEARCH METHODOLOGY

This is a qualitative research design using students at college or university as the subjects of the study. The research design suggests using questionnaire, semi-structured interview, and teacher and student's diaries as research instruments. YouTube videos will be carefully selected for two recommended writing activities. The following section will concretely describe the research methodology.

A. Subjects

The subjects of this research will be purposively selected up to around 60-100 students who are attending at a college or university to help the researcher understand the target subjects as much as possible recommended by Creswell (2014). The target students can be first-year students as they all have at least certain years of basic English learning at high schools. These students are from writing or composition classes where a writing textbook together with YouTube videos are used as teaching materials for this study. The number of 60-100 students is a manageable number for the researcher to gather data for data analysis recommended by Lederman and Abell (2004) and Tian (2012).

Among these students, some can be chosen from the English field of study and some can be from other area of study as this will help the researcher gain participant validation for the research credibility, hoping different students from different academics will bring out different motivations for their self-learning methods.

The students will be grouped of four or five in their already existing classroom settings to carry out writing activities using YouTube videos.

B. Research Instruments

To gain the validity and reliability of the study, data will be collected and triangulated by means of multiple sources such as semi-structured interviews, questionnaire, and teacher's or students' diaries by in-depth descriptions of the situation (Golafshani, 2003; Patton, 2002).

1. **YouTube videos** will be used in class as a research tool to develop learner autonomy. Videos will be carefully selected by the researcher and they are recommended to learners. As each term actually lasts only ten weeks (excluding two weeks for a mid-term test and a final examination), there will be ten YouTube videos selected and introduced to the target students. For YouTube video selection, video topics are suggested by both teachers and students. A discussion of teacher-researcher and target students on the selection of YouTube videos for writing activities will be made and a decision of which YouTube videos are chosen will be reached with the agreement of both parties. However, as the purpose of this study is to see learner autonomy development, the teacher-researcher's decision on YouTube video selection will be fallen more on students' selection side.

Each video will last approximately 15-20 minutes to make sure students feel interested in watching them. There will be two core writing activities that the students of the study are required to perform: (1) writing about the content of the video and (2) giving comments on the video. (For more details, see Appendix A: Two Main Writing Activities). Each group will have one group leader who helps the researcher monitor and take account of their classmates' participation in the designed writing activities using YouTube videos as a tool. All students will be encouraged to use their personal Internet or school Internet to access to YouTube videos uploaded from the researcher's website and other online YouTube video-sharing websites to perform their assigned tasks. However, as the aim of the study is to develop learner autonomy, target students can choose YouTube videos recommended by the researcher or not, it totally depends on the students' own choice. Also, students can suggest YouTube videos that they feel interested in watching and performing the writing assignment tasks.

2. **Questionnaire**

A survey questionnaire will be designed and sent to students asking them about the extent that YouTube videos help them develop their learning autonomy via the designed writing activities. Students will also be asked to express their perceptions on the use of YouTube videos in this research. All the items in the questionnaire were examined by three experts in the field of study. The questionnaire items will be validated and accepted after grammar and question ambiguity is clarified. To complete the validity process, the questionnaire will be further tested in a pilot study (John, Mohamad, Mahmud, & Md Fuad, 2021).

3. **Semi-structured interviews**

In order to understand more about the research subjects, their ideas when doing writing with the videos, and especially their ideas about their learning autonomy, an in-depth interview is conducted to each research subject in a friendly-manner atmosphere. The interview is designed in a semi-structured format to help the informants provide as much as information about their beliefs or perceptions on the use of YouTube videos in their classes. The interviews will be tape-recorded, and field notes are also taken during the interview processes to help the researcher get clear images of things happened at the interview when transcription work is done later.

4. **Teacher and Student Diaries**

Students are encouraged to use their dairies to record the process of using YouTube videos in their learning process. Diaries reflect students' perceptions on the use of YouTube videos and the benefits or drawbacks students face when using YouTube videos as an instrument to perform their writing activities. Student diaries will be collected weekly to help their researcher record the autonomous learning processes that actually happen to the research participants within certain periods of designed research plan. Teacher's diaries are also be examined to compare the reflexivity of students' and teacher's ideas about the use of YouTube videos each week. Diaries give researchers an opportunity to study each learner's view on affective factors on their autonomy (Bailey & Oschner, 1983; Bailey, 1991; Domyei, 2007). Bailey (1991) strongly argues that "if properly done, the diary study can provide us with important missing pieces in this incredibly complex mosaic pieces which may not fully accessible by any other means" (cited in Gkonou, 2013, p. 51).

C. Timeline for Research Implementation

In order to gain credibility for the study, Rallis and Rossman (2009) suggest data from a qualitative study should be gathered "over a significant period of time" because data gathered from a short period of time or in their words "superficial one-shot data collection is definitely insufficient" (p. 265). Therefore, this research should be conducted over a rather long time period. The research implementation timeline will be divided into two academic terms, each term lasts 10 weeks. Thus, the research implementation time will be divided into two phases: an initial phase and an extended phase as indicated in Table 1 below:

TABLE 1
TIMELINE FOR THIS RESEARCH IMPLEMENTATION

Stages:	Phase 1(initial fieldwork)	Phase 2 (extended fieldwork)
Academic School Year:	Term 1	Term 2
Evaluation Phase:	Initial Evaluation	Final Evaluation

As the purpose of this study aims to investigate whether the use of YouTube videos will stimulate learner autonomy or not, conducting research within a rather long period of time will assist the teacher-researcher understand more about the students and gain deeper insights of the targeted participants.

D. Validity and Reliability of Research Instruments

Validity and reliability are the factors contributing to the success of this study. Validity of this research can be guaranteed to bring out the accuracy of the findings and reliability of the research results. Validity ensures the researcher to carry out this approach consistently (Gibbs, 2007; Yin, 2003). To gain validity and reliability for this study, the following procedures suggest to be implemented as illustrated in Table 2:

TABLE 2
VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

Research Instruments	Validity and Reliability
Questionnaire	For content validity and reliability: -Be tried out with at least two experienced teachers in questionnaire design. -Be tried out with ten students. -Cronbach's alpha (α) ≥ 0.7 will be accepted.
Interview	-Having more than one expert in the field to code, recode the interview data, and then compare the findings for inter-rater agreement. -Thick and rich description of the interview content analysis must be done.
Teacher and student diaries	-Content analysis

Data Collection and Data Analysis:

1. Writing activities based on YouTube videos to perceive learner autonomy

There are two kinds of writing activities designed to perceive students' learning autonomy.

Activity 1: Each week students will watch one YouTube video. Students are asked to discuss with their classmates on the content of each video. Discussion on the video content is done in pairs or in groups, depending on individuals' choice. After the discussion, students will gather in groups and write about the main content of the video they have watched. Their ideas about the video content are shared with other groups, and they also receive feedback from the teacher-researcher and friends to help adjust ideas and to correct mistakes they might make when writing about the video content. Finally, students upload the content of the video they have written to YouTube channel, below the online video and share video links to friends and the teacher. Good writings on the video are announced to groups, and credits will be given to the best group work as an encouragement to their achievement.

Activity 2: Another writing task is also given to the target students requiring them to watch a YouTube video and give comments on the video. Students are encouraged to choose the video that has had many comments already posted. With this task, the research students will have a good chance to discuss and criticize other people's comments before writing their own comments. Students' comments on the video are shared to students from other groups and the researcher. They will receive feedback from their classmates and the teacher. Finally, they upload their comments to YouTube video channel, right below the video they commented. Links to the video are given to other friends and the teacher as well. Student writing on video contents and giving comments of videos follow the writing process suggested by Tompkins (2008): prewriting, drafting, revising, editing and publishing.

In order to develop learner autonomy, YouTube videos selected for writing activities are recommended by the researcher based on the key topics the course curriculum requires students to take. However, topics for writing video contents and video comments are decided on the basis of student interests and their levels of understanding and levels of video difficulties. Each video chosen will be short that lasts 30-45 minutes to make it easier for students to watch and perform the writing tasks. In case a selected video is long, students can use YouTube video editor tools to cut it short.

With these two designed writing activities using YouTube videos as a tool for content reviewing and comment editing, the researcher hopes the research subjects will develop their collaborative work and critical thinking spirits, hopefully these characteristics will also help learners feel more confident in doing writing tasks later in their education career or their own lives, and develop a habit of learning and doing things by themselves using technology/YouTube as an assistant learning tool to develop their self-directed study.

2. Questionnaire

In order to evaluate the effects of YouTube videos on focus groups, a survey questionnaire asking about the effects of YouTube videos on student learning autonomy is designed and delivered to students one week before students complete their courses. The questionnaire will help the researcher identify the overall impacts of YouTube on students and their perceptions on the use of YouTube videos in their classes. A survey questionnaire can be conducted online through the use of Surveymonkey.com. The results of the questionnaire will provide the researcher with descriptive data that will be presented in charts or graphs with percentage of students' answers to the survey questionnaire.

3. Interview

A semi-structured interview will be conducted to each student (see Appendix B: Interview Questions). The in-depth interview will be used as another reflective tool to help the researcher obtain more students' feedback that the designed questionnaire fails to obtain adequate information (Nunan, 2006; Seliger & Shohamy, 2001; Wilkinson & Birmingham, 2003). The interview will be held in a friendly atmosphere so that the subjects can express their ideas and perceptions on the use of YouTube videos freely in their learning process as recommended by Dencomsbe (2003). Interviews will be transcribed, coded and recoded in four levels (1) initial coding, (2) focused coding, (3) axial coding and (4) theoretical conceptual coding suggested by Gibbs (2018). Hopefully, the coding process will help the researcher find out categories and themes that provide the researcher with the answers relating to the two research questions mentioned in the Research Questions section.

4. Student/Teacher Diaries

Research data from teacher and/or student diaries will be examined in content analysis. Field notes from these sources are feedbacks that help the researcher gain more insights into the nature of the research. Researcher-teachers can create a YouTube channel and post lists of recommended or compulsory videos for students to watch. Teachers can also use other simpler methods. For instance, teachers can ask students to keep their diaries in which they write down what videos they have watched, the link to those videos, a draft of their comments, and other relevant information. Learners can be required to "keep a diary in which they can write down which videos they have watched, which links to the selected videos, drafts of their comments after watching the videos, and other relevant information" (Mayora 2009, p. 8).

E. How to Assess Learner Autonomy When Using YouTube Videos for Writing Activities

The analysis of student engagement and development of their autonomous learning is quite tricky. Answers to survey questionnaire are analyzed, and a content analysis is conducted to find out the ideas related to the research questions. These related ideas will be categorized, and themes hope to be emerged to help the researcher gain insights of learner autonomy after using YouTube videos to do the designed writing activities.

For the conducted interview, transcription will be made. If the interview is spoken in the student's language that is not English, peer checking or "back translation" will be carried out to help the researcher avoid mistakes and subjectivity that may have the transcript. Transcription will be coded and recoded to find out the thematic labels and theoretical concepts that help the researcher have the answers to the research questions relating to what extent students develop their learning autonomy and their perceptions of the use of YouTube videos (Gibbs, 2018).

Student and teacher diaries are alternative tools that the researcher will use to add, check or confirm the students' ideas or answers from the questionnaire and the interview.

Students' ideas about their autonomous learning and perceptions on the use of YouTube videos will be tabulated to make it easier for the researcher to revisit and cite quotations during the writing up process.

Below is a summary of the instruments and strategies of data analysis that the researcher can use to investigate students on their autonomous learning and their perceptions on the use of YouTube videos to develop their self-directed learning modes.

TABLE 3
SUMMARY OF RESEARCH INSTRUMENTS AND DATA ANALYSIS USED IN THE STUDY

Research Questions	Instruments	Data Analysis
RQ#1: In what ways the YouTube videos that the researcher designed help students develop learner autonomy?	-Survey questionnaire (open-ended and five-point Linkert scale questions) -Interview -Student and teacher diaries	-Theoretical concepts from thematic coding -Content analysis -Content analysis
RQ#2: What are the students' perceptions of the use of YouTube videos in classroom?	-Semi-structured interview -Survey questionnaire -Student and teacher diaries	-Theoretical concepts from thematic coding -Content analysis -Content analysis

IV. SIGNIFICANCE OF STUDY

The proposed study outlined above is intended to contribute to a better understanding of the YouTube video effects on students in their English language learning, and to provide more emphasis on video uses as a writing tool to develop learner autonomy.

By using YouTube videos for this study, the researcher hopes students can find it interesting to use YouTube videos or online videos as an alternative way to enhance their autonomous learning. If the results of the study are positive, students will develop their habit of critical thinking and self-taught learning modes through the use of online videos, or YouTube videos in particular, to give comments and write about the content of YouTube videos. With the results of the research, the researcher hopes YouTube videos will be viewed as another useful learning or teaching tool that students can use to learn English on their own pace and teachers can also make use of online materials as educational resources to help them in their teaching career as Alwehaib (2013) recommends, "Information technology has opened up prospects for rich and innovative approaches to tackle educational issues and provide solutions to the demands for learning resources" (p. 935).

V. CONCLUSION

Using YouTube videos in language learning, especially in writing development is not new. However, during the Covid-19 pandemic, the use of social networking for learning, including YouTube videos as educational resources should be encouraged and attract much attention by teachers delivering their lessons online to students. At tertiary level, using YouTube videos to seek useful information for university students to perform their authentic writing activities is vital which assists both teachers and language learners to have a powerful educational channel to promote students in language-learning autonomy in general, and in writing in particular. My paper mentioned that the role of textbook in future will be reduced and perhaps may be faded into history. The paper also indicated the benefits of YouTube videos as a powerful learning tool in language development in all skills of language acquisition, especially towards L2 learners in a context where they lack direct communication to native speakers of English, the use of YouTube channel with authentic videos can be an alternative way. The paper then pointed out the rationale YouTube videos should be creatively used in both inside and out-of-classroom settings. The main focus of this paper is the design using a qualitative research method with functional research instruments to investigate the responds' perception on YouTube videos, gather data collection and proceed data analysis. Summaries of research instruments and research validity and reliability were clearly listed.

VI. Limitations and Suggestions for Future Studies

Selecting YouTube videos for students' writing activities is vital. If teachers choose videos which are not students' interest, motivation in students' writing performance can be prevented. Short, authentic and fascinating YouTube videos are best resources for this kind of activities (Mayora 2009; Almurashi 2016; Kim & Kim 2021). However, learners might not be interested in posting their comments as they fear of making mistakes due to their poor English. In this case, teachers should encourage them to create their second or third drafts or ask their peers for help. This promotes collaborative learning among students as well (Mayora, 2009).

As this paper focuses on qualitative research in a view that qualitative research with multi-instrumental triangulation will help the research gain deep understandings of language learners' perceptions of YouTube videos as an educational resource to enhance learner autonomy (Leedy & Ormrod, 2015). More research design using a quantitative or a mixed research methods can be built to investigate the relationship of students' writing activities with and without using YouTube videos that can be implemented in future studies.

The benefits of YouTube videos are clearly seen, but how to apply YouTube videos in classroom or self-taught practice needs more investigations that help minimize the disadvantages and maximize the benefits that bring good results in language learning to language learners.

Appendix A. Two Main Writing Activities

<u>Activity 1</u>: Content Review Writing
- Students watch a YouTube video
- Answer questions designed by teachers to get main ideas of that video
- Write draft ideas about the video content
- Post drafts on YouTube comments for other groups' feedback
- Write final drafts, upload drafts to that YouTube video comment session below the video, and give links to teachers for feedback and assessment.

<u>Activity 2</u>: Give Comments on YouTube videos
- Students watch a YouTube video
- Discuss the video
- Students focus on comments already posted for that video
- Discuss comments
- Write their own comments, discuss their drafts
- Peer–editing their drafts
- Post comments on that YouTube video
- Give teachers video links for feedback and assessment.

Appendix B. Interview Questions

<u>The aims of these interview questions are to gain:</u>
<u>1. Student reflection on their learning autonomy</u>
<u>2. Student perceptions on the use of YouTube videos in the learning process.</u>
<u>- Do you think YouTube videos are useful for English learning?</u>
<u>- How are YouTube videos useful for your writing activities?</u>
<u>- What are the advantages and disadvantages of using of YouTube videos in your language learning?</u>
<u>- Comment on the use of YouTube videos as a supplementary writing material in your class.</u>

<u>Note</u>: The interview focuses mainly on these core questions, but additional questions relating to the main questions may arise and the structures of interview questions can be varied..

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Relationships Between Thai EFL Learners' Factors, Intelligibility, and Comprehensibility Towards Varieties of English

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***Abstract*—This study aims to investigate intelligibility levels of Thai EFL learners, relationship between intelligibility and learners' variables, and relationship between intelligibility and comprehensibility scores toward varieties of English. Seventy-five students were recruited as a sample group through stratified random sampling technique. Seven research instruments were used in the study, including a quick placement test, a questionnaire, an intelligibility test, an accent familiarity judgment report, a comprehensibility test, an attitudinal test, and four speech samples produced by speakers of 4 different nationalities. Data were quantitatively analyzed by means of arithmetic mean, standard deviation, and Pearson's correlation coefficients. The findings revealed that Thai EFL learners received high scores in their intelligibility tests for all speech samples. Thai speaker was rated as the most intelligible to the learners, while American speaker was rated as the least intelligible one. Correlations between intelligibility and other learners' variables were found only in accent familiarity, language proficiency, and attitude. A significant correlation was also found between intelligibility and comprehensibility scores towards varieties of English of Thai EFL learners.**

***Index Terms*—intelligibility, comprehensibility, Thai EFL learners, varieties of English, learner's factor**

I. Introduction

Throughout its recent history, Thailand has welcomed millions of visitors from all corners of the globe, as its economy relies heavily on the tourism industry. Thus, Thais have a wide opportunity to interact with speakers from around the world. To achieve communicative goals, English is used as a lingua franca between Thais and visitors. However, a number of tourists coming to Thailand are not from territories where English is used as their native or official language. Instead, most tourists who speak languages other than English still use English to communicate with Thais. What contributes to the intelligibility and comprehensibility of the language used between the parties in communication is not limited to sounds, words, grammar, or pragmatic meaning. Suprasegmental features such as stress, intonation, and some others contribute to vernacular—also commonly called accent. Accent makes a significant contribution to the intelligibility and comprehensibility of the message sent from the speaker. For example, listeners are more likely to understand the message if they are familiar with the accent of the speaker. For students, if teachers want to prepare them to attain intelligibility and comprehensibility in the messages they sent, they need to familiarize themselves with such varieties of the language. The EFL classroom in Thailand has no exceptions. To prepare English language learners in Thailand for different varieties of English will arm learners to expect to use English in a wide scope of conditions, not only with native speakers. Some scholars in the field of EFL have also supported the importance of this notion. Previous studies, such as those of Bieswanger (2008) and Miura (2009) have thus emphasized promoting learners to prioritize intelligibility rather than stay with only native-like pronunciation.

In contrast to the demands of prioritizing intelligibility, published materials in the field of applied linguistics are influenced by the nativeness principle, which teachers and learners hold as models for language practice standards (Singhanuwananon, 2016). Forman (2005) stated that English instruction in Thailand is merely used to prepare Thai learners to communicate with native speakers. The learners are taught to identify and learn what American or British English sounds like. As a result, they have a little chance to be exposed to other varieties of English accents. Lack of accent familiarity and concern for intelligibility can cause difficulties in understanding non-native speakers in most authentic situations. The situation is similar in Germany. Bieswanger (2008) indicated that German learners experienced situations where they found interlocutors spoke English "differently" from what they have been taught in classes. The English message produced by non-native speakers of English was unintelligible and it was thus very difficult for them to comprehend. As a result, they could not deal with the situations and this always caused a communication breakdown. This can be evident that English teachers in Germany had failed to prepare learners to

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communicate with other non-native speakers in real-life interactions. Therefore, promoting mutual intelligibility and exploring other non-native varieties of a language is essential for teachers in the field, to prepare their students for a wider communicative setting.

Studies into the intelligibility and comprehensibility of Thai EFL learners towards varieties of English and their relationships with learners' individual variables have not been often undertaken. Therefore, this study attempts to show English teachers and Thai learners how varieties of English play a crucial role in this era of globalization. The research objectives of the study were as follows:

(1) To investigate the levels of intelligibility of Thai undergraduate students.
(2) To investigate how intelligibility score correlated with learners' individual variables: accent familiarity, language proficiency, attitude, overseas experience, and length of time learning English.
(3) To examine the relationship between intelligibility and comprehensibility scores of Thai undergraduate students.

II. Literature Review

A. *Definition of Intelligibility and Comprehensibility*

Intelligibility is the ability to decode a speaker's utterances through a transcription task (Munro & Derwing, 1995; Smith, 1992). Another concept refers to understanding is comprehensibility, which is a higher level of understanding than intelligibility. Smith and Nelson (1985) defined comprehensibility as the understanding of the meaning of utterances. A word or an utterance is considered as comprehensible when the listener understands the meaning of the words. Meanwhile, Derwing and Munro (1997) explained comprehensibility as a listener's judgment of how easily utterances are understood.

B. *Correlations between Intelligibility and Learner's Individual Variables*

*1. Accent Familiarity***.** Several studies have shown in similar results that accent familiarity affects intelligibility. White, Treenate, Kiatgungwalgrai, Somnuk, and Chaloemchatvarakorn (2016); Winke and Gass (2013) examined the effect of raters' familiarity with test takers on their ratings and scores. Their findings revealed that accent familiarity affected listening comprehension. In addition, Natiladdanon and Thanavisuth (2014) found a similar result in Thai students that a Thai speaker was the most intelligible for Thai learners.

*2. Language Proficiency***.** Several studies indicated a similar conclusion that language proficiency was a great predictor to intelligibility (Derwing & Munro, 1997; Matsuura, Chiba, & Fujieda, 1999; Nazari, 2012; Wilang & Teo, 2012). For example, Nazari (2012) found that language proficiency was correlated with intelligibility. Similar to a study of Matsuura (2007), which showed that language proficiency was found to have a positive correlation with dictation scores in American and Hong Kong English. However, the findings may be in contrast to that of Silveira and Silva (2018), who found no correlation between intelligibility and self-reports of proficiency.

3. *Attitude*. Jindapitak (2010) examined Thai students' attitudes towards six varieties of English accents. The findings showed that American received the highest rating on attitude while Indian received the lowest. Suntornsawet (2017) found that Thai accented English speakers were perceived as intelligible to native and non-native participants. The study also found a positive but weak correlation between intelligibility and attitudes. Scales, Wennerstrom, Richard, and Wu (2006) examined learners' attitudes towards American, British, Chinese and Mexican English. Their findings revealed that learners revealed positive attitude towards native English accents (i.e., American and British).

4. *Overseas Experience* Kennedy and Trofimovich (2008) studied how learners' experiences influenced on their intelligibility, comprehensibility, and accentedness of L2 speech. Their results showed that length of exposure to L2 speech affected intelligibility and it was a factor to comprehensibility and accented ratings. Kim (2017) investigated the intelligibility of Thai and American English in L2 learners and the relationship between intelligibility and learners' length of residency in Thailand. The results indicated that participants understood American better than Thai English and Thai English intelligibility was correlated with length of residency in Thailand.

5. *Length of Time Learning English* Orikasa (2016) examined Japanese students' intelligibility towards varieties of English accents and the correlation between intelligibility and length of time learning English. The results showed that female speaker from China received the highest scores on intelligibility while an American female speaker was the least intelligible for Japanese students. The study also found that length of time learning English was correlated with intelligibility in male Chinese speakers.

C. *Correlations between Intelligibility and Comprehensibility*

The correlation between intelligibility and comprehensibility was investigated in the study of Matsuura et al. (1999) and Derwing and Munro (1997). The results of both studies showed a partial agreement. Derwing and Munro (1997) indicated that intelligibility and comprehensibility were related but they were different. Similarly, Matsuura et al. (1999) found a correlation between intelligibility and comprehensibility only in some participants. Ludwig (2012) investigated the relationships between the accentedness, intelligibility and comprehensibility of English, Catalan, and German speakers rated by English, German, and Catalan speakers. Ludwig's study found a positive correlation between intelligibility, comprehensibility, and accentedness.

Hardman (2010) investigated the intelligibility of graduate students towards Indian, Chinese, Korean and American peers and the effect of L1 background on intelligibility. The findings revealed that American talkers were the most intelligible for listeners while Korean listeners found Chinese talkers were difficult to understand. In addition, Smith and Rafiqzad (1979) examined the intelligibility of non-native listeners towards native and non-native English speakers from nine different countries. Their results demonstrated that a speaker from Sri Lanka was the most intelligible while Hong Kong Chinese was the least intelligible one.

Taking relevant frameworks and previous studies, along with the research gap for the current study, three research questions were addressed as follows:

(1) What are the levels of intelligibility of Thai undergraduate students at Homeland University?
(2) How does their intelligibility score correlate with learners' individual variables: accent familiarity, language proficiency, attitude, overseas experience, and length of time learning English?
(3) How does intelligibility correlate with the comprehensibility scores of Thai undergraduate students at Homeland University?

III. Methodology

A. Population and Sample

The total population in this study was 220 English major students in their first to fourth-year of study at Homeland University, located in the greater Bangkok area. A stratified random sampling was used to recruit the participants. A total number of 75 students eventually participated in the study, as shown in Table 1.

Table 1
Study Sample

Year of study	Gender		Total
	Male	Female	
1st year	9	17	26
2nd year	2	16	18
3rd year	2	15	17
4th year	2	12	14
Total	**15**	**60**	**75**

B. Instruments

The researchers employed 7 instruments in this study as follows:

1. Quick Placement Test

The Quick Placement Test Version II (QPT; Oxford University Press, 2001) is a 60-item test. The test is divided into two parts: language proficiency assessment (40 items), and additional questions (20 items). The participants were asked to complete only the first part, which was considered adequate to measure their language proficiency. A criterion to classify groups of learners was adopted from the study of Suk-A-Nake (2003), which categorized the score of 1-17 as "low-level", 18-29 as "intermediate-level", and 30-39 as "high-level".

2. Questionnaire

The questionnaire was created to obtain demographic information about age, gender, year of study, length of time learning English, duration of overseas experience, countries visited and purposes of visits.

3. Intelligibility Test

The intelligibility test consisted of texts which were removed at regular intervals. It was used to measure the level of intelligibility towards four varieties of English speakers. Several blanks were provided for the participants to fill in while they were listening to the speech samples of each variety of English.

4. Accent Familiarity Judgment Report

Accent familiarity judgment was designed to ask the participants to what extent they were familiar with the speakers' accents by using a five-point Likert scale.

5. *Comprehensibility Test*

A standardized comprehensibility test consisted of a set of questions based on the speech samples. The results of the comprehensibility test were compared with intelligibility scores to establish the extent to which results were different across the two modes.

6. *Attitudinal Test*

An attitudinal test was employed as a subjective judgment designed for measuring learners' perceptions towards varieties of English using a five-point Likert scale. The questionnaire was adapted from a study by Rungruangsuparat (2010).

7. *Speech Samples*

One male speaker from each variety, including American, British, Chinese, and Thai, was selected for speech samples. All speakers were required to have a high level of English proficiency. Each speaker was asked to read four different passages to be recorded by a digital voice recorder. Four short reading texts were adapted from two English learning websites: *www.headsupenglish.com*, and *www.ielts.mentor.com*. The four topics of reading passages were "Setting Goals", "First Impressions", "Anxiety", and "Slow Ageing". The four topics were considered as general with no specific terminology or difficult words. Finally, the quality of speakers' voices was controlled to ensure that it was loud and clear. Noises and any other disturbing sounds were removed.

C. Instrumental Development

To assess the validity of the instruments, three experts were asked to check whether the instruments were designed in accordance with the research questions and theoretical framework. This was also to assure the questionnaire's and tests' clarity and appropriateness. The experts' comments and suggestions were strictly followed in the revision process. To check the reliability of the tests, the questionnaire and the speech samples' representativeness, a pilot study was held with 30 English major students. The Cronbach's alpha coefficients of the question component were .742 for accent familiarity, .806 for self-reported comprehensibility, .801 for attitude, .883 for intelligibility, and .803 for standardized comprehensibility, respectively.

D. Data Collection

After getting IRB (Institutional Review Board) approval (2019/044.2602), a consent form was given to each participant before data collection procedure began. The participants were given a placement test and asked to complete demographic questions in the first part of the questionnaire. Then, they listened to four varieties of English accents and filled in missing words in the word recognition test for intelligibility. After completing the intelligibility test, the participants were asked to rate accent familiarity towards four speakers by using a five-point Likert scale and identify the speakers' origin. The recordings were played for the second time to answer a set of questions on a standardized comprehensibility test. The participants completed an attitudinal test in the final part based on their perceptions. The questionnaire and tests completion took approximately 40 minutes.

E. Data Analysis

In this study, the mean and standard deviation were used as descriptive statistics to show the levels of intelligibility of the participants towards four varieties of English in the intelligibility test. The numbers of correct and incorrect responses from the speaker's utterances were calculated to the percentage and frequency. Misspelling and homophones words were acceptable if they were recognizable. To identify correlations between intelligibility scores and learners' individual variables and correlations between intelligibility and comprehensibility scores, Pearson correlation coefficients were used in this study.

IV. Results

Overall, the participants reported that all records were highly intelligible. A group of fourth-year students gave the highest intelligibility scores to the Thai speaker, while second year students gave the lowest scores for intelligibility for the same speaker. For first-year students, the Thai speaker obtained the highest scores (84.62 %), followed by the American speaker (83.08 %), Chinese speaker (82.31 %), and British speaker (81.54 %). For intelligibility scores given by second-year students, the Chinese speaker received the highest scores (84.44 %), followed by the British speaker (81.11 %), American speaker (78.89 %), and Thai speaker (78.33 %). For third-year students, the Chinese speaker received (90.59 %), followed by the other three speakers: American, British, and Thai with the same scores (90.00 %). Moreover, for fourth-year students, the Thai speaker received (94.29 %), followed by the British speaker (88.57 %), American speaker (86.43 %), and Chinese speaker (85.00 %). Figure 1 shows the intelligibility scores the students gave for four individual speakers.

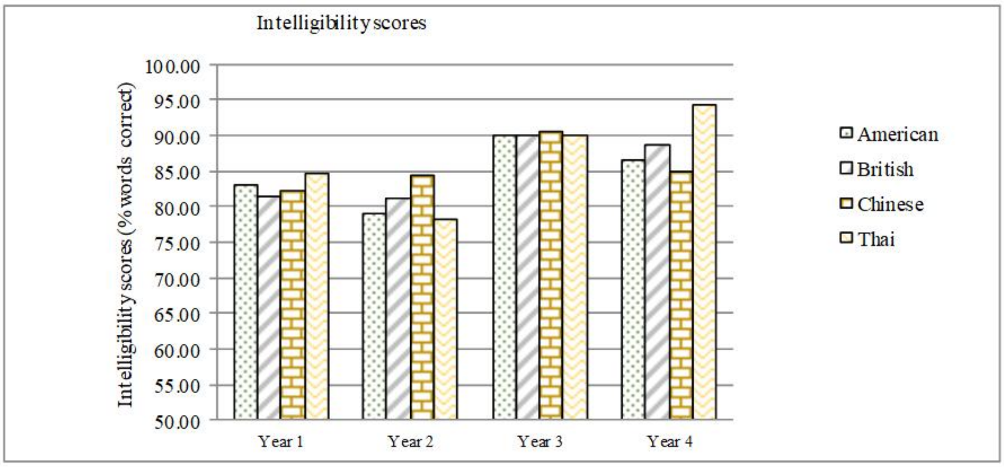

Figure 1. Intelligibility Scores

Table 2 presents the relationship between intelligibility scores and learners' variables. The findings indicated that intelligibility scores significantly correlate with learners' individual variables: accent familiarity, language proficiency, and attitude at the significant level of *ps* $< .01$ while the other two factors (overseas experience and length of time learning English) were not correlated with intelligibility. In addition, accent familiarity was found to have a significant correlation with attitude at the significance level of $p < .05$.

TABLE 2
CORRELATIONS BETWEEN INTELLIGIBILITY AND LEARNERS' INDIVIDUAL VARIABLES ($N = 75$)

	Accent familiarity	Language proficiency	Attitude	Overseas experience	Time learning English
Intelligibility	.307**	.485**	.321**	.158	.114
Accent familiarity		.105	.270*	-.033	-.034
Language proficiency			.201	.021	.076
Attitude				-.118	.059
Overseas experience					-.065
Time learning English					

** Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed).

TABLE 3
CORRELATION BETWEEN INTELLIGIBILITY AND COMPREHENSIBILITY SCORES ($N = 75$)

	Intelligibility	Comprehensibility
Intelligibility	-	.368**

**. Correlation is significant at the 0.01 level (2-tailed)

Table 3 shows the correlation between the intelligibility and comprehensibility scores of the participants. The relationship among the two variables was represented as a Pearson r value of .368. The results indicate that intelligibility scores significantly correlated with comprehensibility scores at a significant level of $p< .01$. The effect size was small (Cohen's $d = .13$).

V. DISCUSSION

The findings revealed that students in all years of study gave high intelligibility scores for the four speakers. Third-year students performed best on the intelligibility test, followed by fourth-, first- and second-year students. A possible explanation for this finding was that senior students tended to have extensive English knowledge as they mostly took major courses at the time of data collection. Moreover, the senior students had experienced travel abroad for leisure and work, as well as travel programs during semester breaks. Their English proficiency had been improved throughout overseas exposure and across the years of study. Junior students mostly studied general subjects in their freshmen year and started to take major courses in their following year. The transition from freshmen to the second year of study requires a lot of efforts and adjustments to the major-course learning system. Their English proficiency should improve after some time. Therefore, first and second year students are likely to put more attention to improve their receptive skills for their production skills.

Among the speakers, the Thai speaker was the most intelligible, followed by the Chinese, British, and the American speakers, respectively. These results can be compared with that of White et al.'s (2016), who found that English major students were able to understand Thai accents better than others. These findings are also in line with Natiladdanon and Thanavisuth (2014), whose study showed that a Thai was the most intelligible speaker in their study. In addition, the higher levels of intelligibility towards a Thai accent in the current study might be because of a shared native language. A shared-L1 background between the speaker and the listeners is likely to affect the intelligibility for Thai EFL students' as the speaker and interlocutors possess shared linguistic knowledge (Jenkins, 2002; Smith & Bisazza, 1982) or *"interlanguage matched speech intelligibility benefit"* (Bent & Bradlow, 2003). Bent and Bradlow (2003) explained the term that the listeners are able to understand L2 speech better due to having a shared L1 background with the speaker. The foreign accent is affected by the assimilation of L1 phonological features which results in unique L2 speech articulation. The listener would have intimate familiarity with the phonological patterns of that same native language speaker. Moreover, studies by Bent and Bradlow (2003) and Major, Fitzmaurice, Bunta, and Balasubramanian (2002) supported the effect of shared L1 background, stating that non-native speakers were more understandable by their non-native counterparts who shared the same L1 than those who did not. It is considered that shared-L1 or familiarity with specific accents can be an aid for intelligibility.

The current study found a positive correlation between intelligibility and accent familiarity even though the relationship was rather weak. These findings are supported by Derwing and Munro (1997), Natiladdanon and Thanavisuth (2014); Winke and Gass (2013) and White et al. (2016), who found accent familiarity was positively correlated with intelligibility. On the other hand, Suntornsawet (2017) revealed a contrastive finding to the current study, in which no relationship was found between the two variables. Furthermore, in this study, American was unsurprisingly the most familiar accent, followed by Thai, British and Chinese, respectively. An explanation for rating American as the most familiar accent was that Thai learners are exposed to American TV series, films, and other channels. In addition to self-learning through media, the books and materials used in the classroom are dominated by standard American English as a model for language practice and use (Levis, 2005). This result was supported by Tan and Castelli (2013) who reported that East Asian participants exposed to American media. They, unsurprisingly, rated American as the most familiar and natural-sounding accent.

The current study also found that highly proficient students of English received the highest scores for intelligibility, followed by intermediate and low levels. This denoted that language proficiency was a great factor to increase intelligibility as they surpassed those of low levels in vocabulary size, phonological and grammatical information, and background knowledge (Bloomfield et al., 2010; Edwards, Zampini, & Cunningham, 2019). The findings of Wilang and Teo (2012) supported the idea that levels of English proficiency facilitate intelligibility, while Lim, Han, Choi, and Lee (2016) found that language proficiency was a significant factor for determining the speech intelligibility of Korean EFL learners. Similarly, Nazari (2012) found listeners with high language proficiency showed a positive performance in an intelligibility test and the study also revealed a positive correlation between language proficiency and intelligibility, which was in line the current study and a study by Orikasa (2016). Silveira and Silva (2018) also found a weak significant correlation between intelligibility and L2 proficiency.

Attitude was another factor for learners which was found to have a weak positive relationship with intelligibility. An explanation for the weak correlation could be that subjective rating scales of attitudes items can rate likeability based on participants' desires (Tan & Castelli, 2013). The results showed learners' preferences to speak American and British English ranked as the most popular. The native preference has been confirmed by studies by Jindapitak (2010), Gibb (1999), and Scales et al. (2006), who indicated that American or British English have gained the status of the most preferable models for learning and emulation. Jindapitak and Teo (2010) explained that American and British English were perceived positively due to social ideology and linguistics hegemony. Jenkins (2007) explained the stereotyped evaluation of native speakers as "standard native-speaker English language ideology in linguistics" can be considered as "historically deep-rooted". Moreover, Jindapitak (2010) indicated that Thai EFL learners were encouraged by language policy to attain native-like pronunciation for successful language learning. Therefore, there is no doubt why an American accent is the most preferable among Thai learners.

Overseas experience and length of time learning English were found to have no correlation with intelligibility in Thai EFL students. Silveira and Silva (2018) found no correlation between intelligibility and length of residence in Brazil. They also argued that being in a country for a limited time did not assure familiarity and intelligibility of the speakers of that country. The lack of correlation between the variables in the current study could be due to the numbers of learners had little or no experience of living abroad, visiting other countries, spending an extended duration visiting foreign countries, or limited exposure to varieties of English accents. Almost half of the participants had never been abroad. The country visited was likely to impact their relationship as well. Twenty-three participants had visited non-English speaking countries while only eighteen had visited English-speaking countries. In addition to visiting countries was the duration of the visit. The participants with overseas experience spent just a very short time in each country. They might have had limited opportunity to encounter with a variety of English speakers. These results were supported by those of previous studies; for example, Gass and Varonis (1984), Kennedy and Trofimovich (2008), and Kim (2017), who reported that a limited amount of time in particular country did not facilitate listeners' understanding of English utterances. Because of these related factors, the participants might have little chance to expose to varieties of speakers. The current study was also in line with a study by Orikasa (2016), who indicated that participants' duration of overseas experience had no significant correlation with intelligibility.

Lastly, the length of time spent learning English may not be a powerful indicator to increase intelligibility. Rather, according to the results of this study, exposure to speakers of different accents mattered more. This finding was in line with the study of Orikasa (2016), who found no significant correlation between intelligibility and length of time learning English. These findings may reflect the language teaching and education policy in Thailand where grammar and native-like pronunciation are emphasized in language classrooms. That is, even though learners have been studying English for more than 10 years, this does not ensure that learners would be able to use English well and achieve mutual intelligibility with their interlocutors. It is not a matter of duration, but the quality of instruction that they received. Therefore, selecting authentic language materials and giving the students more opportunities to speak English in the classroom would help them to be an effective language user. Furthermore, it is not necessary to sound like a native speaker in order to be an effective language user.

Authentic language materials should serve learners' needs, learning objectives, meaningful communication (Rogers & Medley Jr, 1988), and should be related to learners' experiences. There are several sources for authentic materials such as TV, radio, newspaper, magazine, literature, and internet (Berardo, 2006). The teacher can search for articles, English podcasts (Akbari & Razavi, 2016), and many interesting TED talk videos from varieties of English speakers in various topics. From these sources, language learners should be able to well manage linguistic diversification (Jindapitak & Teo, 2013). Lopriore and Vettorel (2015) proposed that teachers should invite international students to the classroom and do activities together. Such activities would not only create opportunities for learners to improve communicative competence but also become familiar with those varieties of English used by the international students.

This section will discuss the relationship between the intelligibility and comprehensibility scores of Thai EFL students. The results of the current study showed a positive relationship between the two variables but at a weak significance level. This denotes that the two variables are likely to be linked to each other in speech production. That is, when communication takes place between a speaker and interlocutor, the interlocutor would use their ability to retrieve the acoustic-phonetic code by transcribing the utterances considered as intelligible (Fontan, Tardieu, Gaillard, Woisard, & Ruiz, 2015). The next would be the ability to integrate acoustic-phonetic information and all relevant signal-independent information such as linguistic knowledge or experiential knowledge (Hustad, Jones, & Dailey, 2003) to understand the speech. However, intelligibility and comprehensibility scores were anticipated to have a positive correlation, but the relationships between these two variables were controversial. As several studies found the variables were associated at a weak correlation while others were found to have a partial correlation. The results of the current study can be associated with the study of Ludwig (2012), who found a correlation between intelligibility and comprehensibility. The study also revealed that less intelligible utterances would affect less comprehensible utterances. This result was also parallel to a study by Derwing and Munro (1997) which found that perceived comprehensibility was linked with intelligibility scores. Fontan et al. (2015) also discovered a weak correlation between intelligibility scores and participants' comprehensibility scores.

VI. Conclusion

Examining learners' individual variables influencing intelligibility benefits language teachers incorporating data into language classrooms to plan effective instruction. For example, presenting a variety of English accents in the classroom is good preparation for learners to become familiar with other non-native accents as much as they can. Apart from accent familiarity, language proficiency plays a crucial role in assisting learners in improving their intelligibility. English learners with a high proficiency showed a greater probability of understanding better as they surpassed those with lower levels of language knowledge. Attitude is also an important factor to influence intelligibility. If learners have a negative attitude towards non-native interlocutors because of accented English or any other factors, they may struggle to understand those speakers. On the other hand, if they feel good towards their interlocutors, they will overcome accented difficulties. Overseas experience can act as an opportunity to improve both input and output for language practice. Exposure to varieties of English speakers would be great opportunities for learners to practice their listening and communication skills. Duration of study is also a good indicator to measure whether it would help learners for successful communication in any actual circumstances.

Nonetheless, the current study was conducted to explore the intelligibility levels of Thai EFL students and correlations between intelligibility, learner's individual variables, and comprehensibility scores. The results showed that Thai EFL students had high intelligibility for four varieties of English: American, British, Chinese, and especially the Thai speaker who had shared their L1 with the participants, as proposed by Bent and Bradlow (2003). Therefore, Thai learners would be able to understand contents better if they are taught by Thai English teachers due to accent familiarity and shared native language background. Among learner's individual variables, accent familiarity, attitude, and English proficiency were found to have a significant correlation with intelligibility while overseas experience and length of time learning English showed no correlation. Moreover, this study can contribute to the call for a paradigm shift from the nativeness principle to the intelligibility principle for ELT in Thailand.

The study must acknowledge its limitations: the duration of tests and the questionnaire completion. The task completion took about 40 minutes; therefore, the participants may have felt tired and their tiredness may have affected their task completion and judgment. However, the recommendations of this study are also worth stating. That is, language teachers should include more varieties of English accents considering the areas where the most influential can be made, for example, business interactions or engagement with the tourism industry. To include participants from different educational backgrounds is recommended as there would benefit to comparing the degrees of intelligibility of the students, as well as their awareness of varieties of English accents.

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A Comparative Study of EFL Instructors' Essay Rating: Holistic Versus Analytic Approaches at a Tertiary Institution in Saudi Arabia

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***Abstract*—This study seeks to explore the factors that influence EFL instructors' rating decisions while using holistic and analytic rubrics. Few studies have been conducted on the factors that influence the rating practices of EFL instructors, specifically, in the Saudi EFL context. This study addresses this gap and contributes more broadly to the understanding of the interplay between EFL instructors and the use of holistic and analytic rubrics. The data were collected in a Saudi university at a preparatory year program (PYP). This study utilizes semi-structured interviews with eleven EFL instructors from different nationalities. Guided by the critical language testing as a theoretical framework and with qualitative analysis, the study reveals that critical language testing can minimize the negative consequences of writing assessment done by graders; however, students' low English proficiency, time constraints, heavy workload can negatively affect the rating practices. Finally, several pedagogical implications, insights, and recommendations for future research are put forward in the conclusion.**

***Index Terms*—critical language testing, EFL writing, holistic and analytic rubrics, Saudi EFL context**

I. Introduction

Assessing students' writing is considered a complex, however, an essential process of language performance assessment (Barkaoui, 2008; Connor-Linton, 1995; Huang, 2012, as cited in Han & Huang, 2017). Research shows that the variability of ESL/EFL students' writing scores may be natural or stem from various factors such as age, proficiency level, first language (L1), fatigue, and cultural impacts on writing assessment practices. Furthermore, scores variability might be caused by raters, since they are central to students' writing performance assessment. Raters' different backgrounds, experience, or understanding of rating criteria may lead to different assessment of EFL essays (Barkaoui, 2010). Also, raters' reliability plays a crucial role in making the decision while correcting students' or test takers' writings (Kayapinar, 2014). As Bacha (2001) discussed to obtain valid rating scores, it is important to adopt the best evaluation instrument. She also commented that choosing accurate essay evaluation criteria has been considered problematic in many EFL/ESL programs due to several factors. Thus, it is important for teachers to be aware of different writing assessment tools they use or those they should adopt (Bacha, 2001). In addition, raters' rating should reflect students' ability and raters should avoid personal bias (Schaefer, 2008).

II. Theoritical Framework

The Critical Language Testing

The theoretical framework that provides a foundation for this current paper is Shohamy's (1998) CLT. This theory considers testing as a non-neutral action with social, ideological, and political plans that frame the lives of the participants, i.e., teachers and students. CLT refers to tests' uses and consequences in education and society. The basic tenet of this framework is that it emerged from the realization that tests are powerful tools which may lead to unintended consequences. In CLT, test takers are viewed as political subjects and language tests as success tools hidden in educational, political, and cultural fields. It was established based on the tests' relationship to social, political, and educational contexts. Tests are seen as benchmarks for acceptance and rejection that control other educational tools such as textbooks, curricula, and teaching methodologies. In addition, Shohamy (1998) points out the misuse of tests and their impact that goes beyond learning and teaching into political and educational domains.

As CLT calls for fair and equal consequences of tests, they must be valid and have positive impact through the use of appropriate assessment tools and rubrics. Validity is a dominant feature of language testing. It is the meaning and interpretation of test scores that indicate the overall evaluative judgment regarding the appropriateness of a test. In addition, it is an increasingly important area in language testing and assessment as it sheds light on test developers' responsibilities with respect to the uses of tests, the relevance of test scores, usefulness of tests, and their consequences for test takers. Test developers have to validate the inferences derived from the test scores rather than the test itself. This is to make sure that the test is grounded on ethical and evidential bases. To better understand validity, Messick (1995) defines it as “nothing less than an evaluative summary of both the evidence for and the actual as well as potential consequences of score interpretation and use” (p. 742).

Test validation has been viewed differently by different scholars over the past few decades. Messick (1996), Bachman and Palmer (1996), and Kunnan (2004) three models of test validation have one aspect in common, which is consequences, that can affect test takers and teachers, society, and educational systems. This aspect of the three test validation models is what CLT focuses on, which is the impact and consequences of language tests in educational and political contexts as they are important and powerful tools for determining an individual’s future.

It can be inferred that CLT is interrelated with the development of language assessments, if assessment tools, i.e., rubrics are used appropriately, they will deconstruct power of tests. Shohamy (1998) supported the view that power of language tests must be shared with local bodies: test takers, students and teachers, so the assessment follows democratic principles and improves learners’ or test takers’ language proficiency. Thus, CLT may provide theoretical grounds for democratic language assessment. As noted above, Shohamy (1998) stressed the pivotal role of the social, cultural, political, educational and ideological factors that affect teachers and students in language testing. In this study, CLT is used as theoretical grounds by understanding EFL raters’ perceptions of rating and different factors that underline their performance through using holistic and analytic rubrics.

III. Literature Review

This section provides an overarching discussion of the literature related to the research topic. It reviews studies on historical overviews of writing assessments in the field of English language teaching. Moreover, it includes studies conducted in the Saudi EFL context on the issue of EFL writing assessment, and various types of rating scales; the definitions, advantages, and limitations of holistic and analytic rubrics. Finally, it reviews literature on factors influencing raters’ performance in rating writing essays using the two rubrics.

A. History of Writing Assessment

Writing assessment has been in existence for thousands of years, while writing composition started in the 1960s. The sons of the nobility in the period 111–771 BC prepared for Imperial Service with writing as a form of art among five others. University exams were orally conducted through the Middle Ages and until the late 19th century. Writing assessment underwent developments in US high schools and universities in the late 19th and early 20th centuries. US universities were influenced by Harvard University’s changes in replacing oral examinations with written exams. In the 1950s and 1960s, many educational assessment researches focused on “objective” testing. At the time of the emergence of this “objective” testing, there was a strong objection in the UK, particularly in Wiseman’s work (1949, 1956). Wiseman’s argument was rigorously for validity and what he called the “backwash effect”, more frequently called “washback”, which is the effect of testing on teaching (Hamp-Lyons, 2002).

Yancy (1999) portrayed the changes in writing assessment from 1950 onward in three waves, in which one wave contributes to another without a complete displacement of the previous wave. In the first wave (1950–1970), writing was assessed in the form of objective tests. During the second wave (1970–1986), holistic scoring took place. Finally, in the third wave (1986–present), writing assessment was, and is, done through portfolio and program assessment. In the first wave, students’ ability to write was evaluated through direct assessment and objective indirect assessment, which dominated the writing assessment practices of that period. This objective assessment of writing was in the form of multiple-choice questions, through which the students’ knowledge of word usage, grammar, and writing mechanics was tested. In the second wave, direct writing assessment came as a reaction to multiple-choice testing as each student produced a single writing sample that was “holistically” read and scored by trained readers. Moreover, these readers were asked to agree on specific scoring guidelines to give reliable scores. The last wave changed this trend, and students had to submit a collection of samples of their writing (portfolio) (Burkhart, 1999; Hamp-Lyons, 2002; Hout, 2003; Graham, 2000).

B. Writing Assessment Studies in the Saudi Context

Even though Saudi Arabia was never under the British empire, the Saudi government introduced the English language to its people 85 years ago, mainly due to the great expansion of the oil industry. Since English served as a lingua franca, the staff of the Arabian American Oil Company (ARAMCO, 1968) needed to acquire proficiency in English to communicate with the outside world. Similarly, people in general required to interact in English language with Muslims who annually visited Saudi Arabia to perform *umra* (a religious rite) (Al-Seghayer, 2005).

English is the only foreign language taught from kindergarten to higher education in the Saudi educational system (Al-Seghayer, 2005; Alshakhi, 2019). In addition, it is used as the medium of instruction in most universities’ technical, science, engineering, and medicine departments; industrial and governmental institutions; private and public organisations; private-sector job advertisements; and the media (Al-Seghayer, 2005; Shukri, 2014).

Several previous studies have tackled various issues related to the teaching and assessment of writing in the Saudi context (e.g., Aldukhayel, 2017; Alsamaani, 2014; Alshakhi, 2019; Ghalib & Al-Hattami, 2015; Hamouda, 2011; Obied, 2017). According to Alserhani (2007), traditional paper-and-pencil tests are still dominant in the teaching and assessment of writing in Saudi Arabia. Alserhani (2007) commented on the traditional grading system, stating, “According to the traditional grading system, writings are usually checked, given grades, and returned while students are passive participants in the assessment process” (p. 17). He highlighted the issues of teachers ignoring the writing process and being error-hunters rather than facilitators, which result in students’ low writing performance.

According to Ansari (2012), more than 50% of EFL students do not know how to write in English language, which can be attributed to the learners’ lower level of proficiency. There are several contributing reasons for Saudi students’ low EFL proficiency levels. For instance, Arab EFL learners in general, write like information reporters rather than knowledge transformers. Moreover, Arab students’ learning experiences during primary and secondary school often affect them negatively (Richardson, 2004). Furthermore, negative transfers from L1 to L2 writing result in unsatisfactory written production, short duration of terms, and the complexity of assessing writing (Hamouda, 2011; Hussein & Mohammad, 2011; Javid & Umer, 2014; Mohammad & Hazarika, 2016; Shukri, 2014). Al-Seghayer (2005) and Shukri (2014) attributed Saudi students’ deficiencies in writing to the traditional methods used in teaching, which consist of drills and structured writing exercises.

Obied (2017) explored the Saudi EFL teachers’ and students’ perceptions and beliefs about writing assessment at a university in Saudi Arabia. She distributed two slightly different questionnaires to both teachers and students, which asked the participants about their perceptions of the writing assessment and rubrics and the development of the writing assessment. The data from her study indicate that writing assessment is a sensitive issue, and there is resentment among EFL students as the majority reported unfair grading. While the students affirmed their need to learn about the rubrics prior to the writing exams to achieve high scores, the teachers declared that there was insufficient time to go through the rubrics with their students, especially in big classes. Furthermore, the teachers added that they were not consulted in the design of the rubrics for their courses.

C. Factors Influencing Raters’ Performance while Using Rating Scales

As previously discussed in the introduction, various factors may negatively affect the raters’ quality of rating. Factors such as teaching experience, raters’ fatigue, L1 influence, background, age and other factors. To ensure the validity and fairness of tests and test takers’ scores, it is critical to eliminate any factor that may negatively affect the raters’ rating performance. This section of the chapter presents some studies on various factors that impact the raters’ rating.

Lim (2011) examined how novice raters’ rating quality develops over time and the extent to which they maintain their rating quality. Lim’s study was a part of a larger longitudinal study in an English language institute at the University of Michigan, UK. He found that the novice raters’ severity and consistency were not distinguishable from those of the experienced raters, and their rating quality was a bit lower than their experienced counterparts. However, he demonstrated that, overall, the novice raters’ ratings quickly improved with time.

Mahshanian et al. (2017) conducted a study that examined the effect of fatigue on the accuracy of rating writing essays in an EFL context. Their study showed a significant influence of fatigue on the raters’ judgment and rating quality. That is, the more papers the raters rate and comment on, the more fatigued they become, and as a result, fatigue can endanger raters’ judgement.

Rating accuracy and quality in writing among EFL learners is critical in determining their English language proficiency. Raters have to follow scoring protocols and guidelines to provide unbiased and reliable ratings; however, despite that, little is known about the factors that may negatively affect the accuracy of rating. The importance of understanding these factors lies in their impact on the raters’ rating performance and on test takers’ scores accordingly. Therefore, the raters must be critical and aware of their own performance in order to avoid any negative impact on the test takers.

Research Question

What are the factors influencing EFL raters’ performance in rating writing essays using holistic and analytic rubrics?

IV. METHODOLOGY

This section discusses the methodology of this study, research design, context, participants, data collection instruments, data analysis methods, and ethical considerations.

A. Research Design

It is important to outline the research design that I have chosen for this paper and the way in which the instrument and the data yielded enable me to answer the research question. As this research uses the qualitative approach to answer the question *what are the factors influencing EFL raters’ performance in rating writing essays using holistic and analytic rubrics?* Moreover, the paper looked into teachers’ point of views and ideas; therefore, a qualitative interview-based approach was conducted in this study.

B. Context

This study took place at the women’s campus of the ELI at a Saudi University located in Jeddah, Saudi Arabia during the academic year of 2019/2020. The program includes four levels: level one (beginners), level two (elementary), level three (intermediate), and level four (advanced). In each level, students are taught all four language skills: listening, speaking, reading and writing, in an integrated way. Every level has goals and learning outcomes, but in all four levels, the focus is on improving students' sentence structure and enhancing their written English language. In addition, students are taught all the required grammar rules and vocabulary to write short paragraphs, therefore, there is a heavy focus on teaching writing skill. Writing is assessed through three timed essays in each level, in which they choose from two different prompts to write about in forty minutes. The writing assessment rubric has a five-point analytical scale, and each level has its own rubric. Almost each level's rubric focuses on the same areas which are: structure and length, content and cohesion, grammar and mechanics, and lexical range.

C. Participants

The participants of this study were selected through convenience sampling, which is the most common sampling method in L2 research. I selected participants purposefully for the study as they "have to possess certain characteristics that are related to the purpose of the investigation" (Dörnyei, 2007, p. 99). Another reason for choosing participants through convenience sampling is the need for individuals' rich insights, which is best achieved by 'purposeful' sampling (Dörnyei, 2007). Participants were female teachers (due to gender segregation in Saudi education system), who hailed from different nationalities, had different qualifications, and varied L1 backgrounds and numerous years of teaching experience. They were five native English speakers, four native Arabic speakers and two instructors who were speakers of other languages. The extent of their teaching experience varied; there were novices (6 years) and others who had up to 26 years of teaching experience. Three of them were PhD holders, three MA holders, and five bachelor holders (see Table 1). To ensure confidentiality, I referred to the raters with ID codes consisting of T+ a number (1 to 11) and pseudonyms.

TABLE 1
DEMOGRAPHIC INFORMATION ABOUT PARTICIPANTS

Name	L1	Years of experience in teaching EFL	Postgraduate qualifications	Education qualifications
T1 Laura	English	18 years	BA in Elementary Education MA in ESL	None
T2 Fatima	English	7 years	BA in Molecular Biology MA and PhD in Business	None
T3 Mila	English	7 years	System Analysis	Celta/TEFL/IELTS trainer
T4 Caroline	English	16 years	Modern European Studies MA in TESOL	Cambridge Certificate in Teaching English as a Foreign Language
T 5 Aliya	English	10 years	Business	None
T6 Natalie	Arabic	23 years	PhD in English Literature & TESOL	Special Diploma in Education in Testing and Evaluation
T7 Maryam	Arabic	26 years	BA in English	None
T8 Nicole	Arabic	8 years	BA in English	TEFL
T9 April	Arabic	6 years	BA in English MA & PhD in Education Technology	None
T10 Suzan	Other languages	20 years	BA & MA in English Literature	TEFL/TESOL
T11 Mary	Other languages	9 years	Mechanical Engineering	CELTA

D. Data Collection Instruments

To meet the primary research objective, data for the study were obtained from one main instrument: immediate interviews. To help participants produce useful data, I provided them with precise instructions and some training about the grading panel and the rating task at the beginning. The data collection process included individual interviews with all the participants. Meanwhile, I recorded the interviews using voice memos on my iPhone. This stage of the data collection process took about two hours.

The interviews were consisted of two phases; first phase was face-to-face interviews while the second phase was online, and took place few months later (due to Covid-19 and summer break at the university). I chose semi-structured interview which is easily controlled and flexible at the same time. In addition, a set of interview questions was written in advance with some follow-up questions. In addition, the participants were allowed to explain their thoughts and views on their experience of rating and the factors that usually affect their rating performance. Interview questions comprised two sections: the first section asked about background information/demographics, while the second one asked about the participants' rating experience related to holistic and analytic rubrics and what affects their rating decisions. The first section of the interview was needed to individual differences between instructors that may affect their rating practices, while the second section was designed to collect additional data on the writing assessment practices and related challenges. The second phase took place in later with some of the participants in order to clarify a few responses from the previous phase that required further exploration.

E. Data Analysis Methods

All interviews recorded and transcribed for the purpose of thematic analysis. First, I started identifying tentative or initial codes to describe the content of the interview transcripts. Then, I searched for identical patterns and themes across all interviews, and later defined and labeled these themes. Finally, I arrived at a final list of themes that described the data in a way that answered the research questions.

F. Ethical Consideration

This research project rigorously followed the institute's ethical guidelines throughout its process. Several ethical considerations were taken into consideration to ensure that the study was conducted in an appropriate manner. The data collection form was submitted to and approved by the Graduate Studies and Academic Research Unit at the ELI. Consent forms including a brief description of the nature of the study were distributed among the participants prior to start of the data collection process. The participants read the forms and signed them once they agreed to participate in the study. I reassured them about confidentiality and their right to withdraw at any point during the interviews if they wished. Moreover, I obtained their permission to record the interviews. It was further explained to the participants that their information would only be discussed with the supervisor. As mentioned earlier, to ensure confidentiality, I referred to the raters with ID codes consisting of T+ a number (1 to 11) and pseudonyms.

V. FINDINGS

This section answers the research question in one coding scheme (Factors influencing EFL raters' rating performance). A list of categories and subcategories for this coding scheme are listed below in Figure 1.

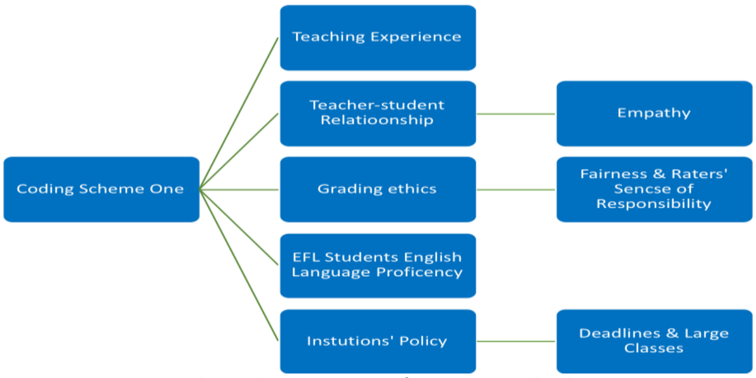

Figure 1: Coding Scheme One List of Categories and Subcategories

In the interview, the participants were asked about the factors that influence their rating performance. Their responses differed and accordingly five distinct themes emerged from the interviews' analysis.

A. Theme 1: Teaching Experience

There were nine responses to the question related to the effects of teaching experience on the participants' rating practices. They were asked if they had changed over their years of teaching experience and in what way? Multiple participants reported that their years of teaching experience has shifted their rating performance and changed them from being strict and firm raters to less strict and lenient sometimes. Aliya stated: "I am definitely not the person I started teaching. I've mellowed with time. I used to be stricter and now I am, I wouldn't say lenient, I would say less strict" (Interview 2). Another participant Mary also said:

> When I first came into teaching English, I think I had different expectations, but now after doing it for so many years, my outlook is different. I became more lenient. (Interview 1).

In contrast, Laura and Mary reported that they became stricter with time. Laura reflected on her rating experience and talked about how she became stricter by saying "I think I became a lot stricter over the years and you have to avoid nepotism or favoritism because you might be called to justify". She also added "I came from an environment where if they thought that the teacher was too lenient, they would question her" (Interview 1).

B. Theme 2: Teacher-Student Relationship

In addition to mentioning the effects of teaching experience on EFL raters' rating practices, interviews also elicited various ways of establishing relationships between the participants and their EFL students. The theme of a teacher-student relationship is described in two parts: a) empathy and b) boosting students' autonomy.

C. Empathy

The participants were asked during their interviews if their relationship with their students affects their rating decisions in any form. Field notes taken during each interview recorded that the participants tended to pause before answering this question. The delay in their responses to this question seemed to be more about the sensitivity of this topic or not wanting to be judged. The participants had different point of views about emphasizing with their students. During one of the interviews, Suzan reported:

> It affects all my other dealings except convictions of my formal exam papers and why, because I believe it's very important to have ethics in place, one of the reasons I was recruited as a teacher is because I value ethics. Anyone coming into this profession I believe, needs to be guided by ethics. And if I let, my relationships interfere with my work, then obviously that wasn't going to be ethical. And then in this case, we're talking about writing, yes, it doesn't get to in a way marking formal writing assessment, if it isn't assessment, I don't mind. (Interview 2).

Another participant, April, who is an Arab native speaker talked about how being a non-native EFL teacher affected her rating; "I think the second language teachers are more, let's say understandable, because we know the situation, we've been boxed by this situation of the second language learners" (Interview 1).

D. Theme 3: Grading Ethics

A third theme that emerged from the participants' responses pertained to grading ethics. Specifically, the participants discussed the responsibility they undertake while rating students' work and the urge to be fair enough when they give grades. These have been collected under the boarder idea of 'grading ethics'.

E. Fairness and Raters' Sense of Responsibility

Evidence of the importance of fairness in grading students' assignments or exam papers was reported by most of the participants, who highlighted instances such as being professional raters, students' future studies and jobs, and credibility issues. For example, Mary said this about the difficulties and challenges a rater might face to achieve fairness:

> In my very honest opinion, I don't think that we will ever be like a hundred percent fair when it comes to the grading of writing. I believe that everyone has his own personal coin in it. I think that this is something personal that teachers are not trying to be fair, but maybe even the more you are trying to be fair, the more it gets like you don't know how to decide. It's difficult. It's just the student, especially if you have in your mind that by giving her this grade, this will affect her GPA. (Interview 2).

Similarly, Mila stated:

> It's a struggle within yourself because you don't want to give a passing grade without any effort on part of the students. And you don't want to give them the grade just because for example, these girls are going into medicine and every form counts. So, you have that inside yourself thinking, okay, I don't want to mess up her chances of getting into medicine, but again, you don't want to send them off. (Interview 1).

Mila went on to say:

> And do you want someone who's working in the hospital who doesn't know how to read English? They're giving medicine, they're giving medical treatment and they can't read English. That can cause a problem. So that is in my head. These people are going to be doing research. These people are going to be saying that I taught them English. (Interview1).

Other participants also talked about giving unfair grades and their negative influence on students' performance. For example, Laura said: "we should be a little lenient and this is nice, but that doesn't benefit the students". (Interview 1). Similarly, Caroline commented on being professional in giving grades and helping students:

> I think they come to me and say, 'teacher, this is my last chance. Please help me'. But in the end, you know, we have to be professional and, you know there are issues of credibility here. So, I wouldn't say I'm generous. I want to be lenient. I do try to see what the students can do rather than what they cannot do. (Interview 1).

F. Theme 4: EFL Students English Language Proficiency

In addition to the previous themes which emerged from the participants' responses, a fourth factor that affects their rating practices was found. Four out of eleven participants believed that students' low English language proficiency and being EFL students is a factor that should be taken into consideration by EFL raters. Aliya described her experience in teaching EFL students and how it is different that ESL teaching, and the way it affected her teaching and rating practices.

> I've been in this country for long enough to understand the difference between ESL and EFL. So, it's very different from somebody who's studying English as L1, completely different as grammar, the vocabulary, and the way of teaching is different. I knew, I'm coming somewhere where English is not spoken. As, you know, not even as a second language. English is mostly spoken as a foreign language, so it's mostly EFL. So, I knew that, so bearing this in mind, it was easier to adapt to the teaching context. My background didn't really affect. The one thing that did affect, I will have to say is that I had to simplify my speaking to suit the needs of the students. (Interview 2).

Moreover, Caroline's statement is indicative of the belief that raters should take into consideration that these students are EFL students, and native English teachers or raters should have realistic expectations from them.

> The fact that they are EFL learners makes you feel anxious. It's very easy as a native speaker to think, Oh, dear, look at all of these spelling mistakes, look at all these punctuation mistakes and expect them to write something perfect, which we shouldn't do. You've got to be careful that you're not expecting too much of them simply because you're a native. (Interview 1).

Mila echoed this belief as well: "I take into account that they're learners of a foreign language and speak English as a foreign language, and not English as a second language. So, we need to take that into consideration that this is not their language". (Interview 1).

Mary also mentioned that the level of the students and the track they are in often affect her rating decisions and practices: "I'd say the level of your students. This is what I told you that it really depends on a lot. Whether I have a good group or a bad group, if I have general track students or science students". (Interview 2).

G. Theme 5: Institution Policy

As all educational institutions have plans developed to guide their actions, the ELI policies where the participants of this study work, influence their rating performance. Some participants expressed that having a big number of scripts to grade or not having an ample time to grade accurately, might negatively affect their rating decisions.

H. Deadlines and Large Classes

Aliya reported that unreasonable deadlines don't allow her to grade papers the way she wishes:

> Time is a big factor. You are given some time, too many papers to grade. And I remember, I had over 60 or 70 copies to grade over a weekend. It was too much. Then of course, my concentration doesn't remain the same. (Interview 2).

Mary explained how she gets affected by grading the number of papers. She talked about her different rating experiences when having a few or many papers to grade:

> How to say that kind of feeling that you have, like, I only have 15 papers. So, I take my time and I really relax during that and so on. But if I have 43 scripts, I have to divide them on two days and you know, like I've read so many things and even the things that I read, they influenced you somehow. So, I believe that the number of the papers you have to grade influences you as well. (Interview 2)

Suzan also affirmed that time is an important factor. She said:

> One of the things that genuinely affects me, what I shared previously were like circumstantial things that generally affect me. For example, the administrative demands and this, I believe plays a real role. So, for example, if the administration is going to be like, you have to submit that by tomorrow, or like, you know, just immediately after the weekend. I think it's very unfair and it definitely affects my performance because it is not possible to be human and, you know, like correct, 30 or 40 papers back-to-back and do justice to everyone. So, time is a main factor. (Interview 2).

VI. DISCUSSION

This section aims to discuss the results in the light of the reviewed literature previously. This study set out with the aim of exploring the factors that affect EFL instructors' rating performance.

With respect to the research question, which aimed to identify the factors influencing EFL raters' rating performance, five distinctive factors were found. These factors are: teaching experience, teacher-student relationship, grading ethics, EFL students' English language proficiency, and institution's policy. This question looks into the raters' performance from different aspects; their emotions and feelings while rating students' writing, and any aspect that may have an influence on them while rating.

The findings of this study confirmed the effect of the teachers' teaching experience on their rating performance, as nine responses out of eleven confirmed that they became less strict with time. Only two participants, Laura and Mary were the opposite as Laura said: "I think I became a lot stricter over the years and you have to avoid nepotism or favoritism because you might be called to justify" (Interview1, 2020). This finding contrasts with Lim's (2011) conclusion who found no distinct differences between novice and experienced raters' severity while rating. A possible explanation for these different findings might be due to the different context where the study took place, the participants' backgrounds, educational level, and native language. Hence, future studies will most likely reveal different results.

In the current study, most of the participants highlighted a significant factor which is the importance of being as fair as possible to their students while rating their writings as this is an important part of being an ethical and professional EFL rater. This result ties well with the theory we foregrounded in this study, the CLT that considers the impact of tests on learners by discussing fairness and bias in language testing.

In addition, the findings showed a high level of responsibility towards giving students what they deserve as this will affect their future learning and professions. Mila commented saying:

> And do you want someone who's working in the hospital who doesn't know how to read English? They're giving medicine, they're giving medical treatments and they can't read English. That can cause a problem. So that is in my head. These people are going to be doing research. (Interview1, 2020).

As an EFL rater, I totally agree with this belief, it is my responsibility as a rater to be fair and responsible as my rating will affect the students' future. In my personal opinion, language testers have a huge responsibility on their shoulders, as Shohamy said "the conflict between professionalism and morality, and the unequal power relations between test makers and test takers" (p. 331). I also believe that rubrics make assessing students' work efficient, consistent and objective, and provide them with a clear understanding of what is expected from them and as a result, they improve their overall learning.

The participants' sense of fairness and justice confirmed in this research study highlights the power of rubrics as guiding principles while rating. According to Shohamy (1998), tests can move beyond concerns over validity and reliability issues in language assessment as they are vehicles affecting political, educational, and social domains. Tests are potentially used by testers in authority to control, manipulate, or change individuals, institutions, and society at large. They are also used as powerful turning points in test takers' lives such as passing a course, attending a university, getting a job etc. Thus, CLT calls for democratic testing practices in order to reduce the negative impact of tests on individuals and society at large. As shown in the excerpt above by Mila, the participant revealed her awareness of the effect of using rubrics strictly on students' future and on the society in general, therefore, this implies that from CLT perspective, having an accurate testing tool will result in fair and just students' evaluation. The participants' awareness of their assessment practices is what CLT came as a movement, for CLT raises testers' awareness of their own rating practices and results in more justice for test takers.

Moreover, several participants, especially non-native English raters admit that they sympathize with their EFL students, as they have been through a challenging language learning experience themselves. A number of native English instructors also indicated that the low English language proficiency and the fact that these learners study English as a foreign language should be taken into consideration. For example, one native-English speaker participant, Caroline, stated that:

> The fact that they are EFL learners, anxious, Um, it's very easy as a native speaker to think, Oh, dear, look at all of these spelling mistakes, look at all these punctuation mistakes and expect them to write something perfect, which we shouldn't do. You've got to be careful that you're not expecting too much of them simply because I am a native. (Interview1, 2020).

However, the effect of this sympathy does not exceed classroom teaching and informal assessment. This finding is in agreement with the study's theoretical framework, CLT. CLT perceives testing as tools that are related to social and educational contexts, however, they are designed to minimize the negative consequences of tests if used appropriately. In this study, even though the participants listed several factors underling their rating performance, the existence of rubrics reduced the effect of these factors on students' scores which resulted in giving fair grading.

The last factor that influences EFL raters' performance, according to several responses, is the institution's policy. More specifically, being asked to rate a large number of papers in a short time as raters may not be able to rate all papers equally with the same concentration. These responses imply that EFL institutions or schools are encouraged to devote an ample time to raters to ensure an equal and fair grading process. Take Aliya for example talking about the negative consequences of having a short deadline:

> Time is a big factor. You are given some time, too much papers to grade. And I remember, I had over 60 or 70 copies to grade over a weekend. It was too much, then of course, my concentration, it's not the same. (Interview2, 2020).

In this respect Suzan added:

> One of the things that genuinely affect me, what I shared previously were like circumstantial things that generally affect me are, for example, the administrative demands and this, I believe plays a real role. So, for example, if the administration is going to be like, you have to submit that by tomorrow, or like, you know, just immediately after the weekend, I think it's very unfair and it definitely affects my performance because it is not possible to be human and, you know, like correct, 30 or 40 papers back to back and do justice to everyone. So, time is a main factor. (Interview2, 2020).

The findings illustrate that heavy workload can negatively impact raters' and students' performance. Raters may have to provide students with inaccurate rating or feedback, harsh or easily unjustified grading, etc., due to the unmanageable workload they have to handle and the pressure they feel.

VII. Conclusion

The findings of the study evidently suggest that EFL educational institutions should give raters adequate time to rate and provide the appropriate rating criteria that suit the learners' level and language proficiency. Moreover, EFL raters should adhere to the given rubric, give their feedback on the effectiveness of these rubrics, share the rubrics with their students, and provide suggestions for rubrics' improvements if needed. Finally, the findings of this study contribute to the body of literature on the effects of rubrics on EFL instructors' rating performance, their overall teaching and assessment practices, and the EFL learners' learning outcomes.

Language assessment is of importance to practitioners in all fields of education. This work may have some implications for all educators. It proposes that all stakeholders in language teaching/assessment contexts need to be aware of the role of raters, their different attitudes towards rating or rubrics, and their understanding of the rating criteria assigned to them.

Course managers need to think carefully about what form of rating to use for exam/test purposes. There needs to be forms of language assessment that is consistent with teachers' and course managers' instructional goals and with learners' learning development.

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Exploring the Online EFL Classroom Ecology of Middle Schools During the COVID-19 Lockdown

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***Abstract*—The outbreak of COVID-19 has induced an abrupt shift from face-to-face instruction to online delivery mode for academic continuity. This research aims to explore the ecology of the pandemic-induced online English as foreign language (EFL) classrooms in Chinese middle schools and perceptions held by the English teachers, students, and parents. By analyzing data collected from 10, 576 questionnaires and eleven interviews, this study revealed how these participants played their respective parts in online EFL classroom ecology. Also, it was found that teachers' evaluations of students' learning performance (learning engagement and outcomes) and teacher-student interactions (in-class interaction, after-class interaction, and teachers' feedback about homework) and their overall satisfaction of the online EFL classrooms were lower than that of the other two groups. In addition, major concerns of the participants about online EFL teaching and learning were identified, such as students' vision damage and inadequate self-discipline, lack of face-to-face communication, and unstable Internet connection. Through presenting and discussing the research findings, this study is expected to provide implications and insights for foreign language educators, learners, and parents worldwide in adapting to online classrooms during public crises.**

***Index Terms*—classroom ecology, EFL, participation, perceptions, COVID-19**

I. INTRODUCTION

The COVID-19 pandemic impacted instructional delivery and academic continuity all over the world in early 2020 (Moser et al., 2020). Online education was considered an effective alternative to traditional classroom teaching during the pandemic because of its flexibility in time and place (Dong et al., 2020; Moser et al., 2021; Yang et al., 2020). However, in the field of foreign language education, which requires multiple interactional opportunities (Cui, 2021), insufficient research is conducted on how English as foreign language (EFL) courses are delivered online during the COVID-19 crisis. Existing studies have paid attention to college teachers' or students' experiences in and perceptions of online classes (Osamudiamen et al., 2021; Patricia, 2020), but little is known in middle school settings. How educators, students, and even parents reacted to the abrupt shift to online EFL education modes in middle schools is under-researched.

In China, an emergency plan called "Suspending Classes without Learning Termination (SCWLT)" was launched in February 2020. By April 8th, 2020, it was reported that about 270 million students in China have been engaged in online classes during the COVID-19 lockdown (Cen et al., 2020). This study was conducted in the city of Yichang, which is a middle-sized city of Hubei province with 401.76 million population and 300 km away from Wuhan. The city was locked from January 25th to March 13th, 2020. Under this context, this study intends to (1) promote a better understanding of online EFL classroom ecology of middle schools in China during the lockdown, (2) enrich the ecological education theory by taking parents, another key role of online education, into consideration, and (3) provide insights for formulating worldwide educational countermeasures during the pandemic. In order to achieve the above three goals, we adopt quantitative and qualitative methods and propose the following two research questions:

RQ1: How do middle school teachers, students, and parents in China participate in online EFL classrooms during the COVID-19 lockdown?

RQ2: What are the perceptions of online EFL classrooms by middle school English teachers, students, and parents in China during the COVID-19 lockdown?

II. LITERATURE REVIEW

A. Classroom Ecology

The theory of classroom ecology describes the classroom as an organic, complex, and unified micro-ecosystem, similar to a biological ecosystem (Bronfenbrenner, 1976; van Lier., 2004). Chang and Guetl (2007) proposed that a classroom ecology system is composed of two types of units – biotic units and abiotic units. The former refers to the living members such as teachers and students, while the latter represents the non-living parts (i.e., the environment, including tools, technology, facilities, curriculum, etc.). Akin to the biosphere, a slight change of one unit may affect the educational system as a whole (Hastie, 2016), and the interrelationships among different units are the research focuses (Tudor, 2001; van Lier., 1997). Extending the traditional classroom ecology theory, this study considers parents as another participatory unit and explores the three-dimensional model involving teachers, students, and parents in this online classroom ecology under the specific pandemic background. As one of the stakeholder groups, middle school parents play important roles in promoting basic education informatization (Kong, 2017; Lubis & Lubis, 2020). What's more, many parents worked at home because of the pandemic lockdown, which made it possible for them to be a more active part in their children's online learning.

B. Online Learning

Online learning is based on the use of electronic equipment or network-based training facilities (Rapanta et al., 2020; Sangrà et al., 2012; Sharma & Kitchens, 2004). Advantages of online learning have been documented in existing studies. For example, it encourages students to make personal study plans according to their learning styles and endows students with great learning autonomy (Butler, 2012; Jamalpur et al., 2021). In addition, online education allows students to have easy access to teachers' instruction and be exposed to educational environments regardless of where they are (Butnaru et al., 2021; Lehmann & Chamberlin, 2009). Despite these positive effects, problems emerge in adopting online delivery mode. This instructional approach causes the absence of face-to-face interactions between students and teachers, where students could be more passive in learning (Hrastinski, 2008; Joshi et al., 2020). Students complain about technical hindrances such as unstable connections and inadequate support of hardware and software (Nkonge & Geuldenzolph, 2006), while teachers report their nonproficient digital skills, additional preparation time for designing a course, and students' procrastination in online learning environment (Keengwe & Kidd, 2010).

Different from planned online instruction, emergency remote instruction requires unique approaches to teaching and learning (Hodges et al., 2020; Moser et al., 2021). The abrupt shift to online delivery in crises intends to provide temporary access to instruction without deliberate and advanced design (Hodges et al., 2020). As emergency remote instruction manifests differently in divergent contexts, it is of great value to delineate the picture of the online educational ecosystem created by the outbreak of COVID-19 when a large number of online students were involved but the digital transformation was quite rushed (Cen et al., 2020; Hodges et al., 2020; Moser et al., 2021).

C. Online Foreign Language Education

Online foreign language education has been found to minimize learners' anxiety (Alhamami, 2019), enrich their learning experiences (Chen, 2017), and increase student-centered activities (Bower, 2017). However, since foreign language may serve as both the instruction and subject matter, teaching and learning online can pose additional challenges for language educators and learners. For foreign language teachers, online teaching influences their traditional communicative teaching paradigm and alternates the way of detecting learners' multimodal feedback about language connotation processing (Gao & Zhang, 2020; Moorhouse et al., 2021). Also, an effective online foreign language class requires teachers to command solid pedagogical knowledge and skills in explicitly elaborating various language-related content, such as grammar, vocabulary, and cross-cultural information (Moorhouse et al., 2021). Moreover, it is found that the increasing popularity of online English learning in China demands an upgrading technological competency among Chinese EFL teachers (Huang et al., 2021).

For Chinese middle school students, who take English as an exam-based compulsory course, online English learning requires self-regulation competencies and autonomous learning abilities (Pan & Block, 2011). Problems may emerge in the sudden transition to online English learning because of the absence of face-to-face instructions from teachers. In addition, researchers found that students need to develop behavioral, cognitive, and affective skills to complete online foreign language learning tasks (Luan et al., 2020; Moorhouse et al., 2021). In China, parents highly value their children's English learning and invest heavily in that (Tong et al., 2021). Since parents' active engagement positively affects students' academic success (Marchant et al., 2001), Chinese parents' involvement could be helpful to their children's online English learning.

To comprehensively understand the online EFL classroom ecology in Chinese middle schools, the role of participants including English teachers, students, and parents needs to be well investigated. It is worth exploring how these stakeholders of EFL education dealt with the aforementioned deficiencies and challenges when they switched to online delivery mode during COVID-19 lockdown.

III. METHODOLOGY

This study adopted quantitative and qualitative methods by conducting surveys and semi-structured interviews. To enhance communication quality, all data were collected in Chinese.

A. Sample

A total of 10, 576 questionnaires were collected from all the 14 middle schools, where online EFL teaching was fully enacted, including 420 from English teachers, 5, 556 from students, and 4, 600 from parents. The participants' demographic information is illustrated in Table 1. In addition, five English teachers were recruited to participate in semi-structured interviews considering their gender ($N_{t\text{-}male}$=1; $N_{t\text{-}female}$=4), current teaching grade ($N_{t\text{-}7th}$=1; $N_{t\text{-}8th}$=2; & $N_{t\text{-}9th}$=2), education degree ($N_{associate}$=2; $N_{bachelor}$=3), and years of teaching ($N_{\leq 10}$=1; $N_{11\sim 19}$=2; & $N_{\geq 20}$=2). Six students were recruited considering their gender ($N_{s\text{-}male}$=3; $N_{s\text{-}female}$=3) and grade ($N_{s\text{-}7th}$=2; $N_{s\text{-}8th}$=2; & $N_{s\text{-}9th}$=2).

TABLE 1
DEMOGRAPHIC INFORMATION OF SURVEY RESPONDENTS

Participants	Category	N (%)
English Teachers		
Gender	Male	65 (15.48)
	Female	355 (84.52)
Teaching Grade	Seven	127 (30.24)
	Eight	132 (31.43)
	Nine	161 (38.33)
Education	Associate degree	32 (7.62)
	Bachelor degree	367 (87.38)
	Master degree and above	21 (5)
Years of Teaching	≤5 years	61 (14.52)
	>5 years, ≤10 years	43 (10.24)
	>10 years, ≤15 years	54 (12.86)
	>15 years, ≤20 years	58 (13.81)
	>20 years	204 (48.57)
Students		
Gender	Male	2, 655 (47.79)
	Female	2, 901 (52.21)
Grade	Seven	2, 182 (39.27)
	Eight	1, 651 (29.72)
	Nine	1, 723 (31.01)
Parents		
Gender	Male	1, 454 (31.61)
	Female	3, 146 (68.39)
Children's Grade	Seven	1, 959 (42.59)
	Eight	1, 256 (27.30)
	Nine	1, 385 (30.11)

B. Instruments

Three surveys for English teachers, students, and parents were designed respectively. Besides the identical introduction of research purpose and respective demographics queries, three surveys have different focuses: English teachers' and students' surveys investigate their respective experiences and perceptions about online teaching and learning, while parents' survey concerns their participation in and perceptions of their children's online EFL learning. The internal consistency of the Likert scale items in each of the three surveys was measured, and the reliability for English teachers', students', and parents' surveys were 0.92, 0.94, and 0.96 respectively, which indicate a strong internal consistency (Hair et al., 1998; Nunnally, 1978). The interview questions for English teachers and students were designed to elicit more detailed responses with different emphases as well.

C. Data Collection and Analysis

Before the formal distribution, all three surveys were handed out to three small-scale target groups for a pilot study. After the modification of a few wording issues based on the feedback, the surveys were distributed online through a platform named "Wenjuanxing" (www.wjx.cn) from March 18th to March 25th in 2020. Through the help of Yichang Education Bureau, the survey links were sent to the English Teaching & Research Groups at all middle schools of the city. Then, the English teachers, students, and parents were invited to finish the questionnaire voluntarily and independently. Their participation and responses were assured anonymity and confidentiality. From March 28th to April 2nd in 2020, eleven interviews were conducted through online voice calls, and each one lasted approximately 20-30 minutes. Before data collection, all participants signed the consent form. No financial compensation was paid to these participants who were instead informed of their contributions to the EFL research community.

After all the data were collected, both quantitative and qualitative data analyses were conducted. First, the quantitative data, collected by the survey, were analysed by using the software SPSS 24. Descriptive statistical analysis and Kruskal-Wallis Test were conducted to reveal how English teachers, students, and parents participated in online EFL classrooms and perceived this learning mode. Second, the qualitative data, collected from the interview, were transcribed, and content analysis was used for identifying valuable information responding to the research questions.

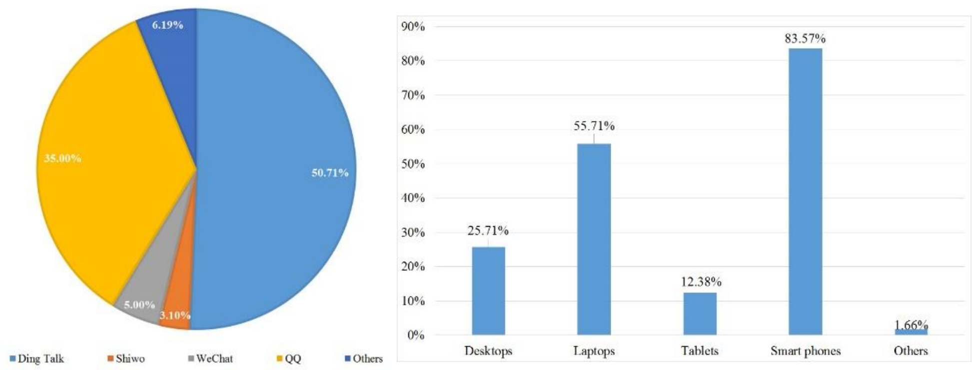
After carefully reading the transcript data, we coded the data and sorted them into potential categories, which were further refined and labeled.

IV. RESULTS

A. Participants in the Online EFL Classroom Ecology

1. English Teachers

The results depicted how English teachers delivered and organized online EFL lectures during the Covid-19 lockdown. It was found that 14.05% of the surveyed English teachers had online teaching experiences before the pandemic, and more than half (55.95%) of the teachers had received technical training from their schools about dealing with the abrupt changes in teaching. Figure 1 (a) shows that multiple types of software were adopted, including Ding Talk, Shiwo, WeChat, and so on. In terms of hardware, 39.52 % of teachers were equipped with more than one device for online teaching, including desktops, laptops, tablets, smartphones, and so on, as presented in Figure 1 (b). About two-thirds of the English teachers (64.29%) employed live class, a few (11.67%) recorded the lectures in advance, and the rest (24.04%) used public online course clips made by other teachers. During the class, 23.8% of the teachers opened their cameras to show their images to the class and 27.62% made explicit explanations with hand drawing. As explained by interviewee Li (Teacher 1) in the interview, “I find it not easy to write to students in online classes, much more difficult than using a blackboard offline.” As many as 85.48% of teachers reported that they used less than two hours in preparing offline lessons, and 14.52% used two hours and above; but when they prepared the online ones, the proportion of the corresponding two groups was close, 51.9% and 48.09% respectively. Interviewee Xie (Teacher 3) illustrated his experience in the interview, “I spent more time in designing my online classes to make them as interesting as possible.” Another participant, Qin (Teacher 5), expressed her concerns about online teaching preparation, “I felt frustrated when my online classes didn't go as well as expected, although I had put a lot of efforts in preparing them and approximating previous school teaching.”



(a) (b)

Figure 1. Software and hardware used for online EFL teaching

2. Students

The results demonstrated that 78.74% of the surveyed students had previous online English learning experiences. 98.67% had an Internet connection and at least one electronic device at home for online learning, while the rest got access to online classes by using the Internet or hardware of others, such as neighbors or community offices. Under this online English learning context, 78.8% of the students indicated that they were able to follow the English teacher’s instruction and finish the online learning tasks on time. Figure 2 shows students’ frequency of being fully concentrated in EFL classrooms, indicating that 28.09% of them could not always follow the English teacher. In the interview, interviewee Shu (Student 1) explained, “the teacher’s explanation about long or complex English sentences made it hard for me to follow.” The data also show students’ first choices to address questions in online EFL classrooms: about one-third (36.16%) of them searched answers on the Internet independently, another one-third (32.96%) turned to their English teachers, 28.01% talked to their classmates, and 2.8% gave up. Although students were able to communicate with their teachers and classmates, they still had difficulties in solving language learning problems. Interviewee Tu (Student 4) said, “it is hard to clarify my questions about English well online, which is less effective than in real classrooms.”

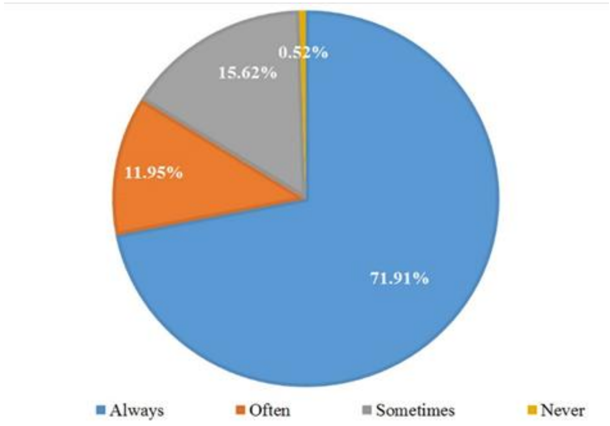


Figure 2. Frequency of students being fully concentrated in EFL classrooms

3. Parents

The quarantine policies during the pandemic made it possible for many Chinese parents to spend more time with their children at home. 88.02% of the surveyed parents reported that they were invited to participate in online classroom management by their children's English teachers. As demonstrated in Figure 3, about one-third (33.39%) of the parents were always present in online EFL classrooms with their children and about three-fifths often (32.02%) or occasionally (28.13%). However, English teachers believed that parents' support could be enhanced. 67.86% of them agreed that parents did not effectively support their children in online EFL learning. In the interview, interviewee Xie (Teacher 3) expressed the doubt about parents' qualification in assisting in students' English learning at home: "Some parents' English literacy was not good, and they didn't know how to cooperate with the teachers."

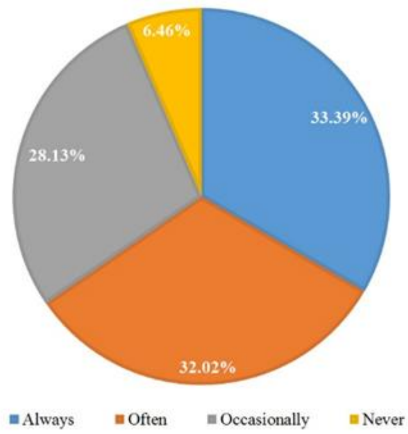


Figure 3. Frequency of parents participating in online EFL classrooms

B. Teachers, Students, and Parents' Perceptions of Online EFL Classrooms

1. Students' Learning Performance

In terms of students' learning engagement and learning outcome in online EFL classrooms, the results in Table 2 indicate that the mean scores of English teachers were lower than three (neutral), while that of students and parents were above three. Kruskal-Wallis Test shows that the evaluations among the three groups were significantly different (Adj. $p < .05$). Parents evaluated their children's EFL learning engagement lower than students themselves, while the results of learning outcomes were the opposite.

TABLE 2
PERCEPTIONS OF STUDENTS' EFL LEARNING ENGAGEMENT AND OUTCOME

Aspect	Groups	Mean	Kruskal-Wallis Test	
			Paired Test	Adj. Sig.
Learning engagement	T*	2.82	T-P	.000**
	S	4.28	T-S	.000**
	P	3.99	S-P	.000**
Learning outcome	T	2.89	T-P	.000**
	S	3.87	T-S	.000**
	P	4.10	S-P	.000**

*T: Teacher, S: Student, P: Parent
** p<.05

2. Teacher-Student Interactions

The three groups' perceptions of teacher-student interactions in terms of in-class interaction, out-of-class interaction, and teachers' feedback on homework were examined. Table 3 shows that English teachers' mean scores were significantly lower than that of students and parents in all three aspects (Adj. p<.05). Also, parents' mean score was significantly higher than students' regarding the after-class interaction, and their perceptions about the other two interaction aspects had no difference.

TABLE 3
PERCEPTIONS OF TEACHER-STUDENT INTERACTIONS IN THREE ASPECTS

Aspect	Groups	Mean	Kruskal-Wallis Test	
			Paired Test	Adj. Sig.
In-Class Interaction	T	3.54	T-P	.000*
	S	4.23	T-S	.000*
	P	4.27	S-P	.281
After-Class Interaction	T	3.8	T-P	.000*
	S	4.02	T-S	.000*
	P	4.36	S-P	.000*
Feedback about Homework	T	3. 11	T-P	.000*
	S	4.52	T-S	.000*
	P	4.54	S-P	.147

*p<.05

3. Overall Satisfaction

As demonstrated in Table 4, English teachers, students, and parents positively evaluated the online EFL classrooms in general as the means of their satisfaction were all above three out of five (very positive) based on the Likert scale. However, the Kruskal-Wallis Test shows that the three groups significantly varied in their overall satisfaction (Adj. p<.05), and from the lowest to the highest are: English teachers, parents, and students.

TABLE 4
OVERALL SATISFACTION OF ONLINE EFL CLASSROOMS

Groups	Mean	Kruskal-Wallis Test	
		Paired Test	Adj. Sig.
T	3.33	T-P	.000*
P	3.9	S-P	.000*
S	3.99	T-S	.000*

* p<.05

4. Major Concerns

Figure 4 shows the major concerns of three groups regarding online EFL classrooms during the lockdown. Some proposed concerns include teachers' worries about their eyesight, students' complaints about lacking learning atmosphere, and parents' worries about their inability of helping their children with English learning. Besides these concerns, 58.86% of students and 75.85% of parents suggested that teachers should repeat the online learning content when schools were reopened. However, English teachers did not reach a consensus regarding this issue with only 50.71% supporting the suggestion. Interviewee Qin (Teacher 5) was unwilling to lecture on the same content and she explained, "there won't be enough time if we have to cover both of the old and new knowledge based on the fixed curriculum".

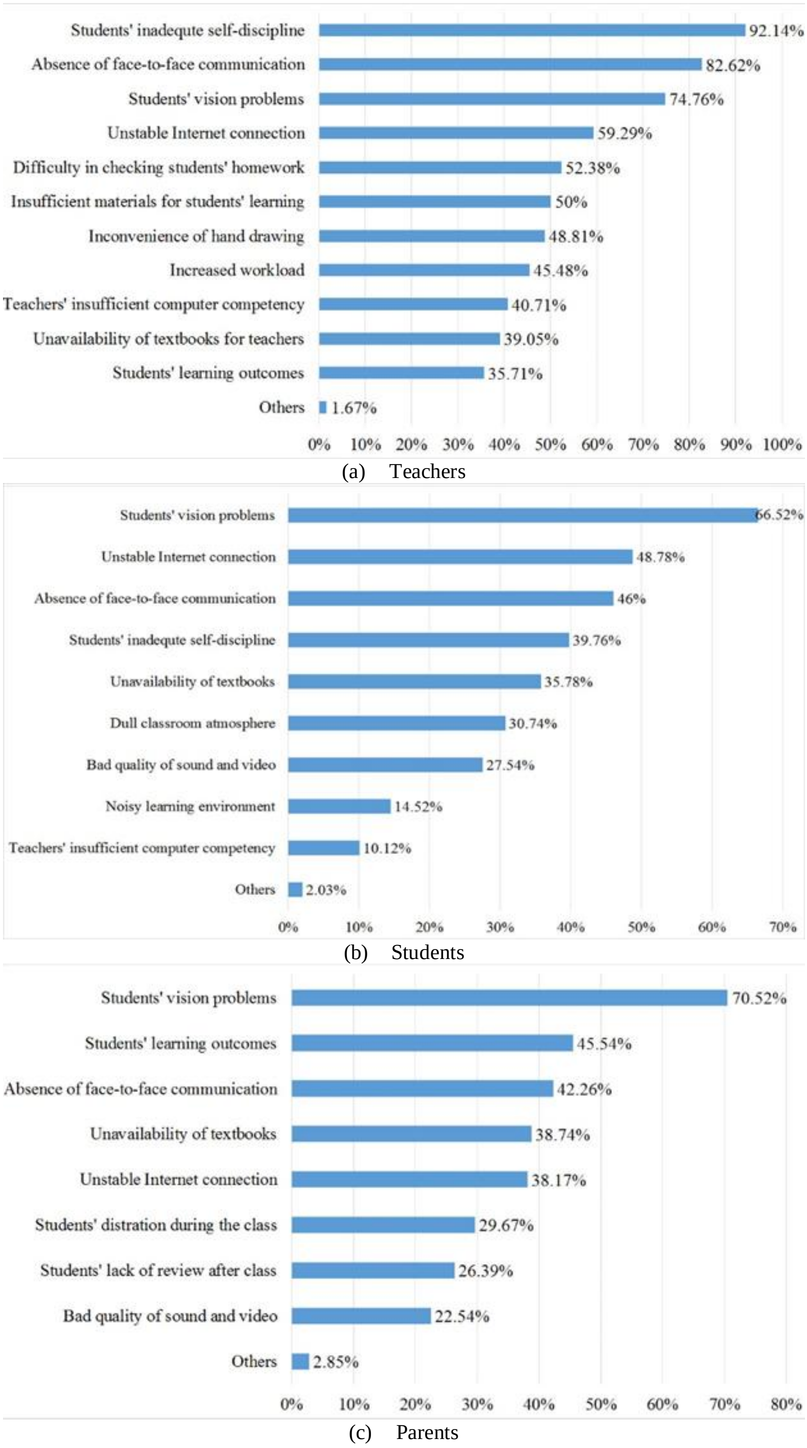


Figure 4. Major concerns about online EFL classrooms from three groups of participants

V. Discussion

Through surveys and semi-structured interviews, this study illustrated the online EFL classroom ecology during the COVID-19 lockdown and perceptions of this delivery mode held by English teachers, students, and parents. Although the non-living components of the online EFL classroom ecology, including Internet connection and electronic devices, were inconvenient to some students, this did not threaten the classroom ecological balance significantly. The living components, i.e., English teachers, students, and parents, also adapted themselves to this abrupt change in different ways and contributed to the online classroom ecology. When middle school foreign language education turns to online due to the sudden public crisis, the characteristics of this subject and learners pose a challenge to the realization of effective teaching and learning. We need to specifically identify the problems of the online EFL classroom ecology and explore potential solutions.

The data reveals that English teachers' teaching practice was reshaped dramatically during this health emergency. Although about 15% of them had previous online teaching experience and half of them had received training and support at different levels, they struggled with increased workload of online class preparation, online teaching tools, and the anxiety caused by such problems. In light of this, future language teacher training could consider expanding the scope of trainees and enhancing programs of technology-related pedagogy and stress coping strategies. Echoing suggestions by Gyampoh (2020), education institutions should consider developing various training on teachers' online teaching ability to deal with the possible changes in the way of emergency teaching. Given that language acquisition requires considerable communication and interaction (Mackey, 2020; Pishghadam et al., 2019), foreign language teachers might need to pay special attention to exploring effective pedagogy in emergency-induced online language education.

The data also shows that students' learning experience was impacted by this abrupt change. About one-third of the students had difficulties in concentrating on the online EFL lectures. Language teachers may consider exploring multiple ways to enhance students' online learning engagement, such as employing student-centered activities (Parsons et al., 2018), applying storyline-oriented instructional designs (Ahlquist, 2015), involving game-based teaching interventions (Yin & Chen, 2020), etc. Since taking online classes allows students to have easier access to diverse learning resources, which could also be a potential distraction, teachers should provide students with more guidance on Internet information discrimination and independent study ability development. Meanwhile, parents may play a more active role in helping their children with online classroom engagement and process negative emotions related to online EFL classes.

Moreover, this study identified parents as another active participant in the online EFL classroom ecology during the lockdown. The findings revealed that more than half of parents could always or often accompany their children in online EFL classes, showing their willingness to be involved. Previous findings explained that Chinese parents tend to devote effort to the educational process since they highly value their children's academic achievement (Cheung & Pomerantz, 2011). Also, parental involvement in academic activities is one of the predictors of students' English learning achievement (Wang, 2015). Despite parents' frequent participation in online EFL classrooms, English teachers indicated there was a mismatch between parents' assistance and students' learning and expected more effective involvement of the parents. Taking parents' willingness and capability into account, teachers may consider designing some home-based English learning activities with parent-friendly instructions, such as reading aloud, singing songs, and playing games (Dixon & Wu, 2014; Tong et al., 2021). Meanwhile, teachers should balance the expectations and be aware of the limitations in parents' engagement resulting from lacking time or English literacy. Promoting a mutual understanding and collaboration between teachers and parents seems necessary for offering better academic and psychological support to students in such a critical time.

In addition, this study finds that English teachers, students, and parents generally held a positive view of online delivery mode during the lockdown. However, English teachers' rating was lower than that of students and parents. Likewise, the teachers were less satisfied with students' learning performance and teacher-student interaction than students and parents. The discrepancy in the perceptions of students' learning performance necessitates the development and implementation of comprehensive academic assessments suitable for online EFL education contexts, so that all these three groups can be informed of the learning progress in straightforward and simultaneous ways. The lower evaluation of interaction from teachers could be impacted by their insufficient experiences in online teaching. Some of them might attempt to replicate or approximate school classrooms activities, but the interaction effects could not reach their expectations. However, students' and parents' high evaluation suggested that teachers could be less anxious about online EFL classroom interaction. There were also some differences in teachers', students', and parents' major concerns about online EFL classrooms. English teachers expressed their higher concerns about students' lack of self-control in online learning. They could try to explore effective approaches to cultivating students' self-regulatory beliefs and habits with joint efforts of parents (Zimmerman, 2002). Students and parents were more concerned with students' vision damage. The alternatives include shortening the online session duration and monitoring students' technology use (Dong et al., 2020; Nouwen & Zaman, 2018). Both teachers and school policymakers need to carefully address this issue in future program designs (Dong et al., 2020). Besides that, students were more concerned with unstable Internet connections as their learning experiences were directly related to it. Teachers can pay attention to these technical issues constantly and provide recorded lectures after class. It is noteworthy that all three groups worried about the lack of face-to-face communication and learning materials such as textbooks. English teachers should consider showing their images more often, encouraging students to do so as well, and incorporating verbal and non-verbal interactions to enhance simultaneous exchanges (Cheung, 2021). Besides, more online English learning materials, like E-books, should be developed and prepared in case of emergency-induced online learning.

VI. CONCLUSION

The abrupt switch to online EFL classrooms during the COVID-19 lockdown has posed great challenges to different participants. Aiming to promote a comprehensive understanding of emergency EFL online education in China and provide insights for language educators worldwide, this study explored the unique classroom ecology by investigating the participation and perceptions of middle school English teachers, students, and parents in Yichang, Hubei. The findings depicted how these three groups adapted themselves in this online delivery mode and their perceptions towards it. English teachers' evaluations of students' learning performance, teacher-student interactions, and overall satisfaction were lower than that of the other two groups. Meanwhile, the three groups have some shared and different concerns about online EFL classrooms. In the end, implications drawn from the above findings were discussed from several perspectives, including teachers, parents, school policymakers, and learning material developers. This study has two limitations. First, as we failed in recruiting any parents in interviews, this study lacks qualitative data from parents' perspectives. Second, the self-reported data from surveys and interviews may have a socially desirable bias (Dong et al., 2020). Future studies may consider involving in-depth data from parents and adopting other methods such as in-class observations or peer evaluations for data triangulation.

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Lexical Quantors: From Term to Discursive Practice

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***Abstract*—The paper looks into the emergence of terms and neologisms related to COVID-19 outbreak, which are treated as lexical quantors (LQs). A LQ, as a linguistic nominative unit, reflects the amount of language knowledge (LK) represented in a certain segment of language worldview (LWV). It is represented by a word or a phrase, which constitutes some quantum of information to designate a certain segment of LWV. It has a systemic character and is reflected in the semantics of a linguistic unit. This research is aimed at exploring COVID-19 lexical quantors both in terminological and general vocabulary aspects and it defines the major language concepts for special purposes (LSP). It is characterized by the word formation means expressing all types of LK with the prevalence of a denotative special meaning. General COVID-19 lexical units employ all word formation means to render both denotative and connotative components of LQs meanings revealing also social, cultural, and axiological aspects of LK. The boundary between COVID-19 terminology and general lexical units is quite blurred when the transition from one layer of vocabulary to another is observed. Word formation is viewed as the process of constructing LQs in terms of aggregated, condensed and modified knowledge means. In conclusion, the informative potential realization of LQ is manifested in various discursive practices, namely: media, politics, and public service announcements (PSA) that embrace both linguistic and socio-cultural characteristics of communication.**

***Index Terms*—Covid-19; discursive practice, lexical quantor, term, word formation**

I. INTRODUCTION

The comprehension of human cognitive abilities in language organizing, processing, and conveying has always been one of the major goals of cognitive linguistics (Fauconnier, Turner, 1998, 2002; Langacker, 1987, 1991a, 1991b, 2000; Shepard, 1988; Ungerer, Schmidt, 1996). Cognitive linguistics is closely linked to the concept of knowledge representation in consciousness structures that reflect the surrounding world in human mind by virtue of language means. It is largely based on the theory of nomination according to which the process of nomination establishes the connection of linguistic elements with the facts of reality and includes the conceptual class of nomination into a certain system of linguistic signs (Onysko, Michel, 2010). A wide range research dwells upon different problems of cognitive word formation trying to integrate it into concepts like cognitive grammar, form-meaning iconicity and conceptual blending (Arndt-Lappe et al., 2018; Plag, 2002; Marshak et al., 2000; Onysko, Michel, 2010). Despite considerable advances in various language areas study in cognitive aspect, the problems of knowledge representation in the processes of word formation in relation to comprehension of language nature, understanding the ways of its evolution and acquisition, the dynamic processes in the language development and its use in communication in a creative way have not been sufficiently elucidated.

The objective of the article is to give a brief outline of word formation means of new lexical units emerged under COVID-19 pandemic. The research focuses on the epistemological aspect of a nominative unit which is viewed as a LQ containing some quantum of LK. The nominative units represented by LQs are classified into LQ-nominatives, LQ-adjectives, LQ-verbatives, and LQ-adverbatives reflecting aggregated, condensed and modified knowledge.

In accordance with the tasks of the research the types of different word formation means as the components of appropriate LK are studied. COVID-19 lexical quantors are considered both in terminological and general vocabulary aspect. Sharing common word-building techniques, terminology and general vocabulary are closely interrelated and intertwined making the boundaries between them rather fuzzy. Finally, COVID-19 lexical quantors are analyzed in three discursive practices, namely: media, political, and PSA which are characterized by one common information dominant and are closely interlinked.

II. Theoretical Background

The structure of the surrounding world is reflected in human consciousness in the form of certain concepts (Langacker, 1991b). Conceptualization issues have been traditionally considered by semantics and grammar (Langacker, 1987). Still, recent research on conceptualization mechanisms proves that word formation may be viewed as a conceptualization means of the surrounding world too (Langacker, 2000). First and foremost, this refers to term-formation (Wüster, 1991) as the terminoelements are the carriers of information about a few concepts in special areas of human activity (Bialyk, 2011). This special LK reflects the experience and idea of the experts in a certain area and serves as its storing and transferring means.

From the view of cognitive linguistics, word formation patterns are an analogue or simulacrum in the system of knowledge representation in LQ. LQ is of a prototypic nature as in the process of its genesis and creation it employs already available and formed properties in a language system and inherits the meanings which are stipulated by them (Bialyk, 2019b). LQ, as a prototypical linguistic unit, determines a prototypical dynamic situation resulting in a change. The general basic word-stock, as a rule, gives a classification of situations, primarily, types of changes as well as events which might happen with objects.

The fragmentation of the world may occur not only with help of words but also word formation elements constituting LQ (Byalyk, 2012). Cognitive approach to word formation study presupposes thorough study of the peculiarities of the highlighted objects of reality, its adequate conceptualization. Some scholars (Plag, 2002) argue that a certain conceptual entity underlies a word formation structure. The word-forming elements are characterized by, at least, three aspects: semantic (semantics of the components and word-forming meaning), functional (combinability with other word forming elements), and cognitive (conceptualization and mental processing) (Bialyk, 2019a). The subject of cognitive linguistics is a human cognition, so a person acts like the generator of the meanings of words, s/he chooses their own way of interpreting reality and way of presenting the results of cognition, that is manifested in the ways of occasional word formation, which is a means of access to the mental processes that occur in the human brain. Therefore, cognitive semantics can be defined as a science of general principles which control mental processes (Shepard, 1988) and study the ways of cognition of the world and the role of language in their application (Fauconnier, Turner, 2002).

While dealing with a word-forming structure of a LQ, we observe the formation of a lexical meaning on the basis of some available cognitive structure possessing some concepts, such as subjectivity, property and others that show the interaction of life and language. Word formation from the cognitive point of view aims at studying and modeling the structure of human knowledge underlying the nominative structure of a LQ. It also implies elucidation of interaction of mind, language, and reality in the act of a concept nomination as well as revealing cognitive mechanisms and language means to designate various segments of the LWV (Bialyk, 2019a).

One of the peculiarities of a word-stock is its relevance with phenomena of reality. It is in the lexicon that all changes in social life are reflected. The word-forming diversity of LQs causes the complexity and mobility of relations among them in a word-stock. The evolution of LQs can be observed in different directions, for instance, homonymy, merging of several words into one word, borrowings etc. and classified according to the following criteria: morphological, structural and semantic.

The morphological criterion reflects a lexico-grammatical division of language continuum and linguistic means of the reality that is being described. This criterion implies taking into account the meaning, form, and function of LQ. The meaning of LQ here is a lexical category indicating to the general meaning of the whole group of LQs, such as subjectivity, action, property, mode of action. The morphological characteristics are the form of LQs, whereas the function presupposes the combinatory properties of LQs and their syntactic role in a proposition. The major characteristic of this criterion, therefore, is categorization of LQ in accordance with lexico-grammatical classes and their formal indicators. So, LQs are divided into LQ-nominatives, LQ-verbatives, LQ-adverbatives, and LQ-adjectivatives.

The structural criterion indicates the complexity of a word formation structure of a LQ the elements of which are correlated with the number of minimal LK in a LQ. Thus, LQs are divided into LQ-univerbs / simple words, LQ-derivatives, LQ-composites, and LQ-abbreviations.

The semantic criterion shows the deep semantic factors and direct connection of LQs with extralingual reality. Such a connection may concern the nucleus of the semantic structure of a LQ and be characterized by denotative correlation or its periphery indicating to the varieties of manifestation of reality, which are usually realized in a secondary nomination. With this criterion a LQ contains LK obtained as a result of expanding LQ meaning through the changes in the denotative or connotative components resulting in LQ-denotatives, LQ-connotatives with their further subdivisions into LQ-amelioratives, LQ-pejoratives, LQ-metaphors, and LQ-metonyms. The latter types are most important in revealing cognitive peculiarities of word formation processes. They are involved in imagery reinterpreting of human experience and substituting conventional concepts for new ones to denote changes happening in the world.

Alongside with the study of language as a functional dynamic system the regularities of its functioning are very important in discursive practices. By discursive practices Foucault (1972) means power relations in the society; how is a relationship created by asserting power through the use of language. The ‘discursive practice’ dimension, like ‘interaction’ in the ‘text-and-interaction’ view of discourse, specifies the nature of the processes of text production and interpretation, for example, which types of discourse (including ‘discourses’ in the more social-theoretical sense) are drawn upon and how they are combined. The ‘social practice’ dimension attends to issues of concern in social analysis such as the institutional and organizational circumstances of the discursive event and how that shapes the nature of the discursive practice, and the constitutive / constructive effects of discourse referred to above (Fairclough, 1992).

Word formation peculiarities of COVID-19 lexical quantors may be considered from, at least, two aspects: terminological (medical discursive practice) and sociocultural (political, media, PSA discursive practices). Each discursive practice is characterized by a certain communicative intention aimed at revealing some knowledge / information load of the message.

The research is based on qualitative approach to the study of lexical quantors. The semasiological method focuses on the analysis of word formation units; the specification of the individual components and morphological structures of LQs as naming units. It usually concentrates on the question concerning meanings of word-formative types of LQs. The onomasiological method focuses on the process of coining new nominative units represented by LQs. The starting point is the concept and conceptual meaning, or it may be set into the extra-linguistic reality as an object of the process of denomination. The communicative-discursive method develops the principles of communication theory and discourse analysis as manifested in discursive practices, where new nominative units are transforming at the syntactic level, showing how a new LK represented by LQ used in a social context.

III. Results and Discussion

A. *COVID-19 Terminology*

Terminological aspects of Coronaspeak are manifested in term-formation and term functioning in medical discursive practice. A term is considered to be a word or a word combination used to designate a special concept in a language for LSP. Traditionally, terms form a system of terms / a terminological system of a certain special field of human activity. The boundaries of COVID-19 terminology, though, are rather obscure as it combines and uses terminologies from other medical areas and even other terminologies (psychology, epidemiology, sociology). Besides, this terminology covers both the terms in strict sense, i.e. words denoting special concepts with exact definitions of the concepts designated in LSP (*remdesivir, camostat, mesilate, regeneron, epithelial cells, virus, oxygen therapy, etc*.), and loose terms which are close to the words of generally used lexical units and phrases (*stay at home, suspected case, shelter in place, confirmed case, surgical mask, etc.*). Basically, it is possible to assert that COVID-19 terminology arises from general medical terminology and focuses on the peculiarities of COVID-19. All the terms within this terminology may be divided into four large groups representing different aspects of COVID-19: PREVENTION, INSTRUMENT, DISEASE, and CONSEQUENCE. The PREVENTION group of terms presents the prophylactic measures to prevent from the disease (*face mask, face shield, lockdown, sanitizer, social distancing,* etc.) INSTRUMENT terms include appliances, machines, devices, objects etc. used in treatment of the disease, its diagnosis (*ventilator, Hazmat suit, personal protective equipment, nasopharyngal swab, oropharyngeal swab, throat swab, isolation gown, contact tracing* etc.). DISEASE group of terms embraces the major characteristics both of the disease and a patient (*symptomatic, asymptomatic, confirmed case, acute respiratory distress syndrome, wheezing, incubation, dyspnea, patient zero, morbidity, airborne transmission,* etc.). Finally, CONSEQUENCE group terms shows the result of the disease treatment (*flatten the curve, mortality rate, spike protein, stroke, seizure, blood clots, Guillain-Barre syndrome, shortness of breath, liver problem, kidney problem, post-traumatic stress syndrome, etc.*). Each of the aforesaid groups is characterized by peculiar term-formation characteristics pertaining to different types of LK such as aggregated, condensed, and modified knowledge.

Aggregated knowledge is understood as the process of adding (augmentation) meanings represented by LQ structural constituents and expressed by word formation means (affixation, compounding). While LQs represented by non-derived words serve to name certain actions and objects identifying them with a specific fragment of the world; the derived words, alongside with the naming function, indicate their connection with an action, property or object as well as their relationship. In the terminology under study aggregated knowledge is represented by affixation (prefixation and suffixation) as a term-formation means and compounding.

Affixal terms of COVID-19 terminology do not only single out some fragments of reality and the information about it, like simple, non-derived LQs do, but indicate the object’s connection with action, property, relationships between them. The meanings of such terms are easily decoded even without a context owing to productive patterns according to which they are formed. It is quite obvious that affixation is a powerful means of expressing LK in a LQ-term and replenishment of a word-stock in general. Prefixes and suffixes add to the thematic connotation, i.e. a quantum of LK added to the word stem. This requires both the knowledge of “an old” root of the word and that of an affix (a prefix, a semi-prefix, a suffix, a semi-suffix). Among the most widely used affixes with the COVID-19 term-formation are as follows: -or (ventilator); -ist (virologist); -ation (immunization); -al (serological); -ity (pathogenicity); -ic (asymptomatic); -ing (wheezing); out- (outbreak); pan- (pandemic); re- (reproductive); anti- (antibodies).

Compounding like affixation may be considered as an additive means of transferring LK in a LQ represented by a term, extensive way of joining LQ elements indicating to the informational potential of a LQ. It should be noted that despite the productivity of this way of term / word formation in general, COVID-19 terminology does not employ compounding extensively, save for some terms like *coronavirus*, *airborne, bronchoalveolar* and so on. The latter example is the evidence of a combining form use (-o letter) in the middle of a LQ-compound term. It is quite obvious that affixal LQ-terms and compounds are endowed with more informational load than LQ-simple terms. At the same time they manage to preserve the integral form, which is important in the naming process of concept properties.

Condensed knowledge is treated in this article as concentration (amalgamation) of meanings in the process of downsizing of a word formation structure containing the implicit information in its elements (various shortenings, abbreviations, blending). In COVID-19 terminology the shortening of phrases may be accounted to two factors: the need to label a concept in a concise way for practical use and, secondly, the functioning of the law of language economy to optimize the way of information exchange.

For the terminology under study various types of letter abbreviations are typical, such as *SARS*, *ARDS*, *MERS*, *BAL, TA* meaning consequently *'secure acute respiratory syndrome', 'acute respiratory distress syndrome', 'Middle East respiratory syndrome', 'bronchoalveolar lavage', 'tracheal aspirate'*. Very often letter abbreviations may be combined with numerical components: *SARS CoV-2, ACE 2 receptor, N 95 respirator, COVID-19, 2019-nCov*. In these cases abbreviations form a complex verbal and graphical unity (abbreviation + numerical component + a word) that facilitates understanding the content of the concept designated by LQ. Some terms like *COVID-19* may reveal even regional varieties when all initial letters are capitalized in American English, whereas only the first letter is capitalized in British English (*Covid-19*). It is not rare to observe instances when the abbreviated terms are used together with non-abbreviated ones (*PCR test*); some of their parts may be presented with a lowercase letter (*nCov – novel Coronavirus*) or may refer to a grammatical category (*NPIs – nonpharmaceutical interventions*).

The linguocreative idea of "packing" knowledge in a concise way is vividly seen in the use of blending or 'portmanteau' terms in COVID-19 terminology (*coronacation – coronavirus + vacation*). Blended terms are LQs which are formed by means of 'splinters fusion' of two or more LQs, or 'a fusion' of the reduced part of one LQ with the whole form of another LQ. The reduced 'splinters' of LQs which are used in the process of blending 'absorb' the semantics of their prototypes. So their semantics is formed in terms of 'overlapping meanings' of their components and may result in total meaning of all the components ('*virologist*' – an expert in viruses) or contain some new information ('*hydroxychloroquine*' – 'hydroxy' which is clipped from 'hydroxyl' and 'chloroquine'; *thromboembolism* – 'thromb' and 'embolism', '*zoonosis*' – 'zoonotic' and 'disease').

The bulk of a word-stock is characterized by modified knowledge implying the process of information transfiguration, the modification of the content (conversion, borrowings, backformation, and semantic derivation).

Many COVID-19 terms are predominantly borrowed from Greek and Latin (*'epidemic', epidemiology', 'pandemic', 'sputum', 'virus', 'zoonosis', 'pneumonia'*). Still, there are borrowings from other languages, for example French word *'triage'*, standing for 'a process for sorting injured people into groups based on their need for or likely benefit from immediate medical treatment', (American Heritage, 2007), another LQ of French origin *'lavage'* – 'a washing, especially of a hollow organ, such as the stomach or lower bowel, with repeated injections of water' (American Heritage, 2016), though they are not so numerous as compared to Greco-Latin elements.

The modified knowledge involves a quite large layer of the lexicon and implies the process of information change, the modification of the content of a LQ. Thus, such COVID-19 terms like *'herd immunity', 'pool sampling', 'second wave', 'peak', 'incubation period'*, as the very word *'coronavirus'* and many others, undoubtedly, possess some imagery components of meaning in the process of its transference based on analogy or likeness of the properties of the concept designated by the term. These prototypical properties are ascribed to new concepts and facilitate the language user to comprehend the amount of information any concept contains.

Terms are considered to be monosemantic (e.g. *'oxygen'*) and this is one of the requirements for regular terms. But in practice we can observe a polysemantic nature of terms even within one field of human activity, COVID-19 terminology being no exception (for instance, *'shortness of breath'* and *'dyspnea'*). Synonymic LQ-terms are especially common for multi-component terms (three-four-component terms) when due to the law of language economy these terms are abbreviated (*'polymerase chain reaction test' –'PCR test'; 'personal protective equipment' – 'PPE'*, nothing to say about '*COVID-19'*, which is presented by its variants – *'Wuhan virus', 'China coronavirus', '2019-nCov', 'SARS CoV-2'*).

The COVID-19 terminology, thus, is presented predominantly with aggregated and condensed knowledge for PREVENTION and INSTRUMENT groups of terms and modified knowledge for DISEASE, and CONSEQUENCE groups of terms.

One of the major properties of any language is striving for economical use of its resources. This gives rise in quantitative growth of language units including terms, conventional words, or LQs in general, which in its turn, eventually, results in secondary nomination. Language itself tries to find already available means to designate new concepts.

B. COVID-19 General Lexical Units

As it has been stated earlier in this paper, the boundary between terminology and general lexical units is rather fragile. Terminology contributes much to general word-stock replenishment and general lexical units enter the terminological space of a LSP. This is a striking feature of the COVID-19 lexical units in particular. The outbreak of COVID-19 pandemic has affected every aspect of a human life on the global scope. The failure to find effective treatment for the disease and, as a result, the failure in positive solving social, political, economic, cultural and other problems in modern world have focused people's attention on the source of the disaster. The COVID-19 pandemic has brought about drastic changes in human social behavior, which is immediately reflected in language use, in the peculiarities of representing new LK in nominative units.

The general COVID-19 lexical units may be divided into five large groups: PREVENTION, INSTRUMENT, DISEASE, CONSEQUENCE, and, finally, BEHAVIOR. The latter group was not included into the terminological sphere of COVID-19 pandemic but is important for general lexical units as it implies various forms of social behavior under the conditions of global disaster, COVID-19 being the one.

The nominative units represented by LQs of PREVENTION group include aggregated knowledge word-forming means, such as affixation and compounding (*'elbow bump'/ 'elbump'* – a gesture akin to a high five, a safe way to greet another person; *'drive through testing'* – testing for COVID-19 through car windows; *'disinfectant'* – a chemical that kills bacteria; *'immunization'* – being made immune through vaccination). Condensed knowledge word-building means are peculiar for the CONSEQUENCE, BEHAVIOR, and DISEASE groups (*'maskne'* – an acne outbreak caused by facial coverings; *'doomscrolling'* – the process of skimming anxiety-inducing pandemic-related stories on a smartphone).

The COVID-19 pandemic has shaped the life of the community in a totally different way in comparison with pre-COVID times. This is reflected in units which react instantly to the changes in all spheres of life. Many of the new coined words have an imagery component at the basis of their formation. The very word *'coronavirus'* as a type of the viruses family was called due to the resemblance the Sun's halo, known as the solar corona in Latin meaning "crown" or "wreath". The expressive force of the LK underlying the naming of new concepts is clearly observed within all groups of LQs of general lexical units.

So, for instance, the PREVENTION group of LQs may include some mitigation measures to prevent from falling ill and this requires observing *'social distancing'*, wearing *'face masks'* properly. One should not be a *'maskhole'* or to have one's *'face naked'*. It is mandated to keep to *'hand hygiene'*, using a *'sanitizer'*. People prefer to avoid *'superspreaders'*, i.e. highly contagious individuals who can infect a large number of people. They obey *'stay at home'* orders and prefer *'contactless'* delivery when purchased items are left at the entryway of a home rather than handing them directly to them. Even with this small extract of using LQs to designate new dimension of everyday life under COVID-19 pandemic we can easily trace the huge expressive potential of the nominative units to designate new norms of human behavior. These words are not new, in fact, they only denote new dimension of reality caused by COVID-19 pandemic. Very often we can observe how terms enter general lexicon and, vice versa, when conventional words are used as terms in LSP. This fact may be the result of functional mobility of lexicon, its movement from periphery of the system (from LSP) to its nucleus (general units), then from the nucleus to its periphery and moving inside the periphery. This might be considered as some dynamic scheme of verbocreation and interpenetration of the lexicon layers belonging to different functional styles. This is one of the reasons that there is not a strict demarcation line between terminology and general lexical units. The functional and semantic development of the LQs may be reduced to three directions: terminologization when LQs are used in a special meaning in LSP, trans-terminologization or re-terminologization, when a LQ migrates from one terminological system to another, and determinologization when terms are turned into conventional words. The COVID-19 pandemic has caused a boom of new coinages based on the available resources to reflect different segments of LWV as well as extensive use of terminological units by laypeople. The determinologization process may be exemplified by the use of once obscure medical terms in everyday speech, including the names of some antiviral medication, such as *'dexamethasone'* or *'hydroxychloroquine'*, or medical terms, such as *'asymptomatic transmission', 'infectious disease'* and so on. The terminologization may be illustrated with the following LQs: *'flatten the curve'*, *'lockdown', 'cluster', 'vehicle'* etc. while a great deal of general medical terms share the COVID-19 terminology (*'mortality rate', 'morbidity'* etc.) or have migrated from other terminological systems (*'Hazmat suit', 'airborne','alcohol'*).

Semantic LQs are formed as a result of the secondary use of nominative units to designate the concepts associated in our consciousness with some generalization. Inner semantic relations within a nominative unit are the means of organization and fixing of conceptual structures in our consciousness. Traditionally, these inner relations are described in terms of metaphors and metonymy. The simulative relationships within a LQ polysemantic structure is represented by metaphor. In modern linguistics, metaphor is viewed as a cognitive phenomenon, an instrument of thinking, a fundamental technique of cognition and conceptualization of the reality which is peculiar only for *homo sapiens* (Lakoff, 1980). Our traditional conceptual system is metaphorical, in fact, as the processes of thinking are based on re-conceptualization of human experience. The use of the available nominative resources in a language to label some concepts of reality is much stipulated by the associative relations between different referents. Thus, metaphor operates imagery and associative similarity which is peculiar only for this mechanism of modification of meaning. Metaphor is part and parcel of the modified LK which is embodied in a LQ (*'herd immunity', 'hoarding', 'viral shedding', 'shield'* etc.). There are also cases of metonymic transference of meanings in COVID-19 lexical units based on associations of really existing relations among the concepts and their contiguity (*'to flatten the curve', 'slackers'* etc.). The modified LK plays a decisive role in forming the cognitive content of LQs and reveals unlimited potential of verbocreation in all groups of the COVID-19 lexical units.

The Coronaspeak vocabulary has also shown the linguocreative basis of a language and its synergetic nature. It is common knowledge that a language is a self-developing and self-organized system, which is flexible and responsive to any social and cultural changes in a society. At the same time, it is governed by some linguistic norms, standards, and laws in performing its functions, among which informative, cognitive, communicative, and expressive are of utter importance. One of the most essential features of a language is the way of "packing" LK in the most concise and clear-cut way. This requires, in its turn, the most economical techniques of expressing LK verbally in a LQ, thus, giving way to various condensed / compressed forms of labeling concepts designated by LQs, such as shortening and blending. Basically, these forms of condensed LK represent the amalgamation of two or more concepts in one LQ and prove to be very productive in the COVID-19 lexicon (letter abbreviations: *BC* – the period before coronavirus; *CDC* – Center for Disease Control and Prevention; *PPE* – personal protective equipment; *CFR* – case fatality rate; *CPAP* – continuous positive airway passage; *WFH* – work from home; blending: *'pancession'* – a pandemic-associated widespread economic recession; *'covexit'* – an exit strategy permitting relaxing of confinement and economic recovery following coronavirus-related restrictions; *'covidpreneurs'* – individuals or businesses succeeding in thriving and innovating in a pandemic environment; *'elbump'*– an elbow contact in place of handshaking or other physical greeting; *'locktail hour'* – a time allotted to consumption of cocktails while isolating (Thorne, 2020). The *'corona (virus)'* and *'quarantine'* are the dominants among the COVID-19 lexical units and are very prolific in forming various derivatives to render LK in LQs. Thus, *'corona'* derivatives may be illustrated by the following examples: *'coronageddon'* – a desperate end-of-time situation created by political, economic and social devastation due to coronavirus around the world; *'covideo'* – a short video of a quarantined individual's child which could be emotional or loveable; *'covidanoid'* – being paranoid of Covid-19; *'covidamin'* – someone who neglects the necessary precisions and preventive recommendations for controlling hygiene related to Covid-19; *'covidarium'* – a field hospital temporarily set up to house Covid-19 patients; *'covidcation'* – when work or school gets cancelled because of Covid-19; *'covismart'*– to adhere to public health regulations and social distancing in order to avoid the spread of the virus; *'covidcrazy'* – the feeling of dejection and despondency caused due to the Covid-19 lockdown. And *'quarantine'* may be represented by such examples: *'quarantigue'* – fatigue due to spending too much time in isolation due to Covid-19; *'quarandating'* – using cellular dating apps to meet people and go on virtual dates through platforms such as FaceTime; *'quarantanning'* – sun bathing or using tanning equipment during confinement; *'quaran-stream'* – binge-watch TV series, movies while enduring lockdown; *'quaranteens'* – the generation who will become teenagers in 2033-2034; *'quaranteams'* – groups forming and performing – music or competing in quizzes for example – together virtually during lockdown; *'quaranqueens'* – a woman excelling during lockdown, particularly one excessively cleaning and tidying; *'quarantrolls'* – individuals sending malicious online messages in conditions of and/or referring to quarantine (Thorne, 2020).

The BEHAVIOR group of COVID-19 general lexical units is one of the most representational of all the six ones and embraces various aspects of social life and conduct under COVID-19 pandemic conditions. This group of LQs is closely interrelated with the rest analyzed groups (PREVENTION, INSTRUMENT, DISEASE, and CONSEQUENCE) due to the inclusion the behavioral patterns of a social individual into other spheres of the lexicon under study. Thus, the situation of COVID-19 pandemic imposes restrictions in social life, interpersonal communication, and behavior. People are homeworking and teleconferencing using a '*Zoom room'* (part of one's home kept clean and inviting for use as videocalling background). They may put on *'upperwear'* (clothing selected for display above the waist only) or infits (outfits worn in conditions of confinement) avoiding *'zoombombing'* (hijacking and/or interrupting videoconferencing on the zoom platform) (Thorne, 2020). This type of social behavior is common during the pandemic both in relation to work and study, as, for instance, *'coronaviva'* (a spoken examination or thesis defence taken online during lockdown) is a common phenomenon as well as *'homeference'* (a virtual conference that participants can attend remotely) (Thorne, 2020).

There are many LQs of negative semantics pertaining to different groups of nominative units representing new LK. These LQs may be regarded as nonce-words or neologisms (see Aleksyeyeva et al., 2020) formed as a result of creative verbal potential of the language in response to new challenges caused by the pandemic. Among those units are slang-words: *'covidiot'* – a person behaving irresponsibly in conditions of containment; *'morona'* – a person behaving stupidly because of or during the coronavirus outbreak; *'coronalusional'* – suffering from disordered thinking as a result of or during the Covid-19 crisis; *'zumped'* – 'dumped' by a partner via videolink or otherwise online; *'coronasshole'* – first applied in March 2020 to US panic buyers, then in June to US citizens refusing to wear masks, in July the synonym *'maskhole'* began to trend on social media; *'maskulinity'* – a macho refusal to wear a face covering and others (Thorne, 2020).

The social behavioral patterns of individuals during the pandemic are not limited to work or study but cover, in fact, every aspect of human activity: *'coronacation'* – cessation of study or work due to the pandemic, viewed as a holiday; *'corona break'* – a period of confinement envisaged as a short holiday; *'drivecation'* – a holiday, typically in a motorhome, in one's own driveway; *'hamsterkaufing'* – stockpiling and / or hoarding (adapted from German); *'coronaspeck'* – extra girth resulting from overeating in confinement; *'quarandating'* – using cellular dating apps to meet people and go on virtual dates through platforms such as FaceTime; *'spendemic'* – a dramatic increase in online shopping by those confined during the coronavirus crisis; *'furlough merlot'* – a red wine assuaging the anxiety of lockdown; *'lockdown locks'* – long and / or unruly hair following months without cutting or styling; '*Blursday*' – an undifferentiated day or date due to uncertainty after long confinement and isolation and others (Thorne, 2020).

Thus, the COVID-19 lexical units are characterized not only by a variety of word formation means to represent a new LK in LQs but also indicate its innovative, pragmatic, and communicative nature realizing the available resources of the language.

C. COVID-19 LQs in Discursive Practices

Cognitive characteristics of LQs are explicitly manifested in speech format which is represented by discursive practices. There have been chosen three types of discursive practices: media, politics, and PSA as an illustration for the research performed. However, there were no specific criteria for their selection and the very choice was much stipulated by the sufficient electronic data base available and the scope of topics these discursive practices cover. The brief overview of each discursive practice aims at giving its main characteristics and outlining the thematic dominants in the context of COVID-19. A discursive practice is understood in the article in Foucauldian term which implies its consideration as "the process through which [dominant] reality comes into being" (Foucault, 1972). It is important to emphasize that this term refers to a historically and culturally specific set of rules for organizing and producing different forms of knowledge and rules which, like the grammar of a language, allow certain statements to be made (Foucault, 1972). Media discursive practice in the COVID-19 context may be constitutive and transforming as it shapes understanding of events, makes impact on the audience attitudes and beliefs, thus, transforming the consciousness of those who are involved in it. The pandemic of COVID-19 disrupted the social order with sudden changes affecting all spheres of human life. Many previously familiar ideas, notions, and solutions taken for granted, are to be reinterpreted and re-evaluated under new circumstances, the main emphasis being laid on revealing the nature of the disease and searching for its effective treatment. Therefore, the preventive measures, including vaccination, are among the priorities of media discursive practice: *Listen: The COVID-19 vaccine is here in New York. Many are still hesitant to get it* (Times Union, January, 15th, 2021) or *Covid-19: California's Governor Reserves Vaccines for Teachers* (The New York Times, February, 19th, 2021).

Frequently, the audience cannot accept all these ideas and messages due to many factors which have become acute in the context of COVID-19. The "stay-at-home" orders as a preventive measure, for instance, may call for the question what is to be understood "home" for many people of low social status; the effectiveness of vaccination is treated with distrust by certain categories of people who do not believe in elaboration of an effective remedy for the disease in so short time. They are looking for some alternative methods of disease prevention and treatment: *Can nasal sprays help in the fight against Covid-19?* (The Telegraph, February, 19th, 2021). Some strata of the population are extremely at risk, first and foremost, healthcare workers and educationalists: *Schools are open: All you need to know about Covid-19 testing and face mask rules* (The Telegraph, March, 15th, 2021). The nature of the disease, as well as the perspectives of its eradication, is in the focus of research and discussions of many outstanding experts in the field: *Covid eradication is unlikely ... the future of the virus is more likely to follow the flu or measles* (The Telegraph, February, 20th, 2021). The disputes and questions arisen are crucial both for the society and for an individual: *Will the UK coronavirus death toll really be as high as we are told?* (The Telegraph, April, 16th, 2020). Some scientifically substantiated optimistic perspectives and recommendations contribute to a brighter light of the problem: *Glasses wearers are up to three times less likely to catch Covid-19, study finds* (The Telegraph, February, 20th, 2021).

Communication among people during the pandemic is still problematic taking into account all restrictions imposed by governmental institutions: *Exclusive: Families will be able to meet again next month* (The Telegraph, February, 19th, 2021). The aforementioned examples of media discursive practice may serve as evidence of its inter-discursivity where its informative dominant is essential for language users.

COVID-19 political discursive practice covers a vast array of problems including, but not limited to, governmental and institutional issues, international relations, envisioning economic perspectives and so on. The instances of this type of discursive practice may be found in speeches of the leaders of the country, their attitude towards the problem and possible ways of its solutions: *Prime Minister's address to the nation: 4 January 2021* (gov.uk, January, 4th, 2021). Manipulative and populist tactics may be traced in political debates of the candidates for presidency as it was not so along in the USA between D. Trump and J. Biden: *President Biden remarks on combating the coronavirus pandemic* (c-span, January, 26th, 2021); *Trump and Biden on COVID-19* (USA Today, October, 23rd, 2020). The debates showed how serious the problem of COVID-19 pandemic is and how difficult to tackle. On the other hand, behind the problem itself there was a desire of each candidate to present oneself in a favorable light so that to win votes of the American citizens in the election. And though COVID-19 was one of the major topics of the debate, one is never deprived of the impression that it had been buried long before it started to be discussed in the debris of phrases aimed at beautifying the image of the candidates. The manipulative tactics played here the decisive role. Alongside the manipulative tactics the political discursive practice is also characterized by ambiguity and emotivity. It has an institutional character where the informative dominant is closely interrelated with a media discursive practice, the latter being considered a mediator between a politician and the people: *Boris Johnson 'deeply sorry for every life that has been lost' to Covid* (The Telegraph, January, 26th, 2021); *Biden on reaching 500,000 US Covid deaths: 'We must not become numb to the sorrow'* (The Guardian, February, 22nd, 2021). The information dominant features are relevance, non-banality, and adequacy of presenting information. The political discursive practice is never objective or neutral as it, being a psychological phenomenon, includes both irrational and emotional levels of communication.

Finally, PSA discursive practice aims at informing people on social problems, thus, reshaping their values, standards and norms of behavior. COVID-19 PSA discursive practice possesses preventive, instructive and supportive within general information dominant. This type of discursive practice is characterized by multimodality of presenting the information about the pandemic where not only LQs as nominative units but also means of graphical and audiovisual presentation of information are used. Instructive strategy of PSA discursive practice implies presenting the information about COVID-19, its nature and major symptoms.

The slogan (Fig.1) gives essential information about the major symptoms of COVID-19 so that to shape a person's behavior and give some guidelines in case of falling ill.

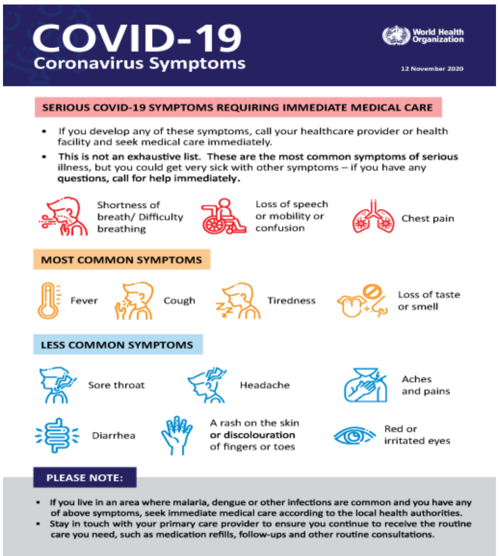

Figure 1. Instructive communicative strategy
Source: World Health Organization (https://www.who.int/images/default-source/health-topics/coronavirus/covid19-infographic-symptoms-final.tmb-1920v.png)

A person is persuaded to keep to elementary rules to stay safe and sound during the COVID-19 pandemic (Fig. 2).

Figure 2. Preventive communicative strategy.
Source: Public Health Agency (https://www.publichealth.hscni.net/publications/catch-it-bin-it-kill-it-poster)

The slogan **CATCH IT. BIN IT. KILL IT.** (Fig.2**)** is used as part of the advice from the Public Health Agency to help stop the spread of COVID-19 and has the following interpretation: Catch it: if you cough or sneeze, use a tissue to cover your mouth and nose; Bin it: throw it away carefully after use; Kill it: wash your hands.

Self-isolation and quarantine deprive people of face-to-face communication, the situation with COVID-19 pandemic affects every person's life making it stressful. It is essential in this case to feel someone's support. The supportive strategy is vital for PSA discursive practice (Fig. 3).

Figure 3. Supportive communicative strategy
Source: World Health Organization (https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_8)

This example of PSA discursive practice not only enumerates the possible causes of stress under COVID-19 pandemic but also gives some tips as for alleviating the situation by drawing on the successful previous experience, developing new skills and talents.

The examples of PSA discursive practice have shown that it can influence the social behavior of the people, facilitate the harmonization of the society. It is a specific type of pragmatically-biased communication. The pragmatic potential of PSA discursive practice is determined by the mechanism of its regulatory impact on the addressee which is manifested in the formation of its intentions, activation of civil status, attitude towards the COVID-19 problems, and adjustment of the models of social behavior. “It involves the situation with the corresponding further scenario of the participants’ communicative behaviour and, vice versa, the situation predicts a set of pragmatic codes” (Kravchenko, Zhykharieva, 2020).

Summing up, it is noteworthy to assert that the three different discursive practices under analysis have common information dominant which is manifested specifically in each of them. The practices complete each other and are intertwined closely with communicative intentions and targets and language means.

IV. Conclusion

All things considered, COVID-19 outbreak has had the great influence on the appearance of terms and neologisms. They have been analyzed through the key methods of word formation like: semasiological; onomasiological; communicative-discursive.

Furthermore, the COVID-19 terminology arises from general medical terminology. Also, it combines and uses vocabulary units from other scientific fields like psychology, epidemiology, and sociology. The terminology is targeted at peculiarities of COVID-19 that can be subdivided into such groups as PREVENTION, INSTRUMENT, DISEASE, CONSEQUENCE. However, the general COVID-19 lexical units include the additional group, which is called BEHAVIOUR. Each of these groups is characterized by particular term-formation characteristics and pertains to different types of LK. The most common ways of formation are abbreviations, blending, borrowings, affixation. Moreover, the boundary between terminology and general LQs is quite vague, albeit it represents a new LK in LQs and indicates its innovative, pragmatic, and communicative nature realizing the available resources of the language.

The cognitive characteristics of LQs are realized in speech by virtue of various discursive practices, which are interconnected. Besides, they are targeted at providing information as well as reshaping citizens’ values, standards and norms of behavior.

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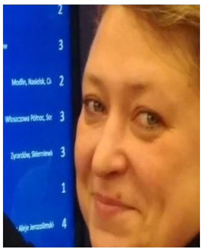

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Gender Differences in Using Arabizi Among Jordanian Undergraduate Students: A Socio-Linguistic Study

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***Abstract*—This study aimed to explore the statistical differences between each gender in using Arabizi according to their age, place of living. The sample of the study consisted (283) students selected randomly from both Yarmouk and Jadara universities. A quantitative method approach was employed by the researchers in order to answer the questions of the study. A fourteen-item questionnaire was adapted, developed and validated based on the past literature and data collection in order to achieve the purpose of the study. The results showed that there are statistically significant differences at (α = 0.05) due to the gender variable in favor of females, and regarding the age variable the preference is in favor 19-24 age group, and no preference found related to the place of living. The study recommends examining other students who study different majors in these two universities or in other universities located in/ out the geographic region.**

***Index Terms*—Arabizi, code switching, sociolinguistics, psycholinguistics, language development**

I. Introduction

Language is thought to be a cognitive and individual process through which the learner is exposed to understandable knowledge, given opportunities to compromise, and given negative feedback. According to most psycholinguistic approaches to language acquisition (Carlos, 2008), a learner must be open to input. Krashen's (1985) input theory is one of the most well-known hypotheses. When a learner is subjected to comprehensible input, this hypothesis predicts how likely he or she will pick up a language. As a result, feedback can be a single move to maximize the chances of comprehension.Long (1997) claims that when learners communicate and use various types of modifications (comprehension tests, validation checks, and clarification requests) to solve connectivity breakdowns, feedback comprehensibility improves. Long's study picked the attention of so-called interactionists, who began to look at how speakers alter their speech and interaction habits to help their interlocutors to engage, comprehend, and maintain the flow of interactions. The psycholinguistics methodology focuses on what people know as they speak, how they learn that information, and how they use that knowledge. The core method to psycholinguistics theory, according to Matlin (1994), is how people learn a language biologically and what transformational laws allow people to understand the language. This suggests that in language acquisition, developmentally acceptable teaching must be considered.

Developments such as the expansion of educational opportunities at all levels of society, globalization, and mass media have all contributed to the development of a multilingual world. Another scale is demographic transition, which has coalesced to produce a huge growth in bilingualism around the world. When the preceding innovations are added together, the result is a global phenomenon known as bilingualism. Allehaiby (2013) stated that due to the globalization nowadays, Arab people tend to use a new language which is Arabizi, the substitution of English letters and numbers for Arabic letters, and it is obvious that the use of Arabizi is varied in many different field. The use of Arabizi ensures that this variety of language will continue to be widely used by Arabic native speakers and might pave its way to be used more and more by the coming generations and different social media users. Al-Khatib & Sabbah (2008) confirmed this newly appeared phenomenon will in the long run dominate all ways of communication on social media platforms. Crystal (2001) stated that the internet is recently making verities in languages as well as it provides new opportunities for any personal activity; even though there is a popular mythology that the internet is not good for the future of language. Crystal (2001) added that it is impossible to speak about the amount of the developments which ultimately become permanent features affecting languages in general and any language in particular, and as well it is impossible to predict language change; we just recognize it when it has occurred.

Moreover, Warschauer & Zohry (2002) explained the dominance of the use of English on the internet telling that it can possibly affect the shape and the form of the local languages and cultures; and according to crystal (2001) there would be an obvious ambiguity risk when people in the long far start using abbreviations and a collection of certain social phrases on the internet. Ghanem, (2011) added that this globalization, we have been through, has had different impacts on both Arabic language, and Arab culture, all of this ultimately led to the invention of Arabizi as a result from adapting the younger Arab generations the traditional Arabic along with English numerals in their internet chatting, and cell phone texting. It is illustrated in Yaghan (2008) study that the term Arabizi originally came from "arabi" (Arabic) and "inglizi" (English) and stated that this phenomenon is developed and chosen by the members of the society and not by an elite group scholars.

However, although Arabizi is used widely nowadays in our society by different classes and by different aged genders, it is doubtlessly becoming an issue of interest subjected by the researchers to explore. Hence so far and to the best of the researchers' knowledge, no empirical studies have been conducted from a socio-psycholinguistic perspective regarding which gender tend to use this phenomenon more among Jadara and Yarmouk English students. By examining these different feedbacks using the quantitative approach, it would be easy for educators and researchers to get a better understanding of the gender differences in using Arabizi among the English literature and translation students based on certain variables such as age, and place of living.

II. Literature Review

Arabizi is the process of replacing of Arabic letters by English letters and numbers (Al-Shaer, 2016). As to Saide (2019), the world has undergone many significant changes during the 21st century, and these changes affected the lives of Arab people. The advancements, innovations, and globalization efforts brought from the new technology have driven the Arab world to get mixed with the western civilization. The Arab world is marked with unique traditions, religious beliefs, and some moral principles differ from the western ones.

Sociolinguists are interested in elucidating and explaining why some people speak differently in some different social contexts. Furthermore, they are keen to identify the way language is used to convey social meanings and the social functions of language (Holmes, 2013). By examining and identifying how people use language in various social contexts provides plenty of information about how language works, the social relationships in a community, and how people construct and convey their social identity through their language. Milroy (1995) reiterates that switching sometimes takes place between utterances and even between one utterance.

Al Heeti & Al Abdely (2016) stated that several researches argued that code switching is usually used by people who speak more than one language in order to accomplish certain communicative intentions in their daily conversations with others, and the functions of code switching as understood revolve around three main functions which are social, psychological, and linguistic motivations, and many researches indicate that social motivation is the prime cause for switching. Speakers use other languages for the aim of communication to convey their messages quickly and easily. When speakers are unable to recall the words, phrases, or information in their mother tongue they will switch to another language and take words and phrases from it; because of the rare use of these words in their original language and these foreign words and phrases are utilized widely in their society.

With relation to the psychological function of code switching as stated also in Al Heeti & Al Abdely (2016), some speakers in Arab societies employ code switching as a way to avoid embarrassment in some situations e.g. some people tend to say *sorry* instead of saying أسف, and when they express their gratitude some people say *thanks* or *thank you* instead of saying شكرا; some speakers say such expressions because they believe that they would affect the way that others may value them. There are also many studies on Arabizi as a new phenomenon appeared recently in our society and the term Arabizi according to Attawa (2012), it has originally come from the process of blending two words Arabic and the word Inglizee (the Arabic equivalent to English).

Relevant Studies

It is found in the study of Bani-Ismail (2012) that Arabizi is not the favorite language used by undergraduate students, and they prefer the standard Arabic as their practical style of writing; it is just used when there is a need for it. It is used as a way of communication among the students to chat with each other on some social media platforms as Twitter and Facebook. Furthermore, It is also stated it is refused by the sample to use Arabizi as a way for academic writing and that the sample admires and respects the standard Arabic.

Asserting this a study carried out by Zuhair (2015) to check the effects of Arabizi on the developments of 9th grade English writing skills, he explains that English is the language used mostly in different parts of the globe, and because that English is spoken as a second language besides the original mother tongue, people need to be able to write, speak, and read it; so that they will be able to access and identify other sciences. Currently English is dominating mostly all disciplines of teaching and researches in all Jordanian universities, many problems arose from using English besides the original mother tongue which is Arabic; such problem is the appearance of Arabizi which is the process of blending the two words "Arabic" and " Inglizi" and it is widely spreading in the informal use of the students. Zuhair's (2015) study also reveals that Arabizi was commonly and highly used among students and this is because of the weakness and poor writing skills, and it became a habit and a stylish language among the students themselves as it is used in their everyday life. He also added that the continuous and the long run use of this informal language will in the long term future affect the their academic study; this is because it is needed from them to use formal writing at universities and that the students will not be able to learn new vocabularies of English since they are limited to that newly invented way of communication.

It is stated in Sulliva (2017) that as the world began over the last decade to access the technology increasingly; the Arab youths started to write and communicate their spoken language on different media platforms such as Facebook, Twitter, and other Computer Mediated Communications (CMC). Also because of this the Arab youths realized that early technology couldn't help them accommodate Arabic scripts, so they started to adopt their own language in order to concord the online spaces. Instead of using pure Arabic scripts they used Latin letters and numerals representing sounds that are not exist in English such as, the number 3 represents the letter (ع) in Arabic which isn't originally exist in English. Additionally, to note that this way of writing isn't a standardized approach; it differs from one country to another based on the dialect spoken there, since these Latin characters don' have the exact equivalent in English; this way of writing is known Arabizi.

Furthermore, Abandah, Khedher, Anati, Zghoul, Ababneh, & Hattab (2015) state that the internet and smart phones are spreading the world wide, and due to this there is a high percentage of Jordanians are communicating nowadays through the mobile messages and different social media platforms, and there is a great concern referred to the language and the quality of the language used in different social media platforms and how to improve it.

furthermore, they added that there are indicators reveal that the internet contributions made by Arabic language through various social media platforms are increasing; however, there are great concerns referred to the type of English language and it's quality used in different social media platforms and how the language got affected by the internet and vice-versa; the main findings of the study reveal that the bilingualism problem was manifested in Facebook and twitter with 24% showing that 14% of the bilingual problem is in English of it 6.4 % is the percentage of the English words used in the analyzed Arabic sample, and 13.2 is the percent of the messages were written in Arabizi.

Yet Arabic is the official language used by Jordanians English is used commonly among many Jordanians and this drove them to use "Arabizi" which is a mixture of two languages Arabic and English in their on line texts (Bahrainwala, 2011; Bianchi, 2012).

The findings and the results of the study carried out by Darwish (2017) shows that local Arabic language dominates the online use and interactions among the Arab youths, then comes the language of mixed standard Arabic. Arab youths justified the common use of local language and mixed language and the less use of standard Arabic: 1) Because they think it is a way to attract the others, it helps them to speak out their ideas freely, and because it is considered a practical way of communication 2) The standard and classical Arabic is not frequent and common among them. 3) Those who graduated from private high school insist on and prefer using mixed language or foreign languages. 4) Arab youths are looking for a new way of communication. 5) It is a habit and they consider it a different style.

After reviewing the previous studies, one can observe that the vast majority of these studies focus on the form of language (Allehaiby, 2013), language choice and code switching (Al-Khatib&Sabbah2008), the threats of Arabizi on Arabic language and Arab societies, the threat of Arabizi to Arabic (Al-Shaer, 2016), the dominance of Arabizi in different media platforms (Darwish, 2013), the reasons for using Arabizi online among Saudi Arabian youths (Alghamdi&Petraki2018) the threats of Arabizi on Arabic language (Ghanem, 2011), and the effects of the internet on language choice (Abandah et al,2015). Few studies have examined the gender differences in using Arabizi. Thus, study is unique because it provides a comprehensive understanding of the gender differences in using Arabizi among Jadara and Yarmouk English students based on certain variables such as sex, social class, and age. This study bridges a gap in the previous literature which lacks these variables.

III. METHODS

This study is in quantitative method approach. According to Creswell (2014), quantitative approach provides statistical and numerical outputs regarding the experiments; examples of the instruments are survey, questionnaire, checklists, tests, or you may use to observe somebody's behavior. It can be used according to him to respond to certain relational variables within the research and the finding results can be explanatory, predictive, or confirming. This study has been conducted in both English literature and Translation departments in both Jadara and Yarmouk Universities. A permission has been gained from both universities to allow the researchers to enter both departments and disseminate the questionnaire. The sample of the study of students is a about 20% of the students who study English language and translation from a total number 2000 students for the academic year 2019/2020. Furthermore, he students of this study are all native Arabic speakers and they learned English as a foreign language. The sample of this study contained 283 participants chosen randomly from males and females students who study at Jadara and Yarmouk Universities locate at Irbid governorate. The Participants are all aged between (19 - 39) years old sophomore, junior, senior students, and master students representing nearly (20 %) of the total population; their mother tongue is Arabic language and they all learned English as a foreign language, furthermore these students are studying English language and literature, Translation, English language, and English literature.

A. Characteristics of the Participants

TABLE 1
THE PARTICIPANTS' DISTRIBUTION BASED ON AGE, GENDER, PLACE OF LIVING

Variables			Number		Percent	Total
Age (for both gender)	19-24		111		39.2%	283
	25-29		103		36.4%	
	30-34		59		20.8%	
	35-39		10		3.5%	
Gender	Male	Yarmouk	97	141	49.8	283
		Jadara	44			
	Female	Yarmouk	98	142	50.2	
		Jadara	44			
Place of Living	Irbid		93		32.9%	283
	Ajlun		65		23.0%	
	Jerash		56		19.8%	
	Mafraq		18		6.4%	
	Amman		19		6.7%	
	Zarka		19		6.7%	
	Madaba		8		2.8%	
	Salt		5		1.8%	

As shown above in table 1, 141 of the participants are male, representing (49.8) % of the whole sample; whereas 142 participants are female representing (50.2) % representing the whole study sample. Regarding the age 111 participants are aged between 19-24 years old which consists 39.2 % of the total sample; 103 participants are aged between 25-29 years old which consists 36.4 % of the total sample; 59 participants are aged between 30-34 years old which consists 20.8% of the total sample, and 10 participants are aged between 35-39 years old which consists 3.5 % of the total sample. Finally, according to the place of living 93 participants live in Irbid governorate which consists 32.8 % of the total study; 65 participants live in Ajlun governorate which consists 23 % of the total study; 56 participants live in Jerash governorate which consists 19.8 % of the total study; 19 participants live in Amman governorate which consists 6.7 % of the total study; 19 participants live in Zarka governorate which consists 6.7 % of the total study; 18 participants live in Mafraq governorate which consists 6.3 % of the total study; 8 participants live in Madaba governorate which consists 2.8 % of the total study, and finally 5 participants live in Salt governorate which consists 1.8 % of the total study.

B. Data Collection

The type of the instrument used in this study concluded after reviewing the past literature and the previous studies; eventually the researchers concluded that the suitable and the most appropriate instrument for this study is the questionnaire. The questionnaire used in this study was adapted, administered in, developed, and put into 14 items. The questionnaire has been designed and scored using a five 5 Likert scale and they are as follow: 5= strongly agree 4= Agree 3 = Neutral 2 = disagree 1 = Strongly Disagree

The data in this study involves a questionnaire which was distributed to 283 students from both genders (male and female).The purpose of the questionnaire is to disclose the data regarding gender, age, and place of living. The validity of the instrument was evaluated after being presented to panel of experts consisting of three members. All of them are English linguistic doctors. They are all professional, well experienced, and competent enough; and after the recommendations given; the researchers made certain amendments and modifications to the instrument accordingly. The percentage of the agreement between all the panel of experts was set at (88.5%) which is considered an acceptable percentage to fulfill the objectives of the research (see table 1).

TABLE 2
PANEL OF THE EXPERTS

Name	Rank	Years of experience	University	E.Mail
Lutfi Abulhaija	Associate professor	30	Yarmouk	Lutfi_a@yu.edu.jo
Mohammad Saraireh	Associate professor	30	Yarmouk	Saraireh@yu.edu.jo
Majdi Abu Dalbuh	Assistant professor	20	Yarmouk	Majdi.a@yu.edu.jo

For the sake of establishing the reliability of the questionnaire the searcher conducted a pilot case study (Test - Retest), which consists of (50) participants from the same population and not from the same sample; same questionnaire items are shared after two weeks from the first time distribution. The internal consistency was tested by Cronbach's alpha, see table 3.

TABLE 3
COEFFICIENT OF THE INTERNAL CONSISTENCY

Reliability Statistics	
Cronbach's Alpha	N of Items
0.740	14

Table 3 confirms the validity of the questionnaire in answering the questions of the study, where it's Cronbach's Alpha coefficient reaches to 74.0%. And the obtained values are considered sufficient and fair enough for the aims of the study.

C. Data Analysis

To answer the first question of the study the researchers used the Standard deviations, percentages, means, frequencies, statistical figures, and Friedman test. And to answer the second question one way ANOVA and T-test were employed to measure the differences between which gender male or female tend to use this phenomenon more based on certain variables such as age and place of living.

IV. RESULTS AND DISCUSSIONS

In order to achieve the objectives of the study; the major results of the study are presented in the following categories, and each study question is introduced in each subsection. The identified results related to the purpose of the study are presented clearly here in the upcoming analysis after analyzing and processing the obtained data as the quantitative method approach was used by the researchers using a statistical number technique. Based on that all the results being clarified in this study reflects a real facts regarding the use of Arabizi among Jadara and Yarmouk English students, the common motivations for code switching, the statistical differences between males and females in using Arabizi, and the statistical differences between males and females in using Arabizi with respect to age and place of living.

A. The First Research Question: Are There Any Statistical Differences at α= 0.05 between Males and Females in Using Arabizi?

To answer the question, the researchers have used percentages, means, statistical figures, as shown in tables 4 and 5 below. The question concerns the differences between which gender male or female in using Arabizi and to answer this question and after processing the outputs using the SPSS a Group Statistics table has been concluded as indicated in table 4 below.

TABLE 4
REASONS BEYOND USING ARABIZI AMONG JORDANIAN UNIVERSITY STUDENT

Group Statistics					
Gender		N	Mean	Std. Deviation	Std. Error Mean
The reasons beyond using Arabizi among Jordanian University students(Jadara and Yarmouk)	Male	141	2.9108	0.75623	0.06369
	Female	142	3.0931	0.34049	0.02857

Table 4 indicates that there is a virtual difference between the means for males and females in the reasons behind using Arabizi among Jordanian University students (Jadara and Yarmouk) in which the total participants from males who participated in the survey questionnaire is 141 and the mean for them reaches 2.9108 and the standard deviation for the male participants reaches 0.75623 as shown in table 4.

Regarding the total participants from Female who participated in the questionnaire is 142 and the mean for them reaches 3.0931 and the standard deviation for the female participants reaches 0.34049 as shown in table 4.

These results can be as well indicated as follow:

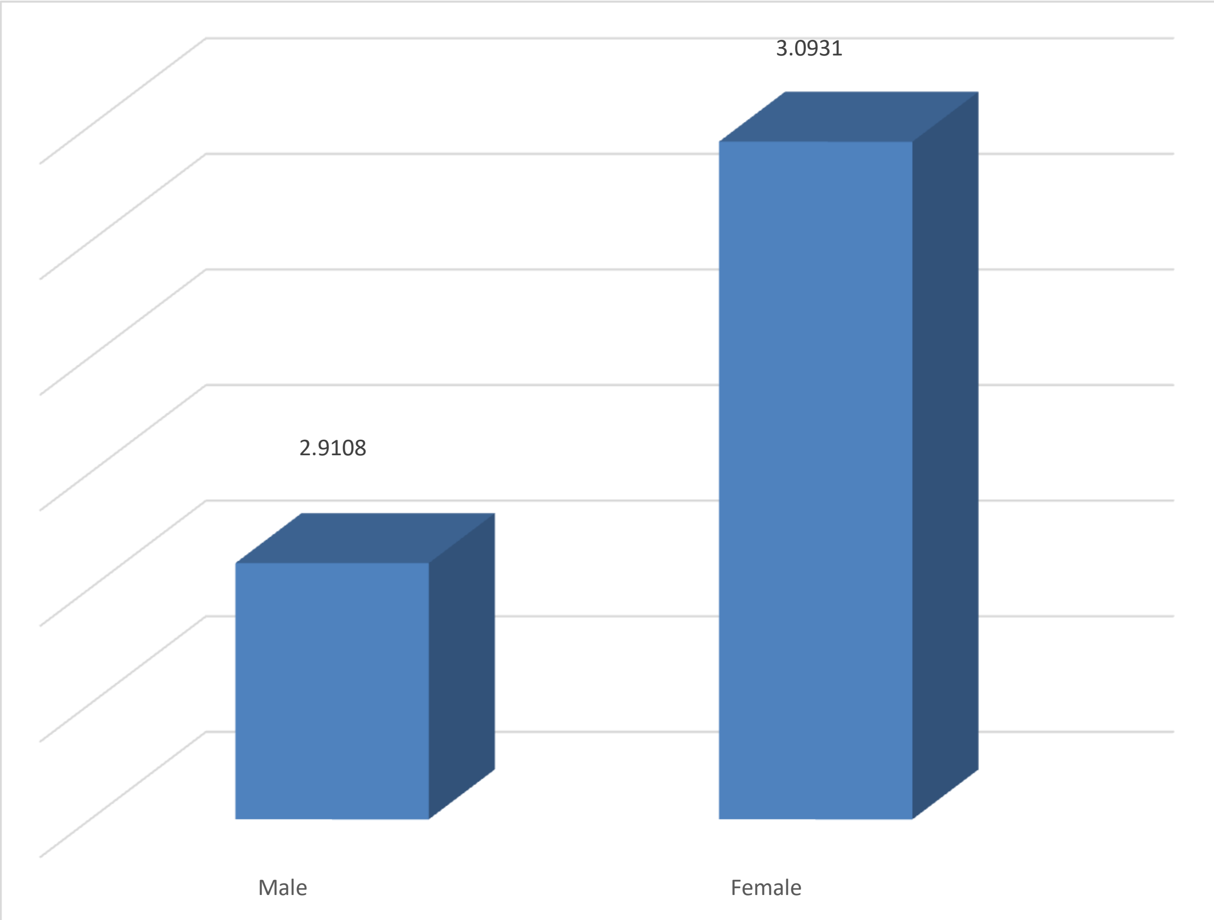

Figure 1. Diagram Presentation for the Gender Differences

The above diagram shows that females are marked with high percentage in using Arabizi in our society than males and this fact basically gained from the obtained outputs of the questionnaire.

TABLE 5
RESULTS OF LEVEN'S TEST FOR THE EQUALITY OF VARIANCES AMONG MALES AND FEMALES IN USING ARABIZI

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
the reasons beyond using Arabizi among Jordanian University students(Jadara and Yarmouk)	Equal variances assumed	38.199	0.000	-2.617	281	0.009	-0.18222	0.06964	-0.31930	-0.04514
	Equal variances not assumed			-2.610	194.222	0.010	-0.18222	0.06980	-0.31988	-0.04455

$\alpha = 0.05$

For the reasons beyond using Arabizi among Jordanian University students (Jadara and Yarmouk), the previous table indicates that the p-value of Levene's Test is (less than 0.01) less than 0.05, which means that the two variances are not equal. The p-value of the t-test is (**0.010**) less than 0.05, so we can reject the null hypothesis, and accept the alternative one which refers to that there are significant differences between males and females in using Arabizi with level of significance 95%.

B. The Second Question of The Study: Are There any Statistical Differences at α= 0.05 between Males and Females in using Arabizi with Respect to Age and Place of Living?

To answer the question of the study the researchers have divided it into two categories fist category relates to the age, and the second category relates to the place of living.

1. The first part of the fourth question: Are there any statistical differences at α= 0.05 between males and females in *using Arabizi with respect to the age?*

To answer this question one-way ANOVA test has been done, where the null hypothesis refers to that the means are equal at all age groups , the alternative hypothesis refers to that at least one group has a different mean from the other group, the results are indicated as follows in table 6:

TABLE 6
ONE WAY NOVA RESULTS ACCORDING TO AGE VARIABLE

ANOVA					
The reasons beyond using Arabizi among Jordanian University students (Jadara and Yarmouk)					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	48.264	3	16.088	88.892	0.000
Within Groups	50.495	279	.181		
Total	98.759	282			

Table 6 indicates that the p-value of the test (**less than 0.01**) less than 0.05, so we can reject the null hypothesis, and accept the alternative one which refers to that there is significant differences between students in using Arabizi related to their age. To check the significant differences between each two Age group LSD test has been done, the results are indicated as follows:

TABLE 7
RESULTS OF LSD FOR POST HOC TEST FOR AGE VARIABLE

Multiple Comparisons				
Dependent Variable: The reasons beyond using Arabizi among Jordanian University students(Jadara and Yarmouk)				
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
19-24	25-29	.54020*	.05820	.000
	30-34	.54034*	.06854	.000
	35-39	2.05560*	.14046	.000
25-29	19-24	-.54020*	.05820	.000
	30-34	.00014	.06946	.998
	35-39	1.51540*	.14091	.000
30-34	19-24	-.54034*	.06854	.000
	25-29	-.00014	.06946	.998
	35-39	1.51525*	.14549	.000
35-39	19-24	-2.05560*	.14046	.000
	25-29	-1.51540*	.14091	.000
	30-34	-1.51525*	.14549	.000
*. The mean difference is significant at the 0.05 level.				

Table 7 indicates that there is a significant difference found between each two age groups where the p-value of all tests is less than 0.01.

- For age group 19-24:
- It has a positive significant difference with group 25-29 related to the age group 19-24
- It has a positive significant difference with group 30-34 related to the age group 19-24
- It has a positive significant difference with group 35-39 related to the age group 19-24
- For age group 25-29:
- It has a positive difference with group 30-34 related to the age group 25-29
- It has a positive significant difference with group 35-39 related to the age group 25-29
- For age group 30-34:
- It has a positive significant difference with group 35-39 related to the age group 30-34.

As can be seen from table 7 that the preference is for the first age group over all age groups, which is from 19-24, and this is because the significant field is less than 0.05, and this means that this difference is important, and that all the inputs of the Mean Difference are all positive, and this gives us an indication that the priority is for this category.

When looking at the second category of table 7 which is from 25-29, it is possible to notice that it has no preference over the first age group which is from 19-24 and that the Mean Difference is in the negative case and this indicates that the preference for the first age group when compared to the second age group. However, there is an advantage for the second age group at the expense of the third and fourth age groups, because the Mean Difference is in the positive case, which means that the preference for the second age group when compared to the third and fourth age group

As for the third age group, it has no preference over the first and second age groups, but it has an advantage over the fourth category, because the Mean Difference entries aren't in the positive case.

This is because the common preferred language for texting. There are a number of reasons that might be responsible for the wide use of Arabizi among this age group which is 19 - 24. Among these reasons are: euphemism, prestige, unfamiliarity with Arabic, Academic, Scientific and technical terms, the ability to use abbreviations and acronyms and the attractiveness of English language.

2. The second part of the fourth question: Are there any statistical differences at α= 0.05 between males and females in *using Arabizi with respect to place of living?*

To answer this question one-way ANOVA test has been done, where the null hypothesis refers to that the means are equal at all groups of place of living, the alternative hypothesis refers to that at least one group have a different mean from the other group, the results are indicated as follows:

TABLE 8
ONE WAY ANOVA RESULTS ACCORDING TO PLACE OF LIVING VARIABLE

ANOVA					
The reasons beyond using Arabizi among Jordanian University students(Jadara and Yarmouk)					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.590	7	0.370	1.058	0.391
Within Groups	96.169	275	0.350		
Total	98.759	282			

Table 8 indicates that the p-value of the test (**0.391**) greater than 0.05, so we can accept the null hypothesis which refer to that there aren't any differences between students in using Arabizi related to their place of living.

V. CONCLUSION AND RECOMMENDATIONS

The aims of the study were to explore and investigate the socio-psycholinguistic perspective of gender differences in using Arabizi among students of Jadara and Yarmouk universities. Using a questionnaire sample adapted and developed by the researchers based on previous researches and literature, basically the corpus of the study included students who study English and translation majors from both Yarmouk and Jadara universities.

The study aims to allocate and identify the reasons that prompt university students to use this newly appeared phenomenon and the common motivations for code switching, in addition to find out the gender differences in using it based on certain variables such as age, and place of living. This study answers the calls made by (Alghamdi & Petraki, 2018; Al-Shaer 2016; Darwish 2013 and Al-Khatib, & Sabbah 2008). By examining the level of using Arabizi among Yarmouk and Jadara English students, and after analyzing the outcomes obtained from a questionnaire distributed to nearly 20 % of the total students applying SPSS analysis and ANOVA test the researchers have come to conclude the following:

It is also indicated in this study that Females are using Arabizi more than Males where the Mean Rank after processing the data indicates that 3.0932 is for females and 2.9108 is for males.

Moreover; this study indicates that the there is a significant difference between each age group in using Arabizi and the preference is for 19 - 24 age group, after it comes the second age group which is from 25-29, then comes 30 -34 age group, and finally comes 35 - 39 age group. Finally no difference found after the analysis of the data related to the place of living.

A. Limitations and Implications

This study is limited to both Yarmouk (public) and Jadara (private) universities and both of them locate in Irbid governorate in the north part of Jordan. The sample of the study was limited to the students who study English language and translation in both Jadara and Yarmouk universities. This study was conducted on nearly 20% of the students who study English, and Translation in both Universities. This study was limited to the students who are aged between 19 To 39.However, better for future studies to take into consideration the dynamic and progress changes in the modern technology which affect all ways of communication and this ultimately plays an important role on the use of such informal language.

B. Recommendations

1. As this study was limited to Irbid governorate which locates in the northern part of Jordan, there is a need as well to examine the gender differences and also the reasons in different geographic regions in Jordan.
2. As this study just includes only the students who study English and translation from both Yarmouk and Jadara universities, there is a need to examine other students who study different majors in these two universities or in other universities locate in/ out the geographic region.
3. Conducting more studies on the possible future threats of Arabizi on Arabic language.

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Metaphor Analysis in Political Discourse Based on Discourse Dynamics Framework for Metaphor: A Case Study*

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***Abstract*—Contrary to the pre-existing mapping and top-down instantiation from thought to language, Discourse Dynamics Framework for Metaphor(DDFM)argues that metaphor works mainly inductively upwards from the linguistic metaphor data, offering a tool for understanding people, revealing something of speaker's ideas, affective aspects and values. This study is designed to apply DDFM to a political speech about fighting COVID-19 made by Xi Jinping, the president of the People's Republic of China. Assisted by computer software, such as tables of Microsoft Office, to sort metaphors of each segment of this speech, this article investigates metaphors in the speech by progressive process of metaphor analysis of DDFM. It is found that: (1)The most frequently occurring metaphors are related to bodily action and body experience, which implies actions Chinese government will take.(2)The dynamically emergent systematic metaphors evolve as the discourse proceeds, conveying the political ideas and attitudes of Chinese government in fighting COVID-19.(3) Most of metaphors are conventionalized, which indicates the framing role of conventional metaphors in discourse. Thus, DDFM offers a new approach regarding metaphors in political discourse.**

***Index Terms*—political discourse, Discourse Dynamics Framework for Metaphor(DDFM), metaphor vehicle, systematic metaphor**

I. INTRODUCTION

Dynamic Systems Theory (DST), developed as a branch of mathematics, refers to systems that change with time. It has the following features: interconnectedness, non-linearity, dynamics and self-organization. That is, all variables are interconnected, and changes in one variable will influence all other variables that are part of the system. Systems are constantly developing through interaction with their environment and through internal self-organization. Larsen-Freeman (1997) first applied DST to second language acquisition (SLA). De Bot et al. (2007) conducted further study on SLA from the perspective of DST. According to them, language can be seen as a dynamic system, and language development shows some of the core features of dynamic systems.

Cameron applied DST to metaphor in discourse and established a discourse dynamics framework for metaphor (DDFM) (Cameron, 2010). DDFM focuses on metaphor in language use in discourse, explaining how metaphor conveys people's feelings, attitudes and conceptualizations. This paradigm of metaphor research based on DST has been applied to education discourse, reconciliation discourse and medicine discourse and so forth (Cameron et al, 2009, 2014; Ritchie and Cameron, 2014; Semino et al, 2014). In China, this theory was introduced and interpreted by some researchers (Cheng, 2015; Shan, 2019; Sun et al., 2017) but little attention has ever been paid to applying this theory to political discourse.

Political discourse is a form of discourse produced in institutional settings, such as government reports, parliamentary debates, party programs, governmental documents, political speeches and so on (Van Dijk, 2002).Metaphor in political discourse not only constructs politics but also is the core of political analysis and policy-making (Beer & De Landstheer, 2004), contributing to interpreting complicated political ideas, arousing people's emotions and showing particular political intentions(Wilson, 1990). DDFM offers a new approach to analyzing linguistic metaphors in political discourse, revealing speakers' ideas, attitudes and values through the prism of the discourse event in which they are expressed. The current article applies DDFM to metaphors in the speech made by Xi Jinping, the president of China.

II. CORE FEATURES OF DISCOURSE DYNAMICS FRAMEWORK FOR METAPHOR (DDFM)

Though inspired by conceptual metaphor (proposed by Lakoff & Johnson, 1980), DDFM does not formulate metaphor in terms of highly generalized and abstract conceptual domains, but argues that metaphor works mainly inductively upwards from the linguistic metaphor data. It is mainly characterized by the following.

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A. Interconnectedness of Dimensions of Metaphor

There are various dimensions of metaphor use in discourse: linguistic, embodied, cognitive, affective, socio-cultural. These dimensions are interconnected. A linguistic metaphor is related to a network of ideas, conceptual and affective patterns which are interwoven with correlates from people's bodily actions and embodied experience (Cameron, 2010). And it indicates socio-cultural aspects in which people are involved and reveals speaker's evaluations, attitudes or emotions, perspectives or beliefs, and values.

B. Systematicity of Metaphor Use

At the micro level, the metaphorically used words or phrases, which are called metaphor vehicles (Cameron, 2010), are grouped together based on the similar semantics of their basic meaning. At the macro level, an emergent group of closely connected metaphor vehicles forms systematic metaphor, which is a kind of temporary stabilization established to build up topic-vehicle connections, revealing speakers' ideas, attitudes and values. According to Cameron et al. (2010), systematic metaphor includes metaphor framing and metaphor scenarios/stories. Metaphor framing is the frame of discourse, and metaphor scenario enables the speaker to draw on metaphors to build narrative frames for conceptualization and assessment of socio-political issues (Musolff, 2006). Thus, a metaphor scenario can be regarded as the combination of some sort of event with a set of conventional expectations, attitudes and evaluations (Cameron et al, 2010).

C. Dynamic Discourse and Dynamic Metaphor

In DDFM, it is argued that linguistic and cognitive phenomena in discourse are understood as processes, flows or movement, rather than objects. On the one hand, discourse is seen as a dynamic system, adapting and flowing as speakers develop their own or other people's ideas. On the other hand, as discourse continues, linguistic metaphors shifting, which includes vehicle repetition, vehicle relexicalization, vehicle explication, vehicle contrast (Cameron, 2010), occurs. It drives the system dynamics and leads to the emergence of systematic metaphors. With the changes of topic, systematic metaphor also evolves. Thus, linguistic metaphors, discourse participants' emotions, attitudes, ideas are emergent in the dynamic flux of discourse.

D. Progressive Process of Metaphor Analysis

Metaphor analysis progressively follows the following procedure. Firstly, metaphors are identified. The method for identifying metaphor is developed by MIP (metaphor identification procedure)（Pragglejaz group, 2007). This differs from the quantitative corpus-based method of using concordance keywords from the source domain (Charteris-Black, 2004). In MIP, each candidate metaphor is checked for: (1) looking up the lexical unit (words or phrases) in a dictionary for its more basic meaning - in this sense, the basic meaning tends to be more concrete (related to human beings' intuitive senses: of imagining, seeing, hearing, feeling, smelling, and tasting) , related to bodily action, more precise, historically older; (2) its meaning in the discourse context; (3) an incongruity or contrast between the basic meaning and contextual meaning, and a transfer from the basic to the contextual meaning. If the lexical unit meets each of the above, it is coded as metaphor vehicle (Cameron & Maslen, 2010). Secondly, metaphor vehicles are grouped on the basis of the semantics of their basic meaning. Grouping metaphor vehicles is interpretive. This process depends upon a combination of analytical rigor and creativity, which is called "principled flexibility" by Cameron. Thirdly, systematic metaphors are constructed by the analyst by collecting all the linguistic metaphors related to a particular topic within each vehicle grouping. A systematic metaphor emerging in a discourse event can become the starting point for further investigation and analysis, in turn revealing its implications for research aim (Cameron et al., 2010). Finally, the researcher interprets the function of metaphor by integrating metaphor analysis with analysis of discourse activity. This framework of DDFM is displayed in the following figure.

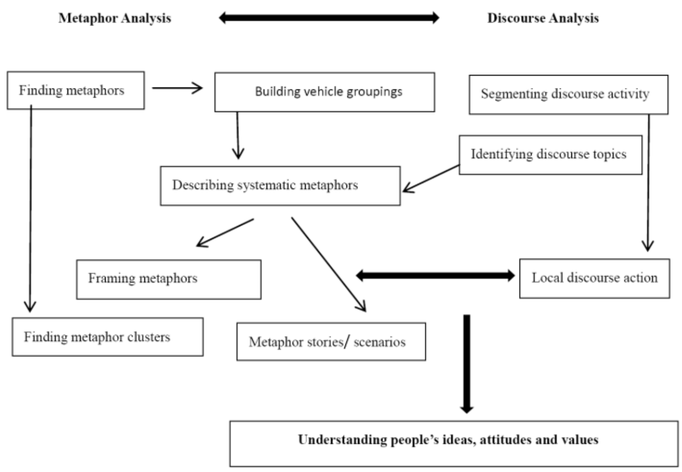

Figure 1. Metaphor-led discourse analysis (Cameron, 2010, p.147)

Note: Two types of metaphor patterns emerge in discourse: systematic metaphor (semantic) and metaphor cluster (distributional). Metaphor cluster often occurs in the conversation (Cameron, 2010). Thus, this paper will not discuss cluster.

The framework of DDFM is applied to this research to sate that: (1) Investigating the metaphors in political discourse from a dynamic perspective can describe and explain the nature of metaphor in use in discourse. (2) By studying the frequency of metaphor vehicles and the dynamics of metaphor emergence in political discourse, this research explains the topic-metaphor interconnectedness, inferring the ideas, attitudes and values of speaker of this discourse.

III. Methodology

A. Research Questions

At the critical moment of fighting COVID-19, Xi Jinping, the president of China, made a speech on Feb. 5, 2020 when presiding over the third meeting of the Commission for Overall Law-based Governance of the CPC Central Committee [1](referred to as "Xi's speech"). Xi's speech contains many metaphors[2]. And a variety of metaphor vehicles are interwoven throughout the speech. The current article applies DDFM to metaphors in this political speech, trying to answer the following questions: 1) what type of metaphors do occur most frequently? 2) How do the metaphors reveal the Chinese government's political attitude and ideas to carry out law-based epidemic prevention and control, to implement judicial reforms and to advance overall-based governance?

B. Research Object

In order to describe discourse activity and analyze metaphors in discourse, segmenting discourse is necessary. Discourse is usually segmented by its boundaries that mark a change from one activity to another. The boundaries have the following language features: change of a paragraph in written text or a pause in talk, discourse markers, changes in topic, changes in lexis, changes in grammar (Cameron, 2010). Xi's speech is considered as a written political discourse prepared for oral delivery. It mainly has 7 paragraphs. In this article, Xi's speech is segmented on the basis of changes in topics. It is divided into five segments: (i) preamble of this speech, (ii) legal documents approved by the commission, (iii) practicing law-based epidemic prevention and control of COVID-19, (iv) implementing judicial reforms, (v) carrying out overall law-based governance of the country. Table 1 shows the segmentation of Xi's speech.

TABLE 1
DISCOURSE SEGMENTS IN XI'S SPEECH

segment	paragraph	topic
segment 1	1	preamble
segment 2	2	legal documents approved
segment 3	3-5	epidemic prevention and control
segment 4	6	judicial reforms
segment 5	7	overall law-based governance

C. Research Process

In DDFM, metaphor analysis in discourse analysis activity is performed in a recursive process. That is, metaphor analysis in every segment follows the following procedure: identifying metaphor vehicle→ finding patterns of use by grouping and labeling of metaphor vehicle→ constructing systematic metaphor→ revealing the function of metaphor in the production and interpretation of discourse. Every segment of Xi's speech is analyzed based on this procedure. The discussion in the following will move between metaphor and discourse activity, combining analyses of metaphors and discourse activity. Chinese words and phrases in quotation marks are from the text of Xi's speech.

IV. Results and Analysis

A. Segment 1: Preamble (Paragraph 1)

The first paragraph is the preamble of Xi's speech, telling the audience the purpose of the speech. In this paragraph, there are some metaphors describing the purpose. Firstly, on the basis of MIP, the following incongruous words or phrases are identified as metaphor vehicles: "第一位 *di yi wei"*, "依法防控 *yi fa fang kong "* , "发力 *fa li*". "有力 *you li*". The phrase, "第一位 *di yi wei,"* (in the first place) has a basic meaning of location in an initial location, which is metaphorical when talking about events in time. LOCATION metaphor is constructed, which is used to talk about the importance of people's safety and health. And in the phrase, "依法防控 *yi fa fang kong "* (carry out law-based

[1] The transcript was published on CCTV website: http://news.cri.cn/20200205/45fdbfef-13cb-78fb-2f44-1e43dfbad52c.html

[2] In this article, based on DDFM, metaphor vehicles are identified on the basis of MIP (metaphor identification procedure) (Pragglejaz group, 2007). They are not completely the same as the traditional "conceptual metaphor" proposed by Lakoff and Johnson.

epidemic prevention and control), SUPPORT metaphor[3] and CONTROL metaphor, which are related to bodily action, are used. The word, "依 *yi*" (support), has the basic meaning of "rest oneself against something", which is metaphorical when talking about "law-based ". Another word, "控 *kong*" (control) has the basic meaning of "in the palm of one's hand", which is metaphorical when talking about epidemic control. The words, "发力 *fa li*", "有力 *you li*" (powerful) are used to discuss the greater efforts for strengthening legislation, judiciary, law enforcement and rule of law connected with the epidemic prevention and control. These words related to bodily experience have the basic meaning of "physical, muscular capacity to exert force on objects". This meaning is incongruous in this context of law. Its contextual meaning is "make something powerful". The vehicle term "力 *li*" (powerful) related to this topic is repeatedly used to construct systematic STRENGTH metaphor.

In this part, the above metaphors are used to imply the purpose of the speech: fighting COVID-19, people's safety and health should be placed in the first priority. And we must endeavor to do everything to control the epidemic in accordance with law.

B. Segment 2: Legal Documents Approved (Paragraph 2)

In paragraph 2 of the speech, JOURNEY metaphor is used to indicate that some legal documents are approved by the commission. The word, "通过 *tong guo*" (pass) has the basic meaning of going through, which is metaphorical when used to talk about documents approved by quorum, the majority of persons attending the meeting.

C. Segment 3: Epidemic Prevention and Control (Paragraphs 3-5)

Paragraph 3 is a brief bridging passage. At the critical moment of preventing and controlling COVID-19, it is essential to make efforts to strengthen greater legislation, law enforcement, judicial and law observance. Some metaphorically used words or phrases are used to make a description and interpretation. On the basis of MIP, the following incongruous words or phrases are identified as metaphor vehicles: "轨道 *gui dao*", "推进 *tui jin*". But, all work involved in epidemic prevention and control must be carried out in a law-based manner. In building up this topic-vehicle connection, metaphorical expression about rule of law is "法治<u>轨道</u> *fa zhi <u>gui dao</u>"* (on the way of 'rule of law'). The word, "轨道 *gui dao*" (path) has the basic meaning of a track made by people walking over the ground, which is metaphorical when talking about the process of rule of law, constructing JOURNEY metaphor. And the metaphor about carrying forward the work is "推进...工作 *tui jin ...gong zuo*" (advance ... work). The basic meaning of "推进 *tui jin*"（advance) is "to move forward physically". But when the basic meaning is transferred to the contextual meaning of boosting fight against COVID-19, it is metaphorical. MOVEMENT metaphor is constructed to indicate carrying forward all the epidemic prevention and control work.

Paragraph 4 is about the specific measures taken in carrying out law-based epidemic prevention and control. Some systematic metaphors are constructed to describe the legislation, law enforcement, judicial and law observance. They are shown in the following table.

TABLE 2
THE SYSTEMATIC METAPHORS IN PARAGRAPH 4

text	topic	systematic metaphor
sentence 1	legislation	BUILDING, SYSTEM
sentences 2-4	law enforcement	STRENGTH, PHYSICAL ACTION, ENFORCEMENT
Sentences 5-9	law observance	SUPPORT, STRENGTH

In the first sentence of this segment, two metaphors about legislation (BUILDING metaphor and SYSTEM metaphor) emerge. On the basis of MIP, the words, "建设 *jian she*" "构建 *gou jian"*(build) have the basic meaning of making structure by putting pieces together, which are metaphorical when talking about legal system. Their basic meaning is transferred to contextual meaning. These two relexicalized metaphor vehicles are connected with the topic of legislation. They are used to construct systematic BUILDING metaphor. This systematic metaphor is used to describe the establishment of legal system. The word, "体系 *ti xi*" (system) has the basic meaning of natural organization (e.g., biological system). It is metaphorically used (SYSTEM metaphor) when talking about the legal system. These metaphors emergent in the discourse flux function together, combining the discourse event with the speaker's idea, which has the connotation that a legal system must be established in order to improve the legislation on epidemic prevention and control.

In sentences 2 through 4 of this segment, some metaphors are used to talk about law enforcement. Firstly, in the phrases, "<u>执</u>行 <u>*zhi*</u> *xing*", "<u>执</u>法 <u>*zhi*</u> *fa",* the word *"*执 *zhi"* (hold) has basic meaning of keeping or supporting something by using hands or arms. It is metaphorical when used in the context of law enforcement. The vehicle term*"*执 *zhi"* (hold) is repeated in this segment to construct systematic ENFORCEMENT metaphor to talk about law enforcement. Then, the words, "加强 *jia qiang*" (strengthen), "加大 *jia da*" (strengthen), "力度 *li du*" (strength) are

[3] In this article, SUPPORT, CONTROL, BUILDING, ENFORCEMENT, MOVEMENT, SAFEGUARD metaphor etc. are defined as the sub-metaphors of PHYSICAL ATION metaphor.

used in the context of law enforcement. Their basic meaning of “exerting physical force on objects” is transferred to contextual meaning of “making something powerful”. These near synonymous or equivalent metaphor vehicles developed by vehicle relexicalization are repeatedly used to construct systematic STRENGTH metaphors, revealing the idea of forceful law enforcement. Finally, systematic PHYSICAL ACTION[3] metaphors are used to describe the action taken in the process of law enforcement. The word, “监管 *jian guan*” (supervise), has the basic meaning of keeping watch over something. The word, “打击 *da ji*” (beat), has the basic meaning of hitting something again and again. In the phrase, “实施 *shi shi*” (carry out) has the basic meaning of holding in arms or on back while moving. And the phrase, “查处 *cha chu*” (look into and punish), “查 *cha*” (look into) has the basic meaning related to human beings’ intuitive sense of seeing. The above words or phrases have the basic meanings related to human beings’ intuitive senses or bodily actions. This particular set of linguistic metaphor vehicles are used to talk about the specific actions in the process of law enforcement and construct systematic PHYSICAL ACTION metaphors. The above systematic metaphors in this discourse segment convey the speaker’s political attitude: calling for greater law enforcement efforts, taking a variety of actions to perform the work of epidemic prevention and control.

In sentences 5 through 9 of this segment, some metaphors about law observance are emergent. These metaphors are SUPPORT metaphor, STRENGTH metaphor. Then what should be done to carry out law observance? The systematic CONTROL metaphor and some other PHYSICAL ACTION metaphors are used. The metaphorically used words or phrases are “防控, *fang kong*”, “履行 *lü xing*” (perform),“运用 *yun yong*” (use), “推进 *tui jin*” (advance),“提高 *ti gao*”(lift),“保障 *bao zhang*”(safeguard). The basic meanings of these metaphor vehicles are connected with bodily action and physical experience. These systematic metaphors are constructed to express the idea that in the process of preventing and controlling COVID-19, law observance is a necessity. Every forceful action must be taken in accordance with the law and various capacities must be strengthened to fight against the epidemic.

In this segment, with regard to the topic of “carrying out law-based epidemic prevention and control”, the metaphor vehicle, “防控 fang kong” is used repeatedly for many times, constructing the systematic CONTROL metaphor. The metaphor vehicle, “<u>依</u>法 *yi fa*” is repeated for many times, constructing systematic SUPPORT metaphor. And the systematic PHYSICAL ACTION metaphor, STRENGTH metaphor, BUILDING metaphor and SYSTEM metaphor are constructed respectively by near synonym or equivalent metaphor vehicles. All these systematic metaphors are used to build up topic-vehicle connections, which have the potential to reveal Chinese government’s positive and emphatic attitude and its determination to prevent and control the epidemic. Then, what to do？Measures must be taken from the following aspects: of the legislation, of law enforcement, of judicial and law observance so that all the work can be carried out in a law-based and orderly manner.

D. Segment 4: Judicial Reform (Paragraph 6)

This segment is about implementation of judicial reforms, rule of law in rural areas and the system reform of administrative reconsideration. The metaphor vehicles, “体制 *ti zhi* ”, “制 *zhi* ”, “制度 *zhi du* ” are used to construct SYSTEM metaphor about the judicial system. The vehicle term, “改革 *gai ge* ” (reform) has the etymologically basic meaning of “physically made again”, transferred to its contextual meaning “having had a change of character”. It constructs PHYSICAL ACTION metaphor about judicial reform. The metaphor vehicles, “加强 *jia qiang* ” (strengthen)(STRENGTH metaphor) and “推进 *tui jin* ”(advance) (MOVEMENT metaphor) are used to talk about what to be done to strengthen rule of law in rural areas. The word, “落实 *luo shi* (fulfil)” has the basic meaning of something physically falling on the ground, transferred to its contextual meaning “fulfil, carry out”, constructing PHYSICAL ACTION metaphor to talk about the system reform of administrative reconsideration. The vehicle term, “推进 *tui jin* ” is repeated to talk about the amendment of relevant legal rules. All the above linguistic metaphors in the trajectory of the speech are used to describe the reforms of judicial system and system of administrative reconsideration and work of strengthening rule of law in rural areas.

E. Segment 5: Overall Law-Based Governance (Paragraph 7)

In this paragraph, some metaphors about overall law-based governance are used. A lexical chain (repeated use of a word or connected word) emphasizes the metaphorical conceptualization of legal system: “国家治理<u>体系</u> *guo jia zhi li <u>ti xi</u>* ”(<u>system</u> of national governance), “法治<u>体系</u> *fa zhi <u>ti xi</u>*” (<u>system</u> of rule of law), “国家治理<u>制度化</u> *guo jia zhi li <u>zhi du hua</u>* ” (<u>institutionalization</u> of national governance), “法治保障<u>制度</u> *fa zhi bao zhang <u>zhi du</u>* ” (<u>system</u> of legal safeguards), “法律服务<u>体系</u> *fa lv fu wu <u>ti xi</u>* ”(<u>system</u> of legal service) etc. This lexical chain forms systematic SYSTEM metaphor, scattered about throughout this paragraph. In the discourse flux, the words, “推进 *tui jin* ”(advance), “跟进 *gen jin*” (follow up), “提高 *ti gao*” (lift), “提升 *ti sheng* ”(lift) have the basic meanings of bodily movement, which are metaphorically used when talking about the work related to law-based governance, constructing systematic MOVEMENT metaphor. In this discourse segment, SYSTEM metaphor and MOVEMENT metaphor are built up to imply that overall law-based governance must go forward and make development. The metaphor vehicles, which are also used in segment 3, “加强 *jia qiang*”, “强 化 *qiang hua*”, “增强 *zeng qiang* ” and “力度 *li du*” construct systematic STRENGTH metaphor. This reveals the attitude and determination of government and the greater efforts to be made by the government. All these metaphor scenarios contribute to revealing the political idea of the Chinese government. That is, law-based governance should be advanced to boost the role of rule of law in modernizing China's system and capacity for governance.

V. Discussion

This political discourse analysis of Xi's Speech involved the segmentation of discourse in terms of the topics of the discourse. Bringing this together with patterns of metaphor use in this speech based on DDFM allows the following insights.

(1)The most frequently occurring metaphors are related to bodily action and body experience. By using the function of computer, the number of occurrences was counted. These metaphors include SUPPORT metaphors, CONTROL metaphor, STRENGTH metaphor, MOVEMENT metaphor. Their numbers of vehicle occurrences are 29, 24, 22 and 17 respectively (see table 3). And the SYSTEM metaphor is also frequently used. The number of vehicle occurrences is 19 (also see Table 3).

Table 3
Most Frequently Occurring Metaphors, With Number Of Vehicle Occurrences

systematic metaphor	metaphor vehicle	metaphor shifting (vehicle development)	number of vehicle occurrences
SUPPORT	"依法 *yi fa* "(law-based)	vehicle repetition	29
CONTROL	"防控 *fang kong* "(prevention and control)	vehicle repetition	24
STRENGTH	"加强 *jia qiang*", "强化 *qiang hua*", "增强 *zeng qiang* " , "力度 *li du*", "发力 *fa li* ", "有力 *you li* " (strengthen or strength)	vehicle relexicalization	22
SYSTEM	"制度 *zhi du* ", "体制 *ti zhi* ", " 体系 *ti xi* "(system)	vehicle relexicalization	19
MOVEMENT	"推进 *tui jin* ", "跟进 *gen jin* ", "提高 *ti gao* ", "提升 *ti sheng* "(move forward)	vehicle relexicalization	17

All the above systematic metaphors are interwoven and connected throughout Xi's speech. These metaphors interpret and construct political topics. These most frequently occurring metaphors in the trajectory of the speech construct a series of successively narrative metaphor scenario. That is SYSTEM→SUPPORT→CONTROL→STRENGTH→MOVEMENT. The linguistic, affective, socio-cultural variables of metaphor are interconnected, occurring in the speech. This scenario unveils the purpose of discourse activity. These systematic metaphors convey the political attitudes, ideas, imply actions Chinese government will take, and construct and highlight the rhetorical and conceptual structure of the speech.

(2) The discourse dynamics of this speech is followed by the dynamic metaphor emergence. This is especially highlighted in paragraph 4. In this paragraph, the unfolding of the dynamic system of discourse is led by the topic, "carrying out law-based epidemic prevention and control". The topic trajectory of the discourse is legislation → law enforcement → law observance. Linguistic metaphors followed by these topics are mapped onto the discourse. The trajectory of metaphors is as follow: BUILDING metaphor (legislation) → ENFORCEMENT metaphor (law enforcement) → SUPPORT metaphor (based on law) → STRENGTH metaphor (law observance with all one's strength) → other PHYSICAL ACTION metaphor (actions taken in the process of enforcing and observing law). So the dynamics of discourse activity is followed by different metaphor scenarios. Meanwhile, in this speech the dynamics of metaphor emergence is mostly embodied by vehicle repetition and vehicle relexicalization (see table 3). The vehicle terms are repeated and relexicalized to remain the same topic or move to connected topics of the speech. The dynamically emergent systematic metaphors evolve as the discourse proceeds. And they become the research tool of conveying the political ideas and attitudes of Chinese government in fighting COVID-19: calling for greater legislation, law enforcement, judicial and law observance efforts to strengthen the capacity to carry out law-based epidemic prevention and control and boost the role of rule of law in modernizing China's legal system.

(3) Most of metaphors in Xi's Speech are conventionalized. This indicates that conventional metaphor plays a framing role in discourse. Besides, most of these metaphorically used words are verbs because Xi's speech has language characteristics, such as frequently used imperative sentences and the present tense. Thus, the lexical choices, grammatical form and this kind of metaphorical pattern implies that now the Chinese government will carry out law-based epidemic prevention and control in active and positive manner.

VI. Conclusion

Based on DDFM, metaphor can be used as a research tool to investigate discourse data and to reveal something of people's ideas, attitudes and values. This paper innovatively applied DDFM to metaphor analysis of a political discourse -- Xi's speech. In Xi's speech, the evolution of metaphors is tracked. The metaphor vehicles are identified, grouped systematically with similar semantic characteristics, and examined in their discourse contexts. And the most frequently occurring systematic metaphors such as SUPPORT metaphor, CONTROL metaphor, STRENGTH metaphor, SYSTEM metaphor and MOVEMENT metaphor etc. are constructed to reveal the speaker's political ideas and attitudes: Chinese government will take some actions to carry out law-based epidemic prevention and control in active and positive manner, to strengthen reforms of judicial system and system of administrative reconsideration and to boost the role of rule of law in modernizing China's legal system. This research helps us understand how metaphors contribute to framing ideas and expressing attitudes and values in political discourse.

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Indonesian Language Characteristics of Deaf Children and Implications for Literacy Skills

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***Abstract*—This research aimed to reveal the characteristics of the Indonesian language in deaf children and the implications for their literacy skills. A qualitative approach was used on the subjects determined through purposive sampling. Data were collected by recording student performance portfolios, interviewing teachers, and observing video recordings. The data were analyzed descriptively and explanatively. The results showed that the Indonesian language for deaf children is limited, as seen through four ways. First, the vocabulary of deaf children is dominated by general words (hypernyms) and concrete references. Second, they do not use figures of speech or idioms, compound words, and terms. Third, their ability to form derivative words is still low. Fourth, they generally produce core and single sentences, and only a small part uses compound sentences. The main and single sentences have an inversion pattern, where the verb precedes the subject. Moreover, they fail to use linking between sentences, and the resulting discourse is a collection of separate sentences. The linguistic barriers resulted in a low effective reading speed of 33.04 – 68, 30 words per minute. This has implications for low literacy skills. Therefore, an intervention program is needed to improve the language skills of deaf children.**

***Index Terms*—deaf children, literacy, Indonesian language characteristics, effective reading speed**

I. Introduction

Literacy skills are necessary for a global society characterized by the rapid information flow that could be an opportunity or a threat. It is an opportunity when used for productive purposes and a threat when not utilized, left behind, and trapped by information flow. Responding to this social reality, Unesco (2003) showed the importance of literacy in developing the ability to seek, understand, evaluate, criticize, and manage information into useful knowledge.

Literacy is a fundamental and universal skill that indicates the human development index. It enables one to absorb, understand, and implement science, technology, art, and other life aspects published through various media. Therefore, literacy is an independent learning effort to increase the capacity of human resources that lasts a lifetime. However, this skill has not been mastered by most students in Indonesia. Various surveys by the Indonesian Ministry of Education and Culture (2017) show that the skills of children aged 9-14 in understanding and using reading materials are in the bottom ten worldwide. Therefore, the government established a national literacy movement program in 2017 to improve this condition. The fundamental literacy capacity is closely related to language reading and writing skills. The mastery of these two language skills influences other literacy dimensions. These include numeracy, science, digital literacy, religion or belief, as well as culture and citizenship. Therefore, it is urgently necessary to improve the students' language skills. This is where the strategic value of learning Indonesian, regional, and foreign languages at various levels and schools lies.

In the constitution, Indonesian is the official language of the state. It functions as a national identity and unifier of the nation, a means of implementing state administration and government. Also, it is an intercultural and inter-regional communication tool, an initiator of science and technology, and an introduction to education. According to the constitutional provisions, the Indonesian education system is the language of instruction and compulsory subjects at all types and levels of school. This position and function make the language the most important literacy tool, not least for deaf students. Therefore, the language skills of deaf children need improvement to support their literacy capacity. The improvement effort is effective when based on data about the characteristics of the students' language. This is consistent with the principles of language learning known as i + 1. It means that selecting and grading teaching materials is one level above the students' language competence (Baradja, 1990). This implies the importance of studying the characteristics of the Indonesian language of deaf children and their implications for literacy skills.

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II. Theoretical Framework

A. Descriptive Linguistics

The characteristic of the Indonesian language for deaf children is a contemporary portrait of its productive and receptive use. In this case, the characterization involves identifying aspects such as the vocabulary and grammar used by deaf children. Therefore, the descriptive linguistic theory is one of the references in this research. Descriptive linguistics studies language aspects based on authentic data (Gleason, 1970; Alwasilah, 1985; Arnawa, 2008). This theory is expected to naturally reveal the characteristics of the Indonesian language of deaf children. It examines aspects of a language synchronously, without relating them to historical variables and comparisons between languages. Furthermore, descriptive linguistic studies rely on the data of the language being studied. Therefore, the peculiarities of a language are expressed with this approach (Kridalaksana, 1993).

The object of descriptive linguistic study is the universal structure of a language formulated based on the repetitive patterns of the speech corpus collectivity. This means that descriptive linguistics abstracts the pattern of a particular language based on authentic data concretely used by the speaking community (Saussure, 1988), indicating that it relies on the natural data of a language. The use of natural data fundamentally explains linguistic processes (Sag, 1991). In this research, the characteristics of the language of deaf children were identified based on the real corpus it produced and mapped in Indonesian grammar. The results are language variations identified as characteristics of the language of deaf children, a principle consistent with the concept of parametric variation (Engdahl, 1991).

B. Reading and Literacy Skills

Literacy is closely related to reading skills. Lederberg et al. (2014) stated that reading skills are important for academic achievement and future life success, implying they need to be developed early. Therefore, it is necessary to have the vocabulary and linguistic competence to be a successful reader (Harris, 2015). Furthermore, the two aspects of being considered in reading are the skill of decoding linguistic symbols and the ability to understand their message. Understanding the message is insufficient, though it is mandatory in literacy activities. Therefore, creative and analytical reading skills are needed to support literacy activities (Oka, 1976; Baradja, 1976; Ingvalson et al., 2020).

Reading and literacy are cognitive skills resulting from the interaction between the nervous system and cultural experience. They are the ability to understand and use written information socially and individually (Hassanzadeh & Nikkhoo, 2019). A literate reader constructs meaning to understand the world. In contrast, students with inadequate literacy development cannot participate maximally in classroom learning (Luckner et al., 2005). Therefore, reading and literacy are the essential skills needed by every student. This urgency gives an important position in teaching reading skills as an integral part of language learning (Triwiati & Assjari, 2017). In this regard, Suhardi (1976) emphasized aspects that develop to improve reading skills. These include distinguishing the main from explanatory ideas, enriching vocabulary, interpreting messages, making inferences, and increasing reading interest.

The explanation illustrates the close relationship between reading and literacy activities. However, not every reading activity is identified as literacy, which exceeds the limits of reading as a cognitive activity. According to Nugrahani et al. (2020), the essence of literacy is the ability to process information and knowledge into life skills. Its emphasis on life skills shows that literacy is more applied than just a cognitive activity. Therefore, literacy activities in schools transcend reading comprehension activities to include real-life implementation of knowledge and understanding.

C. Language Development of Deaf Children

Deafness refers to the condition of a person with a hearing impairment. Technically, this term covers the condition of someone deaf and hard of hearing. A person is categorized as deaf when the hearing loss is 70 ISO Db, while it is called hearing loss when it is 35-69 Iso Db (Haenudin, 2013; National Council for Special Education, 2011). Hearing barriers impact a person's language development that begins by hearing the speech of the people around. Technically, this natural language acquisition is called implicit linguistics (Baradja, 1990).

Deaf children are slow in learning language due to limitations in absorbing linguistic exposure from their environment and often misinterpret linguistic input. The delays in language acquisition last until they enter school (Briggle, 2005). To overcome this obstacle, teachers should use varied learning strategies to improve the children's language experience. This delay results in literacy barriers that could be solved through language acquisition (Alothman, 2021). It is necessary to develop the deaf children's language and ability to understand information, despite having auditory barriers. Their language and understanding of the world around them could be developed using sign and written languages, as well as fingerspelling. Also, written language, reading, and writing should be encouraged in deaf children to comprehensively improve their word recognition and understanding.

Pratiwi (2011) stated that the language skills of deaf children affect their intellectual development, which is slower compared to children with hearing ability. Furthermore, hearing impairment inhibits thinking ability. The intellectual development barrier cannot be interpreted with the low IQ of deaf children. However, their intelligence cannot develop because of the language barrier they experience. Suparno (2001) showed the various aspects through which the language barrier experienced by deaf children could be observed. The aspects include poor vocabulary, difficulty in understanding expressions, figures of speech, idioms, abstract words, as well as long and complex sentences. These aspects are the focus of this research in describing the Indonesian language of deaf children.

III. Research Methods

A. Research Design

This research used a qualitative design. Strauss & Corbin (2003) stated that qualitative research reveals and helps understand something behind the phenomenon. The observed phenomena are the construction and form of language produced by deaf children. The characteristics of the Indonesian language for deaf children were formulated based on the observed linguistic forms. They include vocabulary characteristics, sentence formation, and paragraphs.

B. Research Subject

This research took samples from SLB Negeri 1 Singaraja, SLB Negeri 1 Negara, and SLB Negeri 2 Denpasar, Special Schools (SLB) in Bali Province. The sample comprised 30 people determined non-randomly by purposive sampling based on two main criteria. The people selected had to be at the final level of education and a pure deaf child. In this case, the final level of education is six grades of special elementary school (SDLB) and third grades of Special Junior High School (SMPLB) and Special Senior High School (SMALB). Furthermore, pure deaf children did not have other obstacles. These criteria are important because there is a possibility of deaf children with multiple disabilities, such as mental retardation or visual impairment.

C. Data Collection

Data were collected by document recording, interviews, and observation. Documentation was conducted on the performance portfolio of student literacy activities. The documents included student essays, manuscripts of teacher assignments on various themes, such as participation in literacy competitions. Moreover, interviews were conducted with literacy teachers at each school to confirm the data recorded in the document. Observations were made on documentary video recordings at the school to obtain supporting data about the setting of the literacy activity space.

D. Data Analysis

Data were analyzed inductively, also known as the grounded theory approach (Strauss & Corbin, 2003). The corpus of data obtained was classified based on the linguistic levels of vocabulary and grammatical. Furthermore, identification was conducted in each corpus group to produce the characteristics of the Indonesian language for deaf children. The generalization is expected to produce new concepts or develop pre-existing ones.

IV. Results and Discussion

A. Characteristics of Deaf Children's Vocabulary

(1) The vocabulary of deaf children is dominated by general words that relate to each other. One characteristic of the relationship between words is general–specific. Semantically, general and special words share the same meaning. Based on the data, the Indonesian vocabulary of deaf children is dominated by general words. In this study, deaf children were shown several pictures of flowers in turn. First, a picture of a rose was shown, where deaf children identified it as flowers. Second, a picture of Cempaka was shown and identified by the children as flowers. Third, a picture of frangipani was identified as a flower. Although their response was not wrong, it was less specific because the flower is a general word, while rose, Cempaka, and frangipani are specific words. Furthermore, pictures of grouper, tilapia, and cobs were shown, and all were identified as fish by the deaf children. Similarly, vests, shirts, and t-shirts were all identified as clothes. Therefore, the vocabulary of deaf children was dominated by general words.

(2) The vocabulary of deaf children represents the concrete meaning. Semantically, the vocabulary of a language is classified into concrete and abstract words. It is concrete when the word reference is related to the physical aspect, abstract when related to mental, conceptual, and emotional. The document recording results showed that 95.23% of the Indonesian vocabulary of deaf children are concrete words, while only 4.77% are abstract words.

TABLE 1
CLASSIFICATION AND FREQUENCY OF INDONESIAN VOCABULARY ON DEAF CHILDREN

NO	CATEGORY	Reference			
		Concrete		Abstract	
		Frequency	%	Frequency	%
1	noun	203	28,47	23	3,23
2.	Verb	322	45,16	8	1,12
3.	Adverb	60	8,41	0	0
4.	Pronoun	12	1,68	0	0
5.	adjective	61	8,56	3	0,42
6.	Particle	0	0	0	0
7.	Numerical	21	2,95	0	0
	TOTAL	679	95,23	34	4,77

(3) Deaf children are less able to use the term. The term is part of the vocabulary, and a technical word used to describe the accuracy of thinking. The student performance documents did not show the use of technical terms by

deaf children, even with the fishing technique. Furthermore, most of them cannot develop sentences with general terms, such as aspirations, self-taught, skilled, cultural, and wise.

(4) Deaf children are less able to use figurative language. Figurative is a variety of vocabulary in a language that expresses meaning using analogy or comparison. The deaf students' performance documents showed no use of figurative language. Furthermore, with the fishing technique, the deaf children were asked to develop sentences containing expressions such as long arms, thick face, stubbornness, and high-mindedness. Most of the children could not develop sentences with this technique.

(5) Deaf children are less able to use compound words. Compound words are a combination of two or more basic words that produce a new meaning. However, the construction cannot be inserted in other words. The deaf children's performance documents had little data on the use of compound words. From 713 vocabularies, only 4 (0.56%) used compound words, such as *kacamata* (glasses), *matahari* (sun), *orangtua* (parents), and *rumah sakit* (hospital). The use of compound words is often replaced with their synonyms by deaf children, such as *surat kabar* (newspaper), replaced with *koran* (newspaper).

B. Characteristics of the Grammatical Competence of Deaf Children

(1) Morphology aspect

Indonesian has many affixes consisting of 8 prefixes, four infixes, 11 suffixes, four confixes, and nine combinations of affixes. However, only a few affixes are productively used by deaf children in the polymorphemic word-formation process, as shown in Table 2.

TABLE 2
TABULATION OF THE INDONESIAN AFFIXES USED BY DEAF CHILD

No	Type	Affix	Sample data
1.	Prefix	{me.N-},	*mengajak*
		{peN-},	*perawat*
		{ber-},	*bekerja, berbisik*
		{di-}	*digunakan*
		{ter-}	*terbuat*
2.	Suffix	{-lah},	*sangatlah,*
		{-an},	*tumbuhan, sembarangan*
3.	Affix combination	{meN – kan},	*membersihkan, menjadikan*
		{meN-i}	*menyayangi*
4.	Confix	{ke-an}	*kegunaan*
		{per-an}	*perpustakaan*
		{peN-an}	*pengetahuan*

(2) Syntax aspect

Data on sentence patterns for deaf children were taken from student performance documents comprising short stories, essay test answer sheets, and sentence development. From that source, 267 sentences were analyzed, 239 or 89.51% using single sentence patterns and 28 using compound sentence patterns. Of the 239 single-sentence patterns used, 183 had core-sentence patterns, such as *Kerja di mana? Membersihkan kandangnya, Memandikan hewannya* (Where do you work? Cleaning the cage, Bathing the animal). In contrast, 56 pieces had broad sentence patterns, such as *Bekerja sebagai perawat Ibu Made; Merawat orang sakit Ibu Made; Terlihat penuh tempat sampahnya* (Mrs. Made is Working as a nurse; Caring for the sick; Look! the trash bin full of trash). Furthermore, of the 56 compound sentences, 52 were equivalent compound sentences, such as *Nyanyian daun kelapa tertiup angin, burung yang menari lengkap sudah indahnya* (The singing of coconut leaves in the wind, birds that dance in full are beautiful). In comparison, 4 were dense compound sentences, such as *Terbuat dari bata dan semen lantainya* (the floor is made of brick and cement). The data shows the lack of use of multilevel and mixed compound sentences. Other interesting data often found are inversion patterns, such as *Berapa tanggal lahir saya? Sudah makan aku. Belajar aku sekarang* (What is my birthday? I have eaten. I am studying now).

(3) Discourse aspect

In preparing paragraphs, most deaf children are less able to use inter-sentence connectors. Paragraphs are formed by aligning sentences without conjunctions, such as;

(1) *Ibu Made bekerja sebagai perawat. Ibu Made merawat orang sakit. Ibu made bekerja di rumah sakit umum. Setiap hari Ibu Made ke rumah sakit. Ibu made sangat ramah pada pasien.*

(Mrs. Made works as a nurse. Mrs. Made takes care of the sick. Mrs. Made works in a public hospital. Every day Mrs. Made goes to the hospital. Mrs. Made is very patient-friendly).

(2) *Lantainya terbuat dari bata dan semen. Dan Meja baca digunakan untuk apa! Membaca cerita pengetahuan dan ceita ilmu. Buku vokus buku tamu. Dan tidak boleh makan di perpustakaan. Tidak boleh berisik. Tidak boleh bicara yang aneh-aneh. Jam 09.10.*

(The floor is made of brick and cement. And what is the reading desk used for! Read stories of knowledge and science stories. Guest book focus book. And you cannot eat in the library. Do not be noisy. Do not talk weirdly. at 09.10 am)

C. Effective Reading Speed

Literacy is closely related to effective reading speed or its combination with comprehension. It is measured based on the average number of words read by deaf children per minute (called an A score in this research). Furthermore, reading comprehension is measured by the real score obtained by deaf children divided by the ideal maximum score (called score B). The A score is multiplied by the B score to determine the effective reading speed. Based on the grade level, the effective reading speed of deaf children is as follows. It is 33.04 – 37.04 words per minute for sixth grades of elementary school and 37.04 – 45.43 words per minute for third-grade junior high school students. Additionally, the effective reading speed of third-grade senior high school students is 45.12 – 68.30 words per minute. The detailed data are presented in Table 3.

TABLE 3
EFFECTIVE READING SPEED DATA FOR DEAF CHILDREN

No. Samples & Grades	Effective Reading Speed /Minutes
The sixth grade of elementary school students	
1.	34,58
2.	33,48
3.	37,10
4.	33,04
5.	33,12
6.	37,04
7.	33,84
8.	33,67
9.	36,80
10.	35,98
The third-grade junior high school students	
11.	43,75
12.	45,12
13.	37,04
14.	39,42
15.	41,52
16.	44,98
17.	39,90
18.	45,43
19.	39.48
20.	39,96
The third-grade senior high school students	
21.	56,88
22.	51,28
23.	65,79
24.	68,30
25.	65,92
26.	45,12
27.	54,64
28.	65,79
29.	60,16
30.	64,88

Table 3 shows that, of the 713 words used by deaf children, 679 (95.23%) have concrete references, while only 34 (4.77%) have abstract references. This means that the Indonesian vocabulary of deaf children is very limited due to their inability to absorb linguistic exposure in the surrounding environment (Baradja, 1990). The linguistic barrier impacts cognitive development, making deaf children unable to use abstract referenced words. Another characteristic that needs observation in the Indonesian vocabulary of deaf children is the use of general words (hypernyms). A hypernym is a word that semantically includes another more specific word (hyponym). The hypernym–hyponym relationship is hierarchical (Arnawa, 2008). Based on the data, most vocabularies of deaf children are hypernyms, indicating that they think more generic than specific. The specific thinking barriers are triggered by the limited linguistic input. Therefore, they cannot use figurative language, compound words, and technical terms.

Another characteristic observed from the use of the Indonesian language by deaf children is grammar, especially in morphology and syntax. Based on the typology, Indonesian is an agglutinative type with many affixes. However, deaf children only use active verb-forming prefixes and a few joining and confix affixes, implying limited linguistic competence. Linguistic competence is an abstract understanding of grammatical rules. It triggers the failure of deaf children to apply morphological rules in word formation. Moreover, in syntax, the Indonesian sentences produced by deaf children are core (68.54%), expanded single (10.49%), equivalent compound (19.48%), and dense compound (1.50%). The main and expanded single sentence patterns have an inversion structure, where the verb (predicate) precedes the subject. Examples are *Makan sudah? Belajar aku; Mendengar dia* (Have you eaten? I study; I Hear him). The dominant use of inverted sentence structures by deaf children proves that the semantic center lies in the verb (Arnawa, 2019). This is the trigger for the forwarding of verbs in the syntactic structure of the Indonesian language by deaf children. Furthermore, in discourse, deaf children cannot use linking between sentences. Cohesion and discursive coherence tools are also not used. As a result, the discourses composed seem to be a collection of separate sentences.

The failure to use cohesion and coherence tools indicates the limited linguistic competence of deaf children. It is caused by their failure to absorb linguistic input. This language barrier inhibits cognitive development, resulting in logical barriers to connecting sentences. The language barrier in vocabulary, grammatical, and discursive reduces the effective reading speed. Based on data, the effective reading speed of deaf children at all levels is 33.04 – 68, 30 words per minute. This figure is below the reference rate for normal children in the same age group, 80 – 245 words per minute. Consequently, this significant reading speed barrier hampers the literacy skills of deaf children. Therefore, it is necessary to manage literacy texts consistent with the linguistic characteristics and the effective reading speed of deaf children.

V. CONCLUSION

The limitations of the Indonesian language skills of deaf children hinder their literacy skills. These barriers are triggered by the vocabulary dominated by general words with no specific meanings. Furthermore, literacy failure is triggered by the limitations of deaf children in understanding abstract vocabulary. As a result, they cannot understand the abstract messages from the text they read. Literacy barriers for deaf children are also triggered by limited grammatical mastery of morphology, syntax, and discursive devices. Additionally, the limited linguistic (grammatical) competence has implications for failing to understand the text message. As a result, these linguistic limitations reduce the effective reading speed of deaf children. When this condition is not properly intervened, they would lose information compared to normal children. Furthermore, it is necessary to ensure that their literacy materials are adapted to their linguistic competence. Literacy texts for deaf children should be shorter, with brief sentences and general vocabulary. Also, technical terms should be explained using common words for deaf children to understand.

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E. M. Forster's *A Passage to India*: A Tragedy of Cultural Conflicts and Distorted Interracial Relationships

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***Abstract*—E.M. Forster's *A Passage to India,* hereafter *(API),* offers us an opportunity to realize the mentality of the white imperialist and the grotesque picture of the colonizer-colonized relationship; this picture implies multiple facets of racial vituperations, brutality, and prejudice perpetrated on Indians in the colonial period. In the novel, Forster explores the colonizers' racist attitudes, and he brings out the racial and interracial conflicts as well as the cultural and ethnic traumas between the colonizer and the colonized. This study is primarily concerned with exploring the cultural clashes and the problematic, deformed interracial relationships, established between the Indians and the Anglo-Indians in a colonial context. The analytical approach and the Postcolonial Theory will be adopted throughout the paper as a framework. A postcolonial reading of the novel debunks the colonizer's racist ideology and reveals various motifs of partitions, fences, interracial conflicts and gulfs. The article reveals that the different racial, cultural, and social backgrounds of the English and Indian communities create bitter differences and significant gaps that cannot be bridged. The study concludes that the ramifications of the interracial clashes and racial intolerance have a vehement impact on both the colonized and the colonizer alike; however, mutual and interracial love, respect, and understanding are robust solutions that can relatively open the ideological closure of racism, lessen the racial tensions and thus bring people of different racial backgrounds together.**

***Index Terms*—culture, race, conflict, India, English, Forester, relations**

I. *A Passage To India* in Light of Colonialism and the Postcolonial Theory

Colonialism is a system of hegemony, leverage, supremacy, deliberate subordination and subjugation that the Occident (white imperialists, European colonizers) tried to inflict upon the Orient (the other, the colonized). Nonetheless, colonialism is not restricted to military force or physical coercion only; in fact it has many facets including cultural, psychological, social and economic dimensions. Through the process of colonization, the colonizer adamantly seeks to replace the beliefs, customs, traditions and cultural values of the indigenous natives (the colonized) with his own beliefs, culture and practices. Thus, the colonized view themselves and their culture as powerless, subordinate and inferior to the colonizers. On the other hand, the white imperialists consider themselves and their history and culture as superior. As a result, the so-called "the other" seeks to mimic and imitate his master's culture, language and lifestyle. In light of this, The 'Occident' is viewed as superior, rational, developed, and powerful; however, the 'Orient' or the East is seen as inferior, irrational, weak and uncivilized. In view of this, the colonizer's culture, beliefs, values, and practices are referred to as a criterion to which the oppressed should adhere.

The study of the relationship between the colonizer and the colonized, between the master and the slave, establishes the core of what so- called Postcolonialism. The literature of this era serves as a voice of the marginalized, the colonized, and the oppressed. Postcolonialism sheds light on the cultures and societies of the colonized and subjugated nations, which are consciously and subconsciously influenced by the colonial process. According to Ashcroft et al., "Post-colonialism deals with the effects of colonization on cultures and societies… from the late 1970s the term has been used by literary critics to discuss the various cultural effects of colonization'' (1995, p. 168). Postcolonialism seeks to critically examine and investigate what happens when two different cultures and races clash; the colonizer tries to impose his culture, dominance, hegemony and supremacy over the colonized, who gradually start to accept and adapt to the colonizer's culture, language and lifestyle.

The Postcolonial theory moves beyond the boundaries of literary studies to examine and investigate the social, political, economic, and cultural relations and concerns of both the colonized and the colonizer; the other and the powerful, the inferior and the superior. Homi K. Bhabha in his essay entitled, "The postcolonial and the postmodern: the question of Agency", states that, "postcolonial perspectives emerge from the colonial testimony of third world countries and the discourses of minorities within the geopolitical division of East and West, North and South" (1994, p.171). Hence, it can be said that Postcolonial theory provides a clear understanding of how relations between the superior and the inferior are established and manifested in literature.

Postcolonialism refers to the depiction of race, ethnicity, culture and human identity and interracial relations in the modern era; after many colonized countries in Asia, Africa, and the Caribbean gained their independence from Western colonizing forces, such as England and France. The era of Postcolonialism is presented in literature with recurring notions and motifs, such as hybridity, identity, otherness, mimicry, language, ambivalence, superiority vs. inferiority, and racism. The colonial encounter between the Occident and the Orient has led to political, historical and cultural consequences, which highlight a western superiority over the locals, who are perceived to be downtrodden, inferior, barbaric, underdeveloped and uncivilized. In an attempt to control and rule over the orients, European colonizers have often set to suppress their culture and values, distort their history, tradition and even language. However, suppressed natives tried to reject such hegemony and resist the inhuman acts of subordination and subjugation so as to save their culture, history, customs and language from loss and disintegration. Postcolonialism can be defined as a literary movement that throws light on the literature written in currently or formerly colonized countries (third world countries), or literature written in imperialist colonizing countries (European and Western countries) which deals with colonization. Postcolonial writings attempt to reclaim, recover and celebrate the cultures, traditions, beliefs, languages, and history of the colonized. Postcolonial literature seeks to resist and subvert the depiction of the colonized as slaves, uncivilized, savage, inferior and marginal by the colonizer. Postcolonial literature, therefore, attempts to celebrate and underscore the identity of the colonized and reclaim their history, cultural values, beliefs and practices.

In view of the above, it can be argued that E.M. Forster's *API* is a postcolonial and anti-imperialistic novel, which reflects a racial antagonism and a colonial attitude of supremacy; therefore the novel debunks the white imperialists' ideology and it mocks the myth of the "White Man's Burden". Indians, being the other, marginalized and suppressed community are depicted with some racial and typical stereotypes that the British colonizers associated with them. Hence, *API* is a postcolonial literary text because it crystallizes the concept of untouchable, marginalization, subjugation, racial tensions, and racial intolerance, between two unequaled forces; the Orient and the Occident. According to Clare Brandabur, the novel "attempt[s] to deal with colonialism (or post-colonialism or neo-colonialism) with respect to the destructive impact on personal relationships caused by the racist assumptions and psycho-pathology inherent in colonial imperialism" (1993, p.19). This paper is an attempt to bring out interracial conflicts and ethnic traumas between two dissimilar races (Indian subalterns and the British colonizers).

II. Introduction

API was written in 1913 and published in 1924 by E.M. Forster. According to J. B. Priestley, "A Passage to India, which adds racial relationships to the intricate pattern, is even more elaborate: a novel that requires several readings to be appreciated to the full, undoubtedly Forster's masterpiece" (1962, p. 355). The writer "represents the finest and most human in the liberal spirit, began in "A Passage to India" the tradition of using Indian life as an image of personal experiences' (Ford, 1983, p. 319). The novel is inspired primarily from the author's experience in India as a short-term resident and from his interactions with Indians and with the British servants, called Anglo-Indians; "a narrow-minded caste of chauvinistic snobs" (Pirnuta, 2007, p. 380). Although *API* is highly symbolic and mystical in its themes, it aims to be a truthful documentation of the racist attitudes of British officials in India, chiefly in Chandapore, a city along the Ganges River, and remarkable only for the nearby Marbar caves. The author reveals his personal experiences and interactions with the locals during his double visits to colonial India.

E.M. Forster was different from the authors of his time, whereas their works were going out of the literary fashion, Forster's was coming into it, Priestly argues that:

> He rejected from the first any idea of being a solid chronicler of a society, of filling with realistic detail a broad of canvas, of making his narrative acceptable and convincing by accumulating representative characters and events. He works in brilliant flashes, sudden revelations of character, glimpses of heights and depths, action that is not realistic and typical but symbolic. (1962, p. 355)

Rajni Devi points out that Forster demonstrates how recurrent misunderstandings become hardened into cultural and racial stereotypes and are frequently used to justify the futility of efforts to bridge the cultural gaps between the two dissimilar groups (2017, p. 223). Therefore, it can be claimed that such interracial misunderstandings and cultural conflicts have resulted from the different cultural, ethnic, religious and social backgrounds of the rulers and the ruled; as a result, these variations have caused interracial tensions and conflicts between the Indian and English characters. Owing to these differences, both communities fail to enjoy an eternal union and genuine friendship, and they are finally split into two parts on the ground of their racial beliefs. For the duration of Dr. Aziz's arrest, Mr. Turton informs Cyril Fielding that, "I have had twenty-five years' experience of this country... I have never known anything but disaster result when English people and Indians attempt to be intimate socially" (*API*, p. 86). Adela Quested displays her ignorance of Indian traditions when she asks Dr. Aziz how many wives he has. Moreover, the Turton sets up a party to bridge the gulf between the East and West; however, this event emphasizes the ongoing tension between the two different cultures. Mrs. Moore also observes that India is filled of "mystery and muddle" that westerners cannot fathom (*API*, p. 224).

The interracial associations between the Indians and the British and their unceasingly growing conflict brought about cultural and racial misunderstanding and religious variations are clearly portrayed in the main parts of the novel— Mosque, Caves, and Temple (Devi, 2017, p. 223). When Aziz accompanies Adela Quested to the Caves, Quested accuses him with attempting to rape and assault her. Aziz's trial therefore brings all the racial, cultural and ethnic tensions, bigotries and partialities between the ruled and the rulers.

Mason claims that the novel brings the voices of Dr. Aziz and the other Indian characters to the forefront (Mason, 2016, p.31). The first character whom we are introduced to in the novel is Dr. Aziz, a Muslim Indian doctor, followed by his close Indian friends Hamidullah and Mahmoud Ali. It is in this part of the book that these characters present the fundamental question of the novel: whether or not it is possible for an Indian citizen to befriend an English native. Each part of the novel adds a new perspective on this idea; the “Mosque,” part establishes the friendships between Aziz and the English, the second part, “Caves,” breaks these relationships, and the final part, “Temple,” implies a glimmer of hope and union once India is decolonized (Lan, 2013, p. 493). However, although the main focus of the novel is the friendship and the unhealthy relationship between Dr. Aziz and Fielding, the English female characters in the book aggravate the tensions; they initiate, muddle and complicate all parts of the book (Mason, 2016, p. 31).

API is therefore an exploration of the distorted interracial relationships between the East and West. E M. Forster’s novel presents a clinical depiction of the two different communities. Thus, Forster’s masterpiece thoroughly explores and examines the fences of interracial friendship and relationships in a colonial context. *APA* is a living typical example of how two different cultures when enforced to intermingle, misunderstandings and conflicts surface. As a result, it can be said that the implications and repercussions of such conflicts and misunderstandings are detrimental and poignant on all levels: individual, racial and cultural. The book hence casts light on the disillusionments of arrogant and shallow-minded people, who fail to deal with one another on equal basis and subsequently eradicate racial intolerance and prejudice and establish healthy friendships.

At the end of the book, Dr. Aziz informs Cyril Fielding that, ‘It is useless discussing Hindus with me. Living with them teaches me no more. When I think I annoy them, I do not. When I think I don’t annoy them, I do’ (*API*, p.315). In light of this, the writer proves how such frequent misunderstandings and cultural conflicts become coarsened into cultural stereotypes, and how they are frequently used to rationalize the absurdities, pointlessness and emptiness of efforts and attempts to bridge the racial and cultural gulfs. When Dr. Aziz gives his collar stud to Fielding in a gushing act of love, respect and friendship, Rony Heaslop, later on misunderstands Aziz’s missing stud as an oversight and takes it as an example to enforce his beliefs about Indian stereotypes (Pirnuta, 2007, p. 381).

It is believed that spirituality and faith have historically influenced the Indian community on social, cultural, economic and political levels. Therefore, it can be said that Indians are religious-oriented people. In India, spirituality and mysticism are major forces in the way Indian citizens lead their lives, especially if they practice Hinduism; in fact the racial conflict between Christianity and Hinduism in the novel equals the interracial clash between the imperialists and the Indians. Hinduism in the novel is represented by professor Godbole, and Christianity is best exemplified in Mrs. Moore. She comes to the British Raj with great expectations; she socializes with the locals with an open mind, and understanding and devout Christian heart; however, she quits India sullen, peevish and disillusioned as her dreams to discover real India fall apart. On the other hand, Forster does not see anything captivating and surprising in India except some tropical places, this hints to the racial anarchy and rising tension between the two different races. These views of the writer are clearly stated in the first chapter of the novel, he says that:

> Except for the Marabar caves- and they are twenty miles off- the city of Chandrapore presents nothing extraordinary. Edged rather than washed by the river Ganges, it trails for a couple of miles along the bank, scarcely distinguishable from the rubbish it deposits so freely. There are no bathing-steps on the river front, as Ganges happens not to be holy here; indeed there is no river front, and bazaars shut out the wide and shifting panorama of the stream , the streets are mean, the temple ineffective. (*API*, p. 1)

In spite of Forster’s biting satire and scathing criticism of the English colonizers’ condescending behaviors towards the locals, he does not seem to openly and boldly question the right of the English man to colonize India. Instead, Forster suggests that the English rulers would be served by becoming kinder, more understanding and more sympathetic with the inhabitants. Apparently, Forster does not offer practical and pragmatic solutions to the problematic interracial conflict in colonial India.

III. Analysis and Discussion

The novel is rich with multifarious differences of racial vituperation and cultural misunderstanding. Thus, cultural understandings and interracial misconceptions and barriers are key themes that underline whole the novel. According to Priestly: “A Passage to India, which adds racial relationships (though these are not its subject) to the intricate pattern, is even more elaborate: a novel that requires several readings to be appreciated to the full, undoubtedly Forster's masterpiece” (1962, p. 355). The book delineates and excoriates racial and interracial intolerance, bigotry, tension, and cultural conflicts between two different races dissimilar on the cultural and intellectual levels. The novel describes racial and culture gulfs which swerve the English expatriates and the locals apart. Clashes occur when the English colonialists and the indigenous natives (West and East) “do not see eye to eye” (Ashcroft, 1959, p. 19). The frequent misunderstandings highlighted in the book include Aziz’s collar stud; Bhattacharya’s invitation; the organization of the Bridge Party; the choice of the woman Fielding espouses; and, most importantly, what occurs at the Caves (Childs, 1999, p. 349).

The visit to Marabar caves brings out all the racial tensions and prejudices between the two communities. As Forster points out in the novel,

> The English always stick together! That was the criticism. Nor was it unjust. Fielding shared it himself, and knew that if some misunderstanding occurred, and an attack was made on the girl by his allies, he would be obliged to die in her defence. He didn't want to die in her defence. He didn't want to die for her; he wanted to be rejoicing with Aziz. (*API*, p. 235)

The visit is an unsuccessful attempt to show the two English ladies, Mrs. Moore and Adela Quested, real- not official- India. However, the emerged misunderstandings accompanied the expedition have tragic repercussions on both Aziz and the English women, owing to the immense cultural gaps between them. However, these racial and cultural gulfs bring about uncontrollable anger and detrimental repercussions on both Indians and the Anglo- Indians.

Race is one of the most challenging problems which impede any possible interracial relation between the Indians and the English expatriates. In a colonial context, Forster's *APA* explores the idea of what happens when two different races try to transgress the boundaries of race and come closer to each other. Thus, the novel excoriates the plague of racism and it explores its hideous ideologies. Transgressing race borders in India is forbidden; it is a strange action that may causes havoc and bring the wrath of the society on the transgressor whosoever. Fielding crosses his race boundaries and aspires to be a genuine friend of Aziz; however, this action fails when both Fielding and Aziz swerve part at the end of the novel. Therefore, both characters surrender to their racial differences, and they decide to put an end for their unhealthy friendship so long as India is under colonization.

> Why can't we be friends now? Said the other, holding him affectionately. 'It's what I want. It's what you want.' But the horses didn't want it- they swerved apart; the earth didn't want it, sending up rocks through which riders must pass single-file; the temples, the tank, the jail, the palace, the birds, the carrion, the Guest House, that came into view as they issued from the gap and saw Mau beneath: they didn't want it, they said in their hundred voices, 'No, not yet, ' and the sky said, 'No, not there. (*API*, pp. 315-316)

By taking the side of Aziz, Fielding crosses his race boundaries and steps over this line. This infringement underscores a racial stereotype that an Englishman should never side with a local and he is advised to stick with his own race only. From the English expatriates' viewpoint, when Fielding steps out of his racial line, he not only loses his own self, but also puts his fellow Englishmen at risk. Following the trail scene and through the victory of Dr. Aziz, and by extension the victory of the entire Indian community, it transpires that the English colonizers are not always superior and the indigenous Indians are not inferior, which demolishes the colonizer's hierarchy beliefs.

In fact, East and West meet in harmony in the character of Professor Narayan Godbole, who seems to be a prophetic character. Godbole gives an answer to the racial conflict and the interracial intolerance suggested in the book. The carnival of Lord Krishna's birth in the last part of the novel, proposes regeneration and renewal. Among this racial uncertainty and hubbub, Professor Godbole's spiritual quest for salvation and peace is noteworthy. He embraces everything as deity and he goes beyond the chaos and nullity of his racial surroundings to reach out to the unity and affirmation which lie beyond the racial chaos. It is worth noting that Godbole's quest for the spiritual is beyond place and time as he endeavors to reach out the absolute through a full surrender of the self and extinction of his inner consciousness. Godbole's estimation of life comes close to the values of Forster; the redemptive power of Mrs. Moore is also partially derived from her spiritual association with Godbole. In light of this, the Hindu mystical views delineated in *API* by Godbole open the ideological closure of racism and reduce the interracial conflict in the book.

The writer presents the racial intolerance in turbulent colonial India meticulously. 'Race' divides people into distinct groups on the biological, ethnic and physical grounds. Human beings have always found ways of dividing themselves into small, large, superior, and inferior groups. In fact, human beings tend to divide themselves for wide-ranging considerations, such as language, religion, race, and so on. Therefore *APA* portrays an accurate and realistic picture of the nature of human world, also it demonstrates how efforts to split people on some grounds caused various cultural and social patterns that have gone deep into the psyche of human beings.

API is a vibrant example of how two different races, cultures and ethnicities when forced to interact with each other, misunderstandings and miscalculations emerge. For example, Aziz and Mrs. Moore feel sensitive to each other and they interact passionately; nonetheless, it is their different racial boundaries and backgrounds which trammel this relationship, passion and harmony. Hence, it can be said that different racial backgrounds and racial intolerance can hinder any possible interracial understanding and openness of the ideological closure of racism. Thus, the book begins and ends by revealing the question of racial and cultural traumas and conflicts. Forster's novel thus frequently asks a very deep and controversial question, if it is possible for indigenous Indians to befriend the English colonizers, or vice versa.

APA is a tragedy of racial and interracial consternation. Adela Quested is occupied with a deep sense of anguish, shame and guilt; in fact, she has brought Aziz and the other Indian characters in the novel a great deal of suffering, pain, grief and loss. Melancholic and chagrined, the English woman is incapable of communicating here fears and anguish. As the trial begins, Adela withdraws her case against Aziz. Therefore, she develops a sense of humanity and suffers the guilt she has done to him selflessly. Universal and interracial respect, love, understanding and pure emotions are beyond race and color as they can bring people together regardless the different surroundings and racial settings. Accordingly, Miss Quested who begins her life journey from intellectuality to spirituality transgresses her racial boundaries and achieves salivation. The writer presents her as a daring woman rather than a disgrace to her white race.

E.M. Forster clinically presents two different races, classes, and cultures, which are forced to interact in a colonial setting; nevertheless, doubt, suspicion, delusion, incitement, mutual accusations and misunderstanding surface as a result of this interaction. Forster once commented that in *API* he had tried to demonstrate the human predicament in an alien universe, which is not fathomable to our minds. In the novel, Forster purely expresses his annoyance and anger with some of the racist English foreigners he met during his stay in India. *API* is therefore a book of ulterior questions; it suggests that the two races cannot be true friends owing to their differences.

The novel exhibits a major fact about human nature; it shows some open-minded, liberal and genuine English individuals such as Mrs. Moore, Miss Adela Quested, Cyril Fielding, Ralph and Stella. On the other hand, it presents another group of shortsighted and intolerant Indian and Anglo-Indian characters. The book thus demonstrates that two different groups of people live in our world: the good and bad, the unbiased and biased, the racist and the liberal, the ugly and the beautiful, the open-minded and the shallow minded.

Dr. Aziz, an effusive widower and a well- learned Muslim doctor in Chandrapore city, however, he is neglected and mistreated by Major Callendar, an English doctor involved in racial prejudices and ethnic hatred against Aziz and the other Indian characters in the novel. Aziz is trapped as much as anybody else in the book. Aziz visits a nearby mosque to relieve himself from the frustration and anxieties caused by the English colonizers in general and by his senior English doctor in particular. On the other hand, Mrs. Moore is a devout Christian and she is well-liked and close to the natives. Mrs. Moore does not believe in racial fences, and for her all beings are equal irrespective of their cultural or ethnic backgrounds. However, these values cannot be possible in reality as human beings have the tendency to divide themselves based on either race, colour, gender, religion, language, etc. Thus, it can be argued that *APA* is pregnant with numerous racial scenes, discriminatory scenarios and interracial conflicts.

At the mosque, Aziz meets Mrs. Moore, an elderly English woman who wants to see and explore real India, not official India. This meeting establishes an emotional bond of sympathy and understanding between the two characters, “Madam, this is a mosque, you have no right here at all; you should have taken off your shoes; this is a holy place for Muslims” (*API*, p. 17). Both Aziz and Moore later become close friends and they reveal their hearts to each other; nevertheless, the racial and cultural differences swerve them apart. Dr. Aziz is glad that Mrs. Moore sympathizes with him being humiliated and embarrassed by the white man; however, his major delight stems from the fact that both feel for each other regardless their different racial surroundings.

Adela Quested, an inconvenient English woman, has also a profound yearning and quest to see real India, "I want to see the real India” (*API*, p. 21). In fact, she is eager to grasp, realize and feel real India culturally and socially through the perspective of her people and her race. Miss Quested identifies with Mrs. Moore; both believe that there should not be any significant racial fences, cultural, or religious gulfs between the two races: “There will have to be something universal in this country- I do not say religion, for I am not religious, but something, or how else are barriers to be broken down” (*API*, p. 23). The racial intolerance and cultural gulfs between the two communities are unequivocal; this is clearly seen in the words of Miss. Quested: "I have scarcely spoken to an Indian since landing” (*API*, p. 18). Hence, the English colonizers view the local Indians as inferior, unsophisticated and uncivilized on the ground of their race and colour.

The ominous events at the Caves possibly indicate Adela's infatuation with Dr. Aziz, which therefore highlight some racial stereotypes. Black race is believed to be sexually attractive to the white race, these stereotypes transpire clearly, when Adela intuitively compares Aziz's manliness to Rony and to her white race masculinity; she believes that Aziz would be attractive for his race. "She guessed he might attract women of his own race and rank” (*API*, p. 131). Accordingly, racial differences, stereotypes and miscalculations have turned to be a key aspect in the book.

In *API*, Cyril Fielding identifies with E.M. Forster himself. Compared with the other British expatriates in Chandrapore, Fielding is very humane, open- minded and liberal; arguably, he is the most successful character in the book being successful in establishing vigorous and healthy relationships with the locals. Different from other English colonials, Fielding does not discriminate between the expatriates and the locals on racial grounds, and he does not bear any bigotry or racial prejudices towards anyone. Unlike his race followers, Fielding does not avoid mingling with the natives, rather he endears himself to every Indian he meets. As a spokesperson for Forster, Fielding treats all Indian individuals with mutual prudence, esteem, love, generosity, and wisdom. As an individualist, Fielding therefore acts a as a successful bridge between the English colonizers and the indigenous Indians. Fielding's opinions about race matters are similar to Forster's attitudes. In his essay, “What I believe”, Forster states that:

> I believe in aristocracy, though -- if that is the right word, and if a democrat may use it. Not an aristocracy of power, based upon rank and influence, but an aristocracy of the sensitive, the considerate and the plucky. Its members are to be found in all nations and classes, and all through the ages, and there is a secret understanding between them when they meet. They represent the true human tradition, the one permanent victory of our queer race over cruelty and chaos. Thousands of them perish in obscurity, a few are great names. They are sensitive for others as well as themselves, they are considerate without being fussy, their pluck is not swankiness but power to endure, and they can take a joke. (1951, p. 5)

Both Aziz and Fielding share their emotions, opinions and feelings openly ignoring any racial prejudices. However, the racial un-commonalities and interracial traumas deform and curb their relationships. Cyril Fielding is a key figure in *API*. In the beginning of the novel, he crosses his racial boundary and rejects the racial absurdities to become a genuine friend with Dr. Aziz. In the end of the book, Fielding continues to be on the side of Dr. Aziz, a daring act totally unaccepted by the English community. Thus, *API* is a great literary masterpiece where Forster's dramatic development as a liberal author and humanist is observed; Forster transcends his traditionally middle-class aura to observe the sufferings of the marginalized and downtrodden community.

Although the central inquiry of the novel underlines the possibility of interracial friendship between the locals and the English expatriates, this task is strongly influenced by the intervention of two main forces: women and colonization. Forster’s harsh and scornful satire on his English female characters is worthy of note; he portrays them as overwhelmingly racist, self-righteous, and viciously condescending to the locals (Pirnuta, 2007, p. 380). Fielding calls Miss Quested “priggish”, as she appears to him a tragic creation of the Western Civilization. In the novel, Englishmen including Mr. Turton, Major Calendar, Ronny Heaslop, and Mr. McBryde are as cruel and racist as the English women; nevertheless, the writer more often identifies his English male characters as men who, though condescending and unable to relate to Indians individually, are well-meaning and invested in their jobs (Pirnuta, 2007, p. 380). Overall, the English expatriates, women or men, insult the Indians and treat them degradingly, the Indians nonetheless seem to expect and accept it.

Hence, it can be argued that English women in the book are a stronger representation of the British Empire than the English men in general, and their English husbands in particular. English women in the book assert bigotry, segregation, racialism, and they demand that their white husbands ignore Indians to spend some time with them. Mrs. Moore and Adela Quested are two exceptions in the novel; Mrs. Moore is too old to feel the sexual concern of younger women, and Quested embodies the curious spirit of a stranger in India. Both women outline the relationship between Dr. Aziz and Cyril Fielding; Mrs. Moore instigates it, Adela definitely puts an end for it. English women therefore represent the racial injustices of the British Empire, an empire with which Fielding ultimately allies himself by marrying an English woman (Mason, 2016, p. 53).

Aziz’s endless sufferings at the hands of the British officials strengthen his national identity and promotes his belief that the English colonizers cannot rule over India anymore; seemingly, India itself affirms his national sentiments. The book’s condemnation of friendship under colonization comes not only from Aziz, even nature itself rejects this untimely relations:

> Why can’t we be friends now?” said the other, holding him affectionately. “It’s want I want. It’s what you want.” But the horses didn’t want it—they swerved apart; the earth didn’t want it, sending up rocks through which riders must pass single file; the temples, the tank, the jail, the palace, the birds, the carrion, the Guest House, that came into view as they issued from the gap and saw Mau beneath: they didn’t want it, they said in their hundred voices, “Not, not yet,” and the sky said, “No, not there.” (*API*, p. 326)

Dr. Aziz puts a moratorium on his relationship and friendship with Cyril Fielding so long as his country is colonized; however, nature, landscapes, animals, the sky, and the cosmos condemn this friendship forever (Mason, 2016, p. 54). Sainsbury argues that, ‘not there,’ referring to that which escapes history’s imprint, both contradicts ‘not yet’ and in the end overwhelms it,” since the two statements are given equal weight” (2009, p. 61). Consequently, it can be argued that genuine friendships and healthy relations cannot be sustained within the arenas of colonialism and imperialism, no matter how accommodating the colonialists are. E.M. Forster ends his magnum opus literary masterpiece by asking the question of whether or not it is conceivable for Indians to befriend their English rulers in colonial India. E.M. Forster suggests that with mutual interracial love, goodwill, sagacity, and respect, all people of the world can connect themselves to each other irrespective of their backgrounds. *API* therefore describes ignoble and unhealthy interracial relations; it also highlights the despicable social conditions of a socially downtrodden and ostracized community. Forster reveals that racial intolerance and bigotry are cancerous; for Forster, class-distinctions and racial divisions are inappropriate and absurd.

IV. Conclusion

E.M. Forster wrote *API* when India was in a state of severe cultural and racial turmoil; the country was going through turbulent political tensions and interracial conflicts. Forster is an individualist, a moralist and a humanist, and his views on interracial love, peace, tolerance, sympathy, mutual understating and harmony between races are openly highlighted in the novel. Nonetheless, these virtues and humanistic values are relatively unsuccessful in the Indian context. India is parted internally and externally owing to its religious, linguistic, and cultural diversities; therefore, it is subject to racial and cultural discrimination. Thus, cultural differences, interracial misunderstandings, racial intolerance, bigotry, traumas and discrimination are turned into a major theme in the novel.

The bitter conflict between the Indians the Anglo- Indians in colonial India does not seem to be only racial. In the novel, multiple motives obstruct any possible friendship between the colonized and the colonizer; there seems to be numerous barriers that prevent two extremes come closer to each other; such fences include the cultural, ethnic, religious, racial and linguistic differences. Aziz tells Fielding that the both the English people and the Indians cannot be true friends unless India is decolonized. Also Dr. Aziz tells Fielding that Indians bear the British for some political motives only, he states:

Clear out, clear out, I say. Why are we put to so much suffering? We used to blame you, now we blame ourselves, we grow wiser. Until England is in difficulties we keep silent, but in the next European war aha, aha! Then it is our time....

we may hate one another, but we hate you most. If I don't make you go, Ahmed will, Karim will, if it's fifty or five hundred years we shall get rid of you, yes, we shall drive every blasted Englishman into the sea. (*API*, pp. 315,316)

Foster closes *API* with the reconciliation act between both Dr. Aziz and Fielding. The novel carries a final message about interracial conflicts that although Aziz and Fielding seek genuine friendship, cultural, political, and historical conditions hinder such attachment. The final lines of the novel seem pessimistic, the writer however leaves the opportunity of a cross-cultural relations and friendship between the English and the Indians open. The author's message about interracial relations has developed throughout the book. At the opening of the novel, characters such as Fielding and Aziz are evidence of Forster's belief that individuals can connect with intelligence, good will and respect. Nevertheless, in the final scenes of the book, even the Indian natural landscape seems to reject this untimely friendship, and thus separate them from one another. This suggests that though people may be well-intentioned, external circumstances such as ethnic difference and racial and cultural conflicts conspire to prevent any potential union.

Different cultural variations and expectations regarding social properties and the role of religion in people's lives are also responsible for widening the gap between the two communities. These variations are also responsible for many misunderstandings take place between the Indians and the English rulers, the English and the Hindu Indians, and between the Muslims and the Hindus. The novel suggests that interracial relations between the two different ethnicities, the white imperialists and the Orientals, cannot work efficiently in a colonial context. In light of *APA*, the Occident feel that they are quite superior to the Eastern, the other; therefore the white supremacists have tried to inculcate feelings of inferiority and subjugations into the minds of the colonized. In view of this, *APA* describes the despicable and ignoble conditions of the Indians being marginalized and socially downtrodden by the English colonizers. Forster points out that ultimately the racial intolerance and the problem of race which divide human experience have detrimental outcomes on the colonizers and colonized alike; the writer also points out the inapplicability and absurdity of class distinctions and racial conflicts. The novel suggests that the Hindu mysticism and mystical views, best exemplified in the novel by Godbole, the Hindu philosopher, can open the ideological closure of racism and thus alleviate interracial conflicts. It is concluded that Interracial and mutual love, respect, tolerance and understanding can in a colonial context overcome all differences and tensions irrespective of the cultural, religious, linguistic and racial variations, but this is an excuse for the weak to justify the dominance of the other.

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A Study of the Inaugural Address of John F. Kennedy From the Perspective of Appraisal Theory

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***Abstract*—An Inaugural Address is a speech made by a speaker when he or she assumes a new position, stating his or her position, views and policies in light of domestic and international political and economic situations. Based on Martin's Appraisal Theory, this paper mainly uses the three subsystems of Appraisal Theory: Attitude, Engagement, and Graduation to explore and analyze the evaluative devices in Kennedy's Inaugural Address and its expression of the speaker's views and attitudes, and to fully reveal the reasons for the enduring popularity of this speech.**

***Index Terms*—Inaugural Address, Appraisal Theory, Attitude, Engagement, Graduation**

I. INTRODUCTION

Political speech is a kind of speech in which politicians expound their own or their political parties' ideas and opinions on domestic and foreign affairs and other national affairs, which is becoming increasingly popular in modern society (Bao, 2012). The Inaugural Address of the President of the United States contains unique personal political opinions and implies a major ideology and sense of national power. In addition to clarifying their political views and positions, the most important thing for the speaker is to inspire the public and raise morale, which has a high interpersonal significance, so the importance and research value of presidential Inaugural Addresses are self-evident.

This area has been extensively explored and studied by scholars both at home and abroad. For example, after a qualitative study of the British finance minister's financial speech, Wei Dan (2009) found the role of the engagement system in coordinating the negotiation between the speaker and multiple voices; Xu Jiakun (2010) used the Appraisal Theory to analyze President Obama's speech in Shanghai and tested the feasibility of Appraisal Theory in political speeches; Li Huifang (2010) analyzed Obama's election victory speech in terms of attitude and graduation subsystems, demonstrating that Appraisal Theory is an effective tool for justifying speakers' positions and providing a new perspective for interpreting political discourse. All these studies fully prove the effectiveness of Appraisal Theory in analyzing political speeches and are worthy of reference. This paper uses John F. Kennedy's Inaugural Address as a corpus, and mainly uses three subsystems of the Evaluation system to analyze the evaluation tools in the discourse and how these evaluation tools express the speaker's attitude, position and viewpoint, in order to fully and completely reveal the reasons for the enduring popularity of this speech.

II. THEORETICAL BACKGROUND

Halliday, a famous linguist, founded Systemic Functional Linguistics. Systemic functional linguistics considers language as a social semiotic with meaning potential, and believes that language as a social symbol has three major meta-functions: ideational, interpersonal, and discourse functions. Martin et al. saw the limitations of the three meta-functions in the practice of discourse analysis, and in the 1990s, they further expanded Halliday's interpersonal function and proposed the Appraisal Theory, which provided a new lexical-grammatical framework for the study of interpersonal meaning (Tong, 2015). Martin (2003) argues that the appraisal is about evaluation, i.e. the various attitudes negotiated in discourse, the intensity of the emotions involved, and the various ways of indicating value and allied readers. Appraisal refers to interpreting and explaining the deeper meaning behind language by analyzing its surface meaning. The Appraisal consists of three major subsystems: attitude, engagement, and graduation. At the same time, each subsystem contains its subsystem (Wang, 2001).

III. APPRAISAL ANALYSIS OF KENNEDY'S INAUGURAL ADDRESS

Kennedy's inaugural address, considered one of the most brilliant speeches in American history, was delivered after the Second World War, when the two camps of capitalism and socialism were in the midst of a cold war. The United States, as the most powerful country in the capitalist world, openly asserted itself as the head of the capitalist camp and launched a confrontation with the socialist countries. Against this historical background, Kennedy won the election, was sworn in as the 35th President of the United States, and gave his inaugural address, calling on people all over the world to fight for freedom and democracy. He masterfully used his linguistic skills to capture the hearts and minds of his audience, thus gaining spiritual resonance and emotional support.

A. Attitude Subsystem

The attitude subsystem plays an important role in Appraisal theory. Attitude resources can be used to evaluate things, human character traits, and feelings, and it contains three categories: affect, judgment, and appreciation, which are emotional responses, moral judgments, and aesthetic character assessments of actions, texts/processes, and phenomena from the perspective of language users. The attitude resources in President Kennedy's inaugural address are summarized as follows. From Table 1, we can see that Kennedy's speech has approximately 45 judgment resources; 20 resources expressing affect; and 40 appreciation resources.

TABLE 1
ATTITUDE RESOURCE STATISTICS OF PRESIDENT KENNEDY'S INAUGURAL ADDRESS

	Judgment	Affect	Appreciation	Total
John. Kennedy	45	20	40	105

1. Judgment

Judgment refers to the evaluation of the behavior of a person or group of people according to certain criteria, including their actions, words, beliefs, motives, etc. In other words, people's behavior can be classified as ethical or unethical, legal or illegal, socially acceptable or unacceptable, etc. This category involves social esteem, which is determined by the normality, competence, and tenacity of speech acts, and social sanction, which is determined by the veracity and perseverance of speech acts. With regard to the resources of judgment, the following analysis can be made from these fragments of the article.

Examples:

‘We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change.’ The speech’s historical significance was emphasized through a positive, affirmative judgment of the presidential campaign's victory, which in turn encouraged the American people.

‘Not because the Communists may be doing it, not because we seek their votes, but because it is right.’ The word “right” is a positive judgment of the act of helping the poor overcome hardship. The language has strong positive overtones and proclaims the American humanitarian spirit.

‘Those who foolishly sought power by riding the back of the tiger ended up inside.’ The word foolishly is the irony of the act of a donkey in a lion’s side that will finally ended up in the tiger's mouth, judging the act foolishly, reflecting the fact that we would not do such a foolish act.

‘If a free society cannot help the many who are poor, it cannot save the few who are rich.’ The first “cannot” acts as a modal verb in the conditional clause, while the second “cannot” indicates a determination of the resulting incapacity, demonstrating a liberal society's concern for the relief of the poor and proclaiming the fairness of American democratic society.

From the above examples, we can see that the audience of political speeches is mostly the general public, and the speaker's speech aims to impress the audience and gain their support. Therefore, the use of positive evaluation resources in Kennedy’s Inaugural Address not only shows Kennedy’s deep feelings for the people and his desire to unite the people and get their support, but also gives the audience inspiration and encouragement, which makes the audience more receptive to the speech content.

2. Affect

Speeches, especially political speeches, are usually emotionally charged with propaganda and persuasion, and they are also an expression of the speaker's emotional attitude (Yang, Yin, 2009). Emotion is the core of the whole attitude system and refers to someone's emotional reaction to an objective existence, which can be a behavior, a process, or an objective phenomenon. Affect can be expressed both through mental and relational processes and through lexical means that indicate attitudes. In English, such words are mostly verbs, adjectives, adverbs and nouns that express feelings. As can be seen in Table 1, there are roughly 20 occurrences of resources expressing emotion in Kennedy's speech, such as:

‘We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom.’ The word “but” connecting the two juxtapositions shows Kennedy's attitude toward other nations, both "desired" and "undesired" actions, by which he argues that nations with different ideologies can still have a common goal of pursuing freedom.

‘This Hemisphere intends to remain the master of its own house.’ The phrase “intends to” shows the determination and will of the United States to support other countries in gaining independence and seeking freedom.

‘I do not shrink from this responsibility—I welcome it.’ The words “escape” and “welcome” are antonyms, but they are used in the same sentence to show Kennedy's attitude toward preserving freedom: treat it as a responsibility and try to fulfill it.

From the above analysis, we can see that Kennedy's Inaugural Address contains a large number of emotional resources for the people, and the highest proportion is positive emotional resources. It can be seen that the emotional response brought by positive words can make the speaker and the audience interact with each other emotionally and create a good atmosphere.

3. Appreciation

Appreciation system belongs to the category of aesthetics, which is the judgment of the value of things and phenomena, with equally positive and negative connotations. Appreciation is mainly the evaluation of discourse, abstract things or natural things. It is divided into three aspects, namely reaction, composition and valuation. From Table 1, it can be concluded that in Kennedy's inaugural address, appreciation resources appear roughly about 40 times, for example.

‘For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.’ These three adjectives are highly religious, in line with the speeches of American presidents in the past, as an indication of the speaker's holy and firm determination.

‘The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe.’ The word “different” shows the great changes in the current international situation; the word “mortal” praises the greatness of man's own power, in line with the humanistic thought in American culture; the phrase “same revolutionary” shows the persistence and tenacity of Americans in the process of striving for their ideals in all generations.

‘Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind?’ The portrayal of the alliance policy here highlights the prospect of the future era with stronger effect. Kennedy is standing in a friendly and optimistic manner in the favor of his own country and other countries, making a positive judgment and evaluation of the present relationship and future of the United States and the countries of the world.

From the above analysis, it can be seen that Kennedy fully utilized the appraisal resources of judgment, affect and appreciation to appeal and rally the people in his Inaugural Address, thus reflecting his ambitious political ideals and governance strategies.

B. Engagement Subsystem

Engagement systems are closely related to attitude systems, and Engagement resources are employed to regulate the speaker’s own responsibilities and obligations involved in expressing a point of view (Liu, Luo, 2017). Engagement systems are used to systematically describe those types of meaning that construct a given texts or discourse as a heterogloss site that mixes discourses about prior discourses, discourses of different perspectives, and discourses that are expected to be produced. In short, it is the means by which language users use engagement to regulate or shift their otherwise required responsibilities and obligations for what is said.

According to Martin, engagement can be divided into monogloss and heterogloss (Martin, 2005). Monogloss refers to the appraisal activity implemented through a single person's voice. Monogloss has reference to dialogicality and is mainly implemented by projecting the voice, which aims to free the language user from or shirk responsibility and make the discourse appear objective (Wang, 2001). Heterogloss is divided into disclaim, proclaim, entertain, and attribute. Disclaim and proclaim are dialogic contraction, while entertain and attribute are dialogic expansion. By contracting semantically, the speaker affirms his or her own views and rejects other views that contradict his or her own; by expanding semantically, the speaker leaves some room for other voices so that his or her own views are not challenged and draws closer to the audience.

(1) The use of monogloss resources is quite frequent in Kennedy's inaugural address, for example:

Example 1:

‘For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation.’ Both of these lines are expressions of President Kennedy's personal emotions, appearing at the beginning and end of the speech, respectively. There is a reason for this arrangement: the monogloss is used at the beginning to introduce the speech and express the importance he attaches to the inaugural address. The use of the monogloss at the end is to enhance the subjective attitude, to express his confidence and will as clearly as possible to win the encouragement of the people, and to win the encouragement of the public.

Another manifestation of the monogloss is the extensive use of the personal pronouns we, us and our. In Kennedy's inaugural address, most of the small sentences use the first person plural "we", "us" and "our ". Like the table shows:

TABLE 2
THE PERSONAL PRONOUNS

The personal pronouns	First person (I, my)	First person plural (we, us, our)	Second person (you, your)	Third person (it, its, his)	Third person plural (they, them, their)
Quantity/ percentage	8/7.5%	64/59.8%	10/9.3%	17/15.9%	8/7.5%

According to statistics, the first person plural was used most frequently in Kennedy's speech. “We” was used 31 times, “our” was used 21 times, and “us” reached 12 times. The first person plural is used mainly and 64 times. This can pull the audience down to the speaker's side, put them on the same footing, build interaction and feel close to them, and create empathy. Specific examples are as follows.

Example 2:

‘We dare not forget today that we are the heirs of that first revolution.

This much we pledge—and more.

United there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do———for we dare not meet a powerful challenge at odds and split asunder.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.’

From the above examples, it can be concluded that the use of a large number of first-person plural brings the psychological distance with the audience closer, makes the speaker's ideas more acceptable to the audience, and makes it easier to win the audience's approval and support. The pronoun “we” refers to both the speaker and the entire American audience as a way to evoke a sense of community and responsibility among the entire American public, which is highly inflammatory. In addition, “We” can bring the president closer to the people than “I”, showing that the president himself and the people belong to the same joint effort as a whole, thus enhancing the credibility of the words, which is not only conducive to the unity of national consciousness, but also makes the speech more inflammatory and appealing, and better encourages the people.

(2) In addition to using monogloss measures, President Kennedy also used heterogloss measures to reflect dialogicality, to regulate his responsibility or obligation to speak or to enhance the credibility of his words, and to make them appear objective and fair. Heterogloss resources include dialogic contraction and dialogic expansion. For example:

Example 1:

‘the command of Isaiah—to "undo the heavy burdens ……’

This phrase belongs to dialogic contraction and is quoted from the book of Isaiah, chapter 58, verse 6 of the entire Old Testament of the Bible. By using heterogloss measures and quoting the classic words of the book, it can make the speaker's point more credible and make the listener agree with his or her point of view at a greater level. Since religious language is mostly strongly inflammatory, its use here facilitates a call for unity between the two sides to meet the challenge together. It can also make one's point of view more objective, accurate and convincing, thus achieving empathy with the listener.

Example 2:

‘for whatever period is required—not because the Communists may be doing it.

Can we forge against these enemies a grand and global alliance, North and South， East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?’

First, the excerpted text here shows Kennedy's negotiability of propositional meaning by using various forms of linguistic resources such as modal verbs (can, will) and rhetorical phrases to express “entertain". By using these devices, speakers construct the discourse more openly, more receptive to different perspectives, and more negotiable with different gestures. Yaping Zeng (2009) argues that the use of low and medium-value modals can make one's propositions less coercive and make the message more acceptable to the audience, thus increasing the chances of the message being approved by the audience and avoiding criticism and challenge from the audience. Similarly, systemic functional linguistics argues that modal verbs of low and medium magnitude have the function of expressing relative attitudes, leaving room for what the speaker has said (Hu, Zhu, 2005).

Second, rhetorical questions (both rhetorical and interrogative) also introduce heterogloss measures, indicating that the speaker acknowledges the possibility of multiple points of view. For instance, in Example 2, Kennedy includes the affirmative answer-"We can surely unite the South and the North, the East and the West, and melt them into a great and global union...I trust that you are willing to participate in this historic endeavor " is included in the question, thus indicating that this is the inevitable and only option, while expressing a strong confidence and determination. The use of rhetorical interrogatives creates more atmosphere and triggers audience buy-in than ordinary statements.

C. Graduation Subsystem

The gradation subsystem is closely related to the attitude subsystem and the engagement subsystem because the former directly modifies the latter two and indicates the interpersonal degree of the latter two. The distinction between upward or downward degrees is called “force”, and the description of non-gradable categories such as people and objects is called “focus”. The greatest difference between political discourse and other discourse lies in the sharpness of the point of view, the firmness of the position, and the strong rendering. In the grading system of Inaugural Addresses, there are more occurrences of discourse potential than focus, and among the discourse potential, there are more strong than weak. This reflects the speaker's use of cascading resources to amplify his or her point of view and to reinforce the emotional or judgmental meaning expressed. An important reason for the success of President Kennedy's inaugural address was the repeated use of strong resources. For example:

(1) ‘To those old allies, To those new States, To those peoples in the huts and villages, To our sister republics, To our sister republics, to those nations…’ Repetition is a measure of reinforcing resources, such as Kennedy's repeated use of

"to + object" to reinforce feelings, and the structure becomes a prose paragraph that speaks directly and clearly to the object of the speech, which seems to be much targeted and firm.

(2) ‘The world is very different now. All forms of human poverty and all forms of human life.’ The use of adverbs of degree intensifies the “force”, emphasizing the new changes in the world situation and the high challenges to be met in the future.

(3) ‘Let us never negotiate out of fear. But let us never fear to negotiate.’ The excerpt begins with an imperative sentence that is strong in tone, demonstrating the American people's commitment to negotiation and support for peace.

(4) ‘Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.’

The prose sentence composed of several consecutive verb phrases has a strong appeal, increases the authority of his and position views, reflects his own self-confidence and optimism, transmits his bright vision of the future to the public, stimulates public enthusiasm and patriotic feelings, weakens differences, reaches agreement with the audience, and arouses resonance in order to jointly deal with the future of the nation.

(5) Finally, Kennedy repeatedly used some words in the speech, such as we, my fellow citizens, let both sides, etc., which on the one hand played a role in strengthening the language and enhancing the impact, and on the other hand also drew the distance between the president and the people, showing his willingness to work with his own people to promote world peace.

IV. Conclusion

In this paper, Martin's appraisal theory is used as the theoretical framework to analyze Kennedy's Inaugural Address from the attitude, engagement and graduation systems. Through the analysis, the author has the following findings: firstly, under the framework of appraisal theory, the judgment resources in the attitude system are highlighted, expressing rich emotions. Through analysis, the author believes that Kennedy's inaugural address makes full use of adjectives and adverbs as resources for appreciation and judgment to convey his views on the current situation. Secondly, in the engagement system, the dialogic construction resources in the heterogloss system stand out, and the speaker is more inclined to show the right and establish a stable relationship with the audience, and the author believes that President Kennedy makes great use of monogloss and heterogloss measures to regulate the responsibility and obligation of his speech or to enhance the credibility of his words, so that the words appear objective and fair, persuasive, straightforward. Finally, in the graduation system, the “force” is on strength, and the speaker uses more gestures to increase the intensity of the discourse. Therefore, it is found that President Kennedy used various prose structures, repetition and other rhetorical devices in his speech to strengthen the force of speech and enhance the effect of expression, thus making the speech one of the most successful political speeches in history. To sum up, this paper demonstrates the feasibility of appraisal theory in analyzing a special political speech, the Inaugural Address of the President of the United States, and takes President Kennedy's Inaugural Address as an example to make a detailed analysis, which enriches the study of the Inaugural Address of the President of the United States and provides valuable insights for Chinese and foreign scholars to express the meaning of evaluation effectively in relevant academic writing. It also provides valuable insights for Chinese and foreign scholars to effectively express the meaning of evaluation in related academic writing.

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Social Interaction: Communicative Approach

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***Abstract*—The article focuses on the study of requirements for communication in the social sphere and justification of their specificity in comparison with other types of verbal interaction. The relevance of the stated problem is determined by the significant influence of social communications on society and the dependence of public safety on the effectiveness of social interaction. The study aimed at identifying the types of violations of commonly known maxims in the social sphere and substantiating the specificity of requirements for social communicative interaction. Two main methods were used in the research: projecting and modeling. The well-known communication maxims were divided into two groups. The first group contains those that define the requirements for organizing the content of the message and are aimed at ensuring the fullness of its perception by the addressees. The second group includes maxims, which establish requirements for the moral climate of communication and the implementation of the principle of politeness. The data of interviews given by representatives of governmental bodies to journalists of certain TV channels and blogs, as well as the analysis of Internet news videos revealed the types of violations of the well-known maxims of communication in the social domain. The main ones are: ignoring the maxims of the second group in interviews and non-compliance with the maxims of the first group in news programs. It has been proved that the well-known maxims of communication need to be revised taking into account the conditions of social contact discourse. The specificity of maxims in social communicative interaction was substantiated.**

***Index Terms*—social communications, maxims of communication, communicative faults, discourse conditions, universal human values**

I. Introduction

Effective social interaction is extremely important in our time, as it ensures social wellbeing, sound activity in all domains of society and, consequently, the development of any country as a whole. The examination of the problems of social interaction in the aspect of communication has not only practical but also theoretical value: it allows for a more profound understanding of the mechanisms of verbal interaction in society, to substantiate the recommendations and requirements necessary for the establishment of mutual understanding. The theoretical basis of the issue of the maxims of communication is so deep and profound that, at first glance, it makes no sense to turn to it again. However, facts of life often indicate not just a violation of well-known maxims of communication, but their ignorance or even complete denial. In addition, inter alia, representatives of authority also derogate from the norms of communication. Despite their meeting, all the necessary criteria (social status, good education, impeccable reputation, sheer civility) they often do not set an example of good communication. Mindful of their publicity, their communication failures become known immediately to the public at large, receive a negative public assessment, and cause discussions at best and social resentment at worst. When teaching students in institutions of higher education, we need to be aware of the fact that some of them are likely to hold powerful senior positions in the future. It may be added at this point that it is not known how many mistakes are made at lower levels of communicative interaction, especially in the discourses of asymmetric communication. Nowadays we have to ascertain the contradiction between the facts of inconsistency of communication maxims in social interaction and the lack of theoretical support for the establishment of harmonious communication in this domain. This reality necessitates addressing a set of problems of social communication, from identifying the specificity of communicative interaction in this sphere, testing the known maxims of communication for their relevance in social discourse to justifying the specificity of maxims in the discursive practices of social contacts. Thus, the problem of identifying the mechanisms of successful communication in the discourses of social contacts is topical. The relevance of the current problems of modernity and the theory of communication, the focus on solving practical problems of successful social interaction testify to the relevance of the topic of this paper.

II. Literature Review

The maxims of communication are the requirements that ensure its success. They are substantiated in the works by G. Grice (1975), J. Leech (1983), P. Brown, and S. Levinson (1987). Analyzing the conditions necessary for successful communication, Penelope Brown and Steve Levinson conclude that the key to successful communication is the principle of politeness: it aims at making communication partners feel comfortable, in the terminology of the authors of the concept, to avoid "loss of face" (1987). The implementation of this principle is possible in two types of behaviors of communicators – in strategies of positive politeness and negative politeness. The first of these strategies (the authors substantiated them in the number of 15) provide the maximum focus on harmonizing communication, emphasizing interest in the partner, and creating a supportive environment. Negative politeness strategies do not contradict ethical norms but allow communicators to be independent in choosing ways of communicative interaction, not limiting their focus on harmonizing communication. Despite the critical remarks about the term "negative politeness" (it really looks like an oxymoron) and criticism of the theory in general (Eelen, 2014), the term came into the use of the terminological apparatus of communication theory. The authors referred to applied the term "politeness principle" interpreted in the paper both as a principle and as a requirement for communication (i.e., maxim) that implements this principle. Later, the term "cold politeness" was also introduced into scientific usage (Movna komunikatsiia, 2015).

In the light of the above, the maxims of social communication are studied here, so there is a necessity to provide an interpretation of this concept, a fortiori, it is extremely broad (Rizun, 2012; Kholod, 2010). As is well known, this term is used in two main meanings. The first of them is related to the study of an individual's socialization problems, in particular the adaptation to the society of children with speech disorders and the establishment of communicative contacts. This direction is being actively developed by American Speech-Language-Hearing Association (ASHA) (Social Communication, 2021). The second direction concerns the problems of people in society. Our work is performed within the second direction. Its significance has been substantiated in numerous twenty-first century publications.

So, K. Ekman states that "Through social interaction and by sharing resources, members are enabled to engage in productive dialogue where common knowledge is created and scaffolded in the community over time" (2021). J. Robinson writes that the image and reputation of a subject of activity depend on their ability to successfully lead social and communicative interactions (2016).

T. Chaltas considers social communication in two ways: in terms of one-way dissemination of information and in terms of social interaction, which is aimed at cooperation, co-creation (2016). A significant place in modern scientific research is occupied by the issue of implementing strategies of positive politeness in such types of social communication as briefing (Lutsenko, 2016), TV talk shows (Chovganiuk, 2017).

Assuming the position on the interpretation of social communication as a social-communicative interaction, which is noted in the majority of sources, we limit the research material to multifaceted communication. Neither the authorities nor the authors of the news videos know who will watch the relevant TV or Internet content. It means that they must focus on universal values. Communication deviations caused by a violation of the principle of cooperation have been characterised (Prus, 2015). The importance of the Internet as a means of social communication and social influence is demonstrated (Zarytska, 2018).

Thus, the problems of social communicative interaction are in the focus of research these days. Based on literature on theory regarding the topic under research, we have reason to believe that all the prerequisites for identifying the specific nature of maxims in social communication are created. Noting the presence of conditions for further comprehension of the mechanisms of communication, let us draw attention to a lacuna: the question of the specificity of communication maxims in social interaction still remains on the sidelines of scientific comprehension. Taking into account the state of research on the problem, the aim of this article and the specific tasks necessary to achieve it have been formulated.

The **aim** of the article is to identify the types of violations of the well-known maxims of communication in the social sphere and to substantiate the specificity of the requirements for social communicative interaction.

The underlying hypothesis of the paper is the assumption that the well-known maxims of communication are not always relevant to the social sphere of interaction and need to be corrected given the conditions of discourse.

The basic conceptual idea, which determines the direction of the scientific search, can be formulated as follows: the specificity of the maxims of social communication can be discovered by projecting the content of the well-known maxims of communication onto the social sphere, as well as orienting it towards the conditions of social communication and universal and national priorities of value.

III. RESEARCH METHODS AND TECHNIQUES

Being aware of the fact that the discourse of social-communicative interaction covers a large number of facts of communication in this area, which cannot be analyzed within the same article, we reduced our research by two forms of verbal contact available on the Internet. The first form is an interview given by government officials to journalists on TV channels or blogs. The second form – videos with news posted on the Internet.

The choice of these types of material is not random. Our point here is that interview is a speech that is not prepared in advance. Interviewees are usually told the topic of the interview but not the specific questions, i.e. the authorities do not know what questions the interviewers will ask. Even assuming that the questions are known in advance, the respondents will answer them orally, not according to a pre-prepared text, so it is reasonable to reckon that the communication skills here work as automated skills. For our study, this approach would answer the question of whether communication skills are automated in social interaction. Videos are carefully worked on – authors have the opportunity to think through the text, proofread, edit it, bring it in line with the communication maxims. This approach is to show whether the authors of the texts take into account the need to comply with the maxim of communication. The choice of material thus provides an opportunity to clarify two aspects of the problem under analysis: whether the communication maxims are even taken into account in preparing for social interaction and whether the relevant skills are automated.

The form in which the objective and tasks were represented as well as the selected materials for the research requires the use of different methods of analysis. At the preparatory phase, different scientists` views on the definition of basic concepts (maxims of communication, social communication, social communicative interaction) were compared. The comparison helped to identify common features of definitions and differences in concepts, which were classified by type of information. Based on the obtained results, we substantiated our own interpretation of the basic concepts. At the initial phase, the main method was design practice (the content of known maxims was modelled on the terms of the social sphere), comparison (the content of maxims was compared with features of discourse), justification (the content of maxims for the social sphere was grounded). The second stage involved using generalization methods as the main one (the information about the essence and functions of social communications, value priorities of modern civilized society was generalized); modelling (the content of maxims, based on the conditions of social interaction and value priorities was modelled).

Resorting to particular methods was due not only to the tasks, but also the specificity of the material for analysis. Thus, from interviews given by authorities to journalists of some TV channels, statements were selected that illustrated the violation of the maxims of communication. The method of deliberate targeting was involved in this paper. Using the same method, we selected videos, in the text of which errors of non-compliance with the maxims of communication were recorded.

IV. Discussion and Conclusion

A. *Classification Principle*

We divided the well-known maxims of communication into two groups. The first includes the ones that define requirements for the organization of content and aimed at ensuring a full perception by the recipients. Such maxims got a detailed coverage in the works of G. Grice (1975): maxims of completeness, relevance, quality, and clarity. The second group included maxims that articulate demands for the moral climate of communication, the realization of the principle of politeness (maxims of tact, modesty, generosity, etc.) – they are justified in works of J. Leech (Leech 1983). To the same group, we attributed the maxim of politeness, stated in works of P. Brown and S. Levinson that is known as a principle of politeness (Brown & Levinson, 1987).

Let us present the proposed classification in Table 1.

TABLE 1
CLASSIFICATION OF COMMUNICATION MAXIMS

1. Requirements for the content and organisation of the statement	2. Requirements for a moral climate of communication
Maxim of completeness	Maxim of tact
Maxim of relevance	Maxim of modesty
Maxim of quality	Maxim of generosity
Maxim of clarity	Maxim of consent
	Maxim of approval
	Maxim of sympathy
	Maxim of politeness

B. *Maxims of the First Group*

Consider the maxims of the first group. In formulating the basic tenets in which the maxim of completeness is realized G. Grice guides speakers towards the selection of information in the necessary and sufficient amount, recommends submitting the most useful information. Addressees should understand everything (Who? What did? When? Where? Why? Etc.), but the message should not be anything superfluous. If we superimpose the content of this maxim into the social sphere, there is necessary to be clear about what information should be considered redundant. In our opinion, first of all, information that can lead to widespread anxiety, social disagreement without probable cause (protests, mass riots). It is also worth noting that if there is a good reason for protests, citizens have the right to disagree at peaceful assemblies (protest demonstrations, rallies, etc.). The events in Sanzhary (Ekspert pro 2020) became an example of mass anxiety, which grew into fear and provoked riots caused by the violation of the maxim of completeness. A case in point is that two postulates were not fulfilled at the same time in the news broadcast: the information of one type was insufficient (about the absence of danger to the population if treating patients with coronavirus in isolated hospitals), and the second type – too much (about dangerous consequences of the disease itself).

As superfluous, we deem the information that can offend citizens. However, this is already the subject for discussion of the maxims of the second group that is distinguished in the paper.

Insufficient information also causes no less harm to society. If the authorities do not explain their actions or do not notice the problem at all, citizens begin to simulate possible events in the hope of explaining the logic of actions of government officials to themselves, which always leads to negative phenomena: suspicions about government officials (perhaps unfounded), anxiety, etc.

So, to G. Grice's two postulates we add two more for social communications: 1. *Do not report information that can provoke mass protests or riots without good reason. 2. In difficult, problematic situations, give citizens the necessary explanations for the actions of government agencies.*

The maxim of relevance is realized only in one postulate and requires not to deviate from the topic of conversation in the discourse. In our opinion, in social communication, it is necessary to add one more postulate concerning headings to videos and the maintenance of messages in them: *Ensure the compliance of the title and the content of the message*. There are too many violations of this maxim in real communication on the Internet. Here are some examples.

Most of the video clips of the YouTube news channel "Rediska" show a mismatch between the title and the voiceover. For example, in video “It broke out! Urgently - the mercenaries ran away. Nothing will come out – they crossed over” (Spalakhnulo! 2020) it is said that the elections in ORDLO (SDDLR - separate districts of Donetsk and Luhansk regions) will not take place, that Russia is handing out passports to Ukrainians, that many have doubts about the causes of the fire in Luhansk region – the elements or arson, etc. Thus, the content of the message illustrates a complete deviation from the topic. Even taking into account the immense desire of the authors of the video to be viewed by as many users as possible, we cannot agree with such a violation of the maxim of relevance. And not only because such a flaw does not look professional, but also for another reason: misleading a user of the Internet with the title, the authors cause the effect of lack of expectations, which creates a kind of emotional discomfort for users of the Internet. The fact of discomfort is often noted by users themselves, who accuse the authors of the video of misinformation. There are numerous examples of such kind violation (Spalakhnulo! 2020; Zbyly! 2020; Terminovo! 2020).

As we can see, the content of the message illustrates a complete deviation from the topic. Even considering the motives of the authors of the video (they want to intrigue the recipient, to get as many users to watch the video as possible), one cannot agree with such a violation of the relevance maxim. Not only because it does not look professional, but also for another reason: by misleading Internet users with the title, the authors provoke a lack of expectation effect, which creates a kind of emotional discomfort for Internet users. The users themselves, accusing the authors of misinformation, often point out this discomfort.

The maxim of quality requires special consideration if it is superimposed on the social sphere of communication. Its postulates are so simple and clear that they do not require comment: 1. *Do not say what you think is untrue*. Parents teach their children not to lie from an early age. In communication theory, another postulate was added: *Do not say what you do not have sufficient justification for.* With regard to social communications, there is a need to clarify this postulate: *Do not blame a person if you do not have documented evidence in the required amount*. Unfortunately, the violation of the formulated requirement in real mass communication has been observed repeatedly. On television in the news, a person is accused of a crime (of course, at the request of government officials), and then the court releases him because there is no evidence. After things like this, the reaction of the public is predictable as they will accuse a person following the principle “when it rains, it pours” and the public suspects the authorities of corruption (following the principle “*just got all pumped up*”). Nobody knows the state of affairs, but the public is more inclined to be negative. Thus, accusing a person without evidence is superfluous information that excites public opinion. In this case, two maxims are violated: quality and completeness.

An original form of a lie is the concealment of facts – a violation often observed in the news. Mention should be made that hushing up is considered to be one of the forms of a lie, which was substantiated in his monograph by Paul Ekman (1985). As deliberate silencing often concerns political events, we leave this issue out of our attention. However, we emphasize that in the theory of communication, not only in connection with the maxims but also in relation to strategies that ensure the effectiveness of communicative interaction, it is strongly recommended to explain the logic of actions, rather than remain silent about them. We add the postulate of the maxim of quality for social interaction: *Do not gloss over the facts, but give them a timely explanation!*

The maxim of clarity of information, which is realized in four postulates, is related to speech literacy. Both its main postulate (*Speak clearly*!) and four clarifications can be qualified as the conditions of social communication. According to our observations, the violation of this maxim in social communication is rare, and if it occurs, it is not due to ignoring the known postulates, but due to lack of information.

C. Maxims of the Second Group

The maxims of the second group in the concept of J. Leach allow implementing the principle of politeness in real communication (1983). The principle of politeness has no limitations in the spheres of communication: it must be maintained in both interpersonal and social communication, but with regard to social communications, the maxims substantiated by J. Leech need some clarification. According to the concept of J. Leech, the maxim of tact forbids to raise topics that are unpleasant for the communication partner, if he himself did not start talking about relevant events or phenomena. In social communications, the requirement of tact should be interpreted in three ways, namely: 1) You cannot build statements that contradict universal moral values or national; 2) People cannot be insulted in their statements; 3) It is necessary to show respect for interlocutors, understanding of their problems. Here are examples of violations of the given maxims.

In a civilized society, the equality of all people, the recognition of their right to life, is thought to be universal values. The human being and a person`s life and health, honor and dignity, inviolability as well as security are acknowledged as the highest social value in the entire civilized world. And when a female government official at a lecture tells students that a dysfunctional household gives birth to "defective" children, and women from such families should be sterilized, she violates these values. Moreover, the epithet "defective" used in relation to the children can still be regarded as an insult (Holova komitetu, 2020).

Two maxims are violated when a representative of the authorities calls the elderly corpses who should not be rescued:

> *"I urge not only the state but also the business of Ukraine to join and consciously make sure that our tests - both express and serological - are mass for all Ukrainians. We know the statistics; how many people we have over 65. Although it is, unfortunately, the average life expectancy for men, in my opinion, is 65. So I will say frankly that the financiers who are supposed to help us are starting to count on those people who are still alive. I'm not kidding or scaring. I keep saying: you calculate how much money we need to allocate for living people,* ***not for corpses****"* **(**Koronavirus: Yemets, 2020). (in bold we have highlighted).

The representative of the authorities makes a pessimistic prediction that all retirees will die from the coronavirus (Pomrut vsi pensioner, 2020).

There is a lack of respect for the interlocutor when a government official offers an old lady who complains of a lack of money to sell her dog in order to pay taxes (Deputat ot, 2020).

A complete misunderstanding of the problems of ordinary citizens is demonstrated by a government official who complains that she is not well-paid enough (though her salary of 36 thousand hryvnias, which is nine times the average salary) to afford herself to have a child (A mne khvataiet, 2020).

Other maxims of the second group are acceptable for social-communicative interaction, but with an emphasis on certain features. For the maxim of generosity, it is advisable to emphasize the undesirable dominance (*Do not try to dominate in interaction with citizens*). For the maxim of approval, it is desirable to highlight the positive direction of interaction: 1*) Direct communication in a positive direction. 2) Avoid clarifying relationships in social interaction*. The maxim of consent can be represented as follows: *Build communication not on a dispute, but consent*. Maxims of friendliness and modesty can be accepted without change.

Let us turn to the question of what maxims are due to the peculiarities of the discourse of social communication. All researchers emphasize that social communication is of paramount importance for society because the functions it is intended to perform are socially significant. Moreover, real-life events confirm the idea: as soon as a violation of the maxim of communication is tolerated in social interaction, public outrage or even unrest ensues. Thus, V. Rizun states: "Social communication **is formed according to the laws of communication**, but, like any technological thing, **involves the use of scientific knowledge about communication** and everything that is used to organize social communication business" (Rizun, 2012, p. 306) (in bold we have highlighted).

According to O. Kholod, social communication "focuses on exchanging of socially important information and regulation of social actions, interactions, and relations between social actors and objects in society" (Kholod, 2010, p. 278–279).

The maxims of social communication, substantiated by us, ensure compliance with all the criteria required by the conditions of social interaction. Thus, performing the analysis in two directions (from maxims to social discourse and vice versa), we obtained identical results, which confirm their reliability. However, in our opinion, there is a need to add a few more maxims that emphasize the specifics of the modern social context. Since social interaction accentuates universal moral values, the principles of equality of all citizens, democratic relations, the following maxims need to be added: *1) In social communications, focus on universal value priorities! 2) Express your democracy in communicative interaction!*

V. Conclusions

The results of the research discussed in this article can be divided into three types: 1) those that confirmed the provisions substantiated by other authors; 2) those that added to the provisions substantiated by other authors; 3) those that are new. The material of our study, as well as observations of social events in Ukraine, confirmed such provisions, substantiated earlier by other authors:

- the importance and influence of communicative interaction in the social sphere;
- the need to observe the maxims of communication in social interaction.

The following observations and findings have complemented those validated by other authors:

- the presence of violations of the maxims of communication in social interaction;
- the identification of two types of communication maxims on the basis of direction.

The following results are new:

- types of violations of social interaction requirements in Ukrainian information space;
- two ways of modelling communication maxims for social communicative interaction;
- the content of communication maxims, aimed at the optimal organization of information;
- the content of the maxims of communication, aimed at providing the moral climate of social interaction.

The analysis of Internet content confirmed that the well-known maxims of communication in the social sphere of interaction need to be adjusted according to the conditions of discourse and allowed to propose maxims of communication specific to social interaction. The maxims found in the paper were modelled in two ways: from well-known maxims to the conditions of social discourse and from the conditions of social discourse and universal values to the maxims of communication. Both methods confirmed the correctness of adding maxims that are specific to social communication. The violation of the communication maxims was recorded in both prepared and unprepared speech, which indicates the need to build communicative competence among citizens of different social statuses.

Summarising the results of the study, we would like to point out that the maxims aimed at the optimal organisation of content are predominantly addressed to the authors of news programmes (verbal messages and videos). Let us formulate the main ones.

1) Do not report information that could provoke mass anxiety, social protests or unrest without good reason.

2) In complex, crisis situations, do not suppress the facts, but give citizens the necessary explanations for the actions of the authorities.

3) Ensure that the news headline corresponds to the content of the message.

The maxims, which provide a moral climate for communicative interaction, are addressed to representatives of organisations, institutions, authorities of various ranks, who have to give interviews in various situations. Three of them are expressed in the form of prohibitions and four in the form of recommendations.

Taboos:

1) Do not use expressions that contradict universal moral values or national values!

2) Do not insult people in expressions!

3) Do not try to dominate while interacting with citizens!

Guidelines:

1) Demonstrate respect for your interlocutors, understanding their problems.

2) Be guided by universal values!

3) Do not argue, but rather communicate in agreement.

4) Express your democratic nature in communicative interaction!

This research has also highlighted the prospects for further research into the stated theme: the validation of ways to popularise the specific requirements of communicative interaction in the social domain.

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A Corpus-Assisted Translation Study of Strategies Used in Rendering Culture-Bound Expressions in the Speeches of King Abdullah II

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***Abstract*—Translation is defined as transferring meaning and style from one language to another, taking the text producer's intended purpose and the audience culture into account. This paper uses a 256,000-word Arabic-English parallel corpus of the speeches of King Abdullah II of Jordan from 1999 to 2015 to examine how some culture-bound expressions were translated from Arabic into English. To do so, two software packages were used, namely Wordsmith 6 and SketchEngine. Comparing the size of the Arabic corpus with its English counterpart using the wordlist tool of WS6, the researchers found that the number of words (tokens) in the English translation is more than the Arabic source text. However, the results showed that the Arabic language has more unique words, which means that it has more lexical density than its English counterpart. The researchers carried out a keyword analysis and compared the Arabic corpus with the ArTenTen corpus to identify the words that King Abdullah II saliently used in his speeches. Most of the keywords were culture-bound and related to the Jordanian context, which might be challenging to render. Using the parallel concordance tool and comparing the Arabic text with its English translation showed that the translator/s mainly resorted to the strategies of deletion, addition, substitution, and transliteration. The researchers recommend that further studies be conducted using the same approach but on larger corpora of other genres, such as legal, religious, press, and scientific texts.**

***Index Terms*—Arabic, English, translation, parallel corpus, translation strategies**

I. Introduction

Translation is a complicated activity in which translators are supposed to transfer the text's linguistic and stylistic components and convey the text's cultural and ideological aspects. Toury (1995, p. 200) defined translation as "a kind of activity which inevitably involves at least two languages and two cultural traditions." Nida and Taber (1982, p. 12) stated that "translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style." The present study is concerned with the translation strategies used by interpreters and translators in rendering some culture-bound expressions from Arabic and English. In this study, the researchers use an Arabic-English parallel corpus of the speeches of King Abdullah II to examine how some salient words were translated from Arabic into English.

Political speech can be used to comprise many forms ranging from negotiations within formal meetings to briefings, interviews, press conferences, etc. Political speeches are considered historically and culturally rooted. Each speech has a particular function to fulfill, depending on the ongoing political activity taking place at a given moment (Haider, 2019b). In definition, political speech refers to a statement or a comment that is made about the government's actions, private or individual actions. As the political system consists of strongly linked texts, the translator must adhere to the source text's coherence with other related political texts. Political translation, often overlooked in the field of politics, represents a form of political activity, and this is why it should be given more importance and treated with a kind of caution.

Any problem in translating political texts in general and presidential and royal speeches, in particular, may lead to conflicts and disputes between countries and nations. This puts pressure on translators and interpreters, especially when the two involved parties have different cultural and political perspectives. Since the focus of this study is on Jordan, which is located in a heated area in the Middle East being surrounded by areas of conflicts as it has borders with occupied Palestine, Iraq, and Syria, it is evident that the speeches delivered by King Abdullah II are important because they are accessible by lots of people locally, regionally, and internationally. This is why having valid translations for these speeches is crucial, bearing in mind the vital role Jordan plays in the peace process in the Middle East.

In this study, the researchers follow a corpus-assisted approach to investigate the strategies used in translating King Abdullah's speeches from Arabic into English. It is worth noting that various studies have investigated how political texts are translated into different languages and examined what translation strategies are used in rendering these texts (see Abdi & Satariyan, 2020; Afzali, 2013; Davaninezhad, 2016; Sárosi-Márdirosz, 2014; Schäffner, 2004, 2008). However, to the best of the researchers' knowledge, only a few have been carried out using corpus-assisted methods on Arabic-English political texts. Accordingly, using corpus techniques in investigating a corpus of Arabic-English political speeches is the gap that this study fills. This study aims to answer the following question:

Using a corpus-assisted approach, what are the main strategies used in translating culture-related terms in King Abdullah's Arabic speeches into English?

II. LITERATURE REVIEW

A. Translating Political Texts

As it is the case of translating texts from various genres, including press, legal, medical, and others, translating political texts is of great importance. The translation of political texts has been the subject of different research studies. It plays a crucial role in the development of political discourse, political ideas, beliefs, and practices of a society or some part of it (Schäffner, 2004). Having political texts in different languages is crucial as it helps people of other nations better understand the various strategies and policies, economy, diplomacy, culture, etc.

Translating political texts has been a challenging process that few people worldwide have mastered well. Some restrictions and rules need to be followed while translating political texts. Political translations have been critical and vital as they are part of international negotiations, power games, and political struggles (Bánhegyi, 2014). Therefore, multidimensional issues should be considered in the context of political translation contexts.

An essential notion in translation is equivalence. Nida's theory is one of the most notable works which categorized equivalence into two types, namely formal and dynamic. Formal equivalence is seen to be faithful to the source text's form and style, whereas dynamic equivalence tends to reflect the essence and gist of the source text. In the process of translation, translators and interpreters may follow different translation methods. A translation method is defined as the way that translators and interpreters adopt in transferring meaning from one language (the source language) into another (the target language). Newmark (1988) stated that the translation method could be literal or free. The literal translation (word-for-word) means being highly close to the meaning, grammar, and structure of the source text. In contrast, free translation means transferring the connotative meaning from one language to another (sense-for-sense). Each of the two methods, i.e., literal and free, has advantages and disadvantages based on whether the translator/interpreter is biased towards the source language or the target language.

Arabic and English belong to different language families, where the former is Semitic, while the latter is Indo-European. The two languages have different features and characteristics. For example, 'repetition' and emotiveness' are used more often in Arabic than English and more in speaking than in writing. In translating Arabic political texts into English, investigating the political, social, and cultural contexts of the source and target communities is one of the vital points translators should consider when translating political texts. Translating some political expressions may vary from one context to another, so the task of translators is to provide the proper meaning and make it comprehensible to the audience of the target language. Forms, styles, and meanings should be taken into consideration while translating political discourse. In addition, lexical relations and figurative language, such as hyperbole, exaggeration, and metaphors, should be rendered in acceptable forms in the target language.

B. Translation Strategies

As there is a variety in the methods of translation, there are different strategies to be followed by translators. The term 'translation strategies' is frequently used in the context of translation studies. Translators need to follow a strategy when they face a problem while translating specific text (Debbas & Haider, 2020). Baker (2018) suggested some translation strategies to deal with the challenges that may arise while translating a text from one language into another:

1. **Using general words:** It is a strategy that can be used when the translator cannot find an equivalent in the target language. It consists of changing the semantic level of the problematic expression and using a more general word to express the target text's context. Baker believes that this strategy can be followed in almost all languages. An example of this strategy is translating the Arabic verb "*يصلى*" into the English verb "*worship*."
2. **Using neutral words:** this strategy means using less expressive words in the target text. It can be followed when the translator wants to be objective. An example of this strategy is the Arabic word "*مات*" which is translated into the English less expressive equivalent "*passed away*. "
3. **Cultural substitution:** translators use this strategy to replace a word in the source text with a suitable word in the target language, considering its cultural effects on the target audience. The aim of using this strategy is to make the target text seem natural to the target reader. An example of this strategy is the Arabic terms "*ليلة الدخلة*" or "بيت الطاعة."
4. **Loan words (with explanation):** this is another strategy that is required when the translator deals with cultural or new expressions. This strategy is very effective if the word occurs many times in the text. The translator should explain the loan word the first time it appears in the text. An example of this strategy is the Arabic word "*زكاة*"which is translated in English into "*Zakat* (one of Islam pillars)."

5. **Paraphrasing using related words:** translators follow this strategy when a word in the source language exists in the target language but in a different form. An example of this strategy is the English source sentence: "*The rich and **creamy** KOLESTRAL-SUPER is easy to apply*" which is translated into Arabic as "كولسترال سوبر غني و يشبه الكريما و سهل الاستخدام."
6. **Paraphrasing using unrelated words:** this strategy is used when the translators want to simplify a complicated word in the source language which is unknown in the target language using other words with the same meaning. For example, the word "***affidavit***" is translated into Arabic as "إفادة خطية."
7. **Omission:** this strategy is beneficial when the translators want to shorten the sentences or avoid repeating some unnecessary words. The meaning should not be clear after omitting the words. An example of it is the source Arabic word "فخامة الرئيس" which translated into English in some contexts "president."
8. **Illustration:** This strategy is used when the TT equivalent is not enough in rendering the meaning of the ST concept. Translators in this strategy explain the concept briefly. An example of this strategy is: tagged teabags.

Knowing when and how to use these techniques is the aim of Baker's translation strategies list. Each translator can decide which strategy he\she needs depending on the context.

C. Corpus Linguistics and Translation Studies

Corpus is defined as a set of language data that is made usable by computers (Hunston, 2002). Corpus Linguistics is "the study of language based on examples of 'real-life' language use" (McEnery & Wilson, 2001, p. 1). Corpus linguistic software packages and techniques are widely utilized to investigate several linguistic and social phenomena (see Al-Abbas & Haider, 2020; Haider, 2019a; Haider & Hussein, 2020; Haider & Olimy, 2019). According to Taylor (2008), it is a methodology rather than a theory of language. Corpus linguistic techniques are widely used in investigating several linguistic phenomena and disciplines, including translation, discourse, lexicology, lexicography, grammar, to mention a few. The techniques that are common in corpus linguistics are dispersion, frequency, collocation, concordance, and keyword. Parallel concordance displays information in the source and target texts in an organized way and shows the words and meanings in their contexts.

There are many types of corpora, such as general corpora, which include huge numbers of texts up to millions of words in different contexts. Another type is specialized corpora which include texts about a particular topic. This type is useful when the users want to investigate a specific topic or phenomenon. A third type is monitor corpora which enable users to update and add texts to the corpus. Fourth, comparable corpora consist of texts in different languages with the same or similar compilations. Another type of multilingual corpora is parallel corpora which contain the same texts in different languages. In this case, the sentences in a particular language are aligned with their counterparts in the other language. Using corpus linguistic software packages and when searching for a particular term, they will automatically get the sentences where the term is mentioned in the source, and the target language, i.e., the mentions will be displayed together in both languages. Users can then observe how the selected word or phrase is translated. For this study, a parallel corpus comprising King Abdullah II Arabic speeches with their English translations is compiled to answer the two research questions mentioned above.

The corpus approaches to translation can help analyze the connotative and denotative meaning of the word. Parallel corpora, which include the texts along with their translations, are beneficial and of great importance for translators and linguists. Baker (2018) is among the leading scholars to explore the use of a corpus-assisted approach in translation. This approach frees translators from the pressure of being biased. It is a matter of fact that there are several approaches used to examine translations of different languages. However, corpus increases the validity of the results. The corpus-based method tells how the word is used in its original/ source and translated/ target texts and the contextual information related to it.

Computer-based research analyses the data in several ways, and the results are accurate, reliable, and fast. There are systemized steps to follow. A corpus-assisted approach for translation is exceptionally beneficial because it works on transcriptions and the translation process (Dazdarevic, Zoranic, & Fijuljanin, 2015). In the broader sense, in some situations, it is required to translate words in their contexts. The corpus-assisted translation approach involves many disciplines such as semantics, natural language processing, grammar, and lexicography, among others. Further, it is accurate as it depends on algorithms that calculate the frequency of words that can be used to give the most common uses and meanings of the words.

Though the corpus-based approach was introduced a long time ago, it is still not frequently used. This could be due to the unfamiliarity of some scholars with the use of computers in language studies, the misconception of corpus linguistics, and the lack of already compiled parallel corpora in different languages. This type of corpora, i.e., parallel, is the most useful for conducting translation studies, where the same text is available in two or more languages, as the next section shows.

D. Empirical Studies

Different studies have investigated the translation of political texts and highlighted the problems the translators encounter and the strategies they resorted to. For example, Munday (2007) analyzed the relationship between ideology and language and how they are related to power through translation studies. The researcher argued that translating political speeches and ideas of other individuals is complicated due to the ideological dynamics that exist in political texts. The researcher stated that sensitive texts or speeches cannot be translated explicitly as political discourse in a lot of cases includes different kinds of expressions or terms that can be understood and interpreted differently by people from diverse social and cultural backgrounds due to the difference in the source of the speech on the one hand and the origin of people on another. The difference can also arise in the interpretation of various translators. Al-Hamad (2013) examined political speeches and texts along with their translations and found that the Arabic translations were characterized by symbolism and enthusiasm to draw the attention of the crowd and manipulate them emotionally. Besides, the researcher noticed that synonyms and repetition are highly used, highlighting that the linguistic features of languages and cultures are different. Sárosi-Márdirosz (2014) examined the challenges related to the translation of political texts from English into Hungarian and Romanian. The findings showed that there are no instructions to translate a political speech and that knowing cultural, historical, and political circumstances is part of the translation process. The study concluded that to reach the desired target audience, the political expression should be phrased in a very personalized way.

Various studies examined the translation of presidential and royal speeches. For example, Al-Hammad (1999) highlighted some of the linguistic features in the political discourse by analyzing Jamal Abd El-Nasser's speeches, the late Egyptian president. The researcher divided his results into different categories based on the structural and linguistic aspects, pointing out that Nasser used various clauses, phrases, and even repeated words to emphasize a specific point. Moreover, Nasser sometimes also used religious quotations and poetry in his speeches. Having these features makes the process of translating these speeches into other languages more difficult. Shunnaq (2000) analyzed repeated, and expressive phrases and other characteristics such as hyperbole, humor, and metaphors in the Arabic-English translated speeches of Gamal Abdul Nasser. Twenty relevant excerpts of Nasser's speeches were studied. The researcher suggested that political translators should take into consideration semantic phenomena and be aware that in Arabic, functional repetition and emotional expression can be excessive and tautological in Arabic.

Al-Zu'bi (2000) examined the problems that MA candidates face while translating the terms used by King Abdullah II. The author prepared a translation test and asked 40 students from two Jordanian universities to translate it. Analyzing the translations, the researcher observed that the students lack knowledge of political terms and usually use literal translation. The researcher emphasized the importance of being mindful of the TL (target language) and the SL (source language) along with the cultural, social, and linguistic variations between them. The researcher also pointed out that the first step towards achieving appropriate and effective translation is having translators who are aware of the different features and characteristics of all kinds of political discourse. Mehawesh (2016) explored the figures of speech, mainly metaphor and simile, in the translation of King Abdullah II Political Speeches bearing in mind the persuasive effect they have on the audience, and so should be integrated into the target texts. The researcher examined two methods in dealing with the selected examples; a descriptive method and a comparative method. The findings indicated that to evoke the TL audience's emotions towards the subject, similes and metaphors in the TL text should be produced emotionally. Ayasrah (2017) explored the difficulties of interpreting metaphors in King Abdullah II's political speeches. The researcher used a translation test that included nine items and performed open-ended interviews to address the research goals. Twenty-two students from the MA level were asked to translate the metaphors used in the exam. After that, three translation experts were interviewed to state the aims of the metaphors used in the test. The results showed that interpreters and translators can define the aims of using metaphors by their kinds and the context. MA students strongly followed free translation and word-for-word strategies. Paraphrasing and deletion were sometimes used. The study also found that in translating metaphors, MA students faced serious difficulties, including the inability to decide the acceptable translation strategies, the confusion of the intention and context of the speaker, absence of culture, the inability of expressing emotiveness sense in metaphors, using inappropriate connotation, and the inability to deal with figurative language.

Munday (1998) combined cultural studies, reception theory, functional linguistics, and corpus linguistics to analyze a parallel corpus of the Spanish short stories written by Gabriel Garcia Marquez and their translations into English. The information obtained from this comparison suggested that the initial criterion of the translator choice was concerned mainly with acceptability. Similarly, Kenny (1999) examined the creativity and lexical norms in about a two million-word parallel corpus of modern German literary texts and their translations into English. The author found that normalization is a trend that seemed to constantly appear when facing lexical problems. Alansary, Nagi, and Adly (2007) discussed the idea of building an international Arabic corpus and focused on the step of compiling the data. The researchers discussed three main areas; first, one involves elements of a corpus-based approach, which depends on some factors, including semantics, natural language processing, grammar, and lexicography. The second area shows how the Arabic language needs linguistic tools such as corpus analysis software and how this shortage influences the use of corpus-assisted corpus studies. The third area focuses on the technical layout of the International Corpus of Arabic, including the use of the Arabic language worldwide.

III. Methodology

This section discusses the research method and design of this study. It provides some information about the data source and corpus size, software packages that are used in analyzing the data, corpus linguistic techniques, and the stages to be followed in this study.

A. Data Source and Corpus Size

This study uses a 256,000-word Arabic-English parallel corpus of the speeches of King Abdullah II of Jordan from 1999 to 2015. The focus of this study is on the speeches that were delivered in Arabic and translated into English. The corpus contains texts that were collected from King Abdulla's book, speeches, interviews, and letters that were originally retrieved from his official website http://www.kingabdullah.jo/; a website that has considerable information about Jordan and King Abdullah II (Al-Sayed Ahmad, Hammo, & Yagi, 2017). It is worth noting that the translation is done by interpreters and translators who are affiliated with the Jordanian Royal Court.

After downloading the speeches from the website of King Abdullah II, they were saved as .txt files, i.e., in a form that is readable by corpus linguistic software. After that, the texts were segmented into sentences, and then the Arabic sentences were aligned with their English counterparts, as Figure 1 shows.

يا أبناء الأسرة الأردنية.. أيها الأهل والعشيرة..	To my one Jordanian family,
لقد كان الحسين أباً وأخاً لكل واحد منكم	Hussein was a father and a brother to every one of you,
كما كان أبي..	just as he was my father.
وأنتم اليوم إخواني وأخواتي..	You are my brothers and my sisters.
وأنتم عزائي ورجائي بعد الله.. أحسن الله عزاءكم	You are my hope and consolation.
وإنا لله وإنا إليه راجعون.	We are from God and to Him we return.
خطاب جلالة الملك عبدالله الثاني	Speech of His Majesty King Abdullah II
في الجلسة الافتتاحية لمؤتمر القمة العربي الثالث عشر	To the Opening Session of the 13th Ordinary Session of the League of Arab States
عمان، الأردن	Amman, Jordan
آذار/مارس ٢٠٠١ 27	2001/03/27
بسم الله الرحمن الرحيم	In the name of God, the Merciful, the Compassionate,
والحمد لله رب العالمين،	Praise be to God, Lord of the universe,
والصلاة والسلام على سيدنا محمد النبي العربي الأمين	Prayers and salutations be upon the faithful Arab Prophet Mohammed.
أصحاب الفخامة والسيادة والسمو، رؤساء وأمراء الدول العربية	Your Excellencies, Your Highnesses, Presidents, and Princes of Arab countries,
السلام عليكم ورحمة الله وبركاته وبعد،	Peace, God's Mercy and Blessings be upon you.

Figure 1. Aligning the Arabic sentences with their English counterparts

B. Software Packages and Techniques to Be Used

In this study, two software packages are used, namely Wordsmith 6 (Scott, 2012) and SketchEngine (Kilgarriff et al., 2014). Wordsmith 6 (WS6) is a software package developed by the British linguist Mike Scott at the University of Liverpool and is mainly used for corpus linguistic analysis. The software offers different functions, including frequency (wordlist), dispersion, collocation, clusters, concordance, and keyword. For this research, WS6 is used to give statistics for the source Arabic speeches of King Abdullah and their translation in English.

Sketch Engine is a web-based corpus processor for text analysis developed by Adam Kilgarriff. It aims to encourage individuals to research language behavior. SketchEngine provides researchers with access to different corpora in different languages, including the British National Corpus (BNC). In this study, SketchEngine is used to generate parallel concordance, i.e., the concordance lines that include the search term appear in Arabic and English. It is also used to conduct a keyword analysis by comparing the Arabic source with a reference/general Arabic corpus. The keyword list will ease the process of finding out salient words and selecting the words to be investigated further.

There are different corpus-linguistic techniques researchers can use to analyze corpora. These include frequency, clusters, concordance, collocation, and keywords. Baker (2004) argued that keyword and frequency share the same task, but keyword is more complicated. According to Scott (1999), there are three functions of keywords, namely, 'aboutness,' which explains what the corpus is about; second, keywords that determine the style of the corpus, and keywords that are related to proper nouns.

Parallel concordance is used if the corpus under study is parallel. It is used to compare the source text with its translation. Figure (2) shows the parallel concordance of the word *الأخ* and its counterparts in the target text. This helps translators identify translation strategies used in rendering texts.

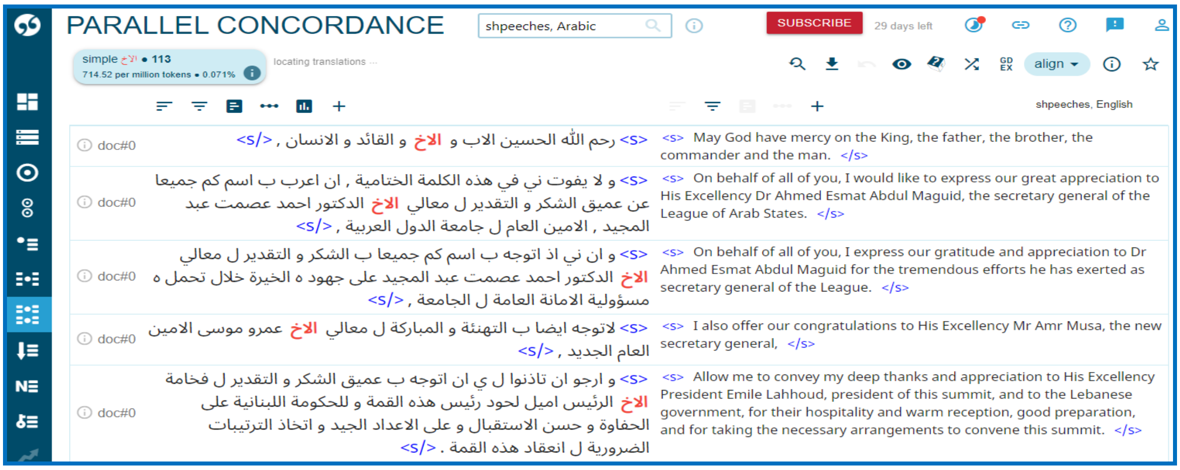

Figure 2. A screenshot of the parallel concordance tool (Sketch Engine)

C. *Procedures of the Study*

In this study, the researchers followed the research process outlined below.

Step1: Preparing the study questions.

Step2: Compiling a parallel corpus that contains King Abdullah II's speeches.

Step 3: Carrying a keyword analysis by comparing the Arabic corpus with the Arabic translation of the English corpus.

Step 4: Selecting some of the most salient words created in step 3.

Step 5: Conducting a parallel concordance for the words selected in step 4.

Step 6: Identifying the translation strategies and linking them to the existing literature.

IV. Results and Discussion

In this section, the researchers analyze the corpus by conducting keyword analysis for the Arabic source corpus and English target corpus. In addition, the strategies used to translate King Abdullah II's speeches from Arabic into English.

A. *Statistical Information*

In order to identify the actual size of the Arabic and English corpora, the researchers carried a frequency analysis using WS6. The wordlist tool in WS6 enables researchers to know the number of tokens and types. Token in corpus linguistics is defined as the actual number of all words that appear in the corpus regardless of how many times they are repeated. Type, on the other hand, refers to the unique words that occur in the corpus. For example, a sentence like "*Ali is **the** best brother in **the** world*" consists of 8 tokens and 7 types. Type token ratio (TTR) is the overall number of distinct words (types) divided by the number of all words in the corpus (tokens). The purpose of using TRR is to determine the text's lexical density, which can reveal some information about the features of the text under study.

Arabic Source Text vs. English Target Text

In this section, the researchers compare the size of the Arabic corpus (the Source text corpus) with its English counterpart (the Target text corpus). To do so, Wordsmith 6 software is used, as Figures 3 and 4 show.

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N	text file	file size	tokens running) words) in	tokens used for word list	types distinct) (words	type/token ratio (TTR)	standardised TTR	STTR .std.dev	STTR basis	mean word length	word length .std.dev	entences	mean (in (words	.std.dev	ragraphs	mean (in (words
1	Overall	1,395,342	108,475	108,053	19,185	17.76	66.74	33.96	1,000	5.18	2.01	3,058	35.33	24.12	1	)53.00

Figure 3. Arabic corpus statistics (WS6)

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N	text file	file size	tokens (running words) in	tokens used for word list	types (distinct words)	type/token ratio	standardised TTR	STTR std.dev.	STTR basis	mean word length (in	word length std.dev.	entences	mean (in words)	std.dev.	ragraphs	mean (in words)
1	Overall	1,862,758	147,805	147,308	7,156	4.86	42.16	57.52	1,000	5.10	2.97	5,094	28.92	17.99	1	147,308.00

Figure 4. English corpus statistics (WS6)

Figures 3 and 4 show some statistics related to the source corpus (Arabic) and the target one (English). The results are summarized in Table 1.

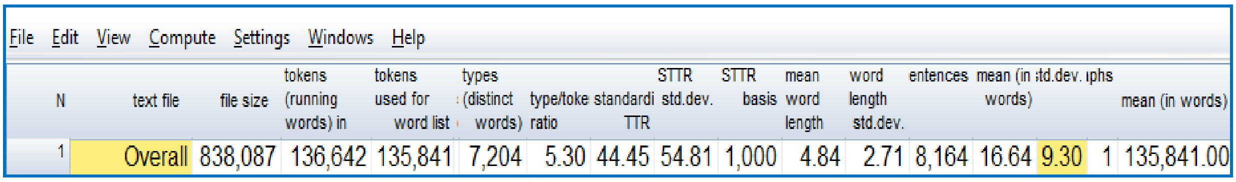
TABLE 1
TYPES AND TOKENS IN THE INVESTIGATED CORPORA

Criterion	Arabic corpus	English corpus
Tokens	108,475	147,308
Types	19,185	7,156
Type tokens ratio	17,76	4,86
Standardized TTR	66.74	42.16

Table (1) shows the size of the Arabic corpus is 108,475 words (tokens), while the English corpus contains 147,308 words. This shows that the English translation is larger than the Arabic source text. The Arabic corpus has 19185 distinct words (types), while its English counterpart has 7,156 types. It can be noticed that the Arabic language has more unique words, which means that it has more lexical density. However, tokens in the English corpus are more than the Arabic one, indicating the feature of explicitation. According to Vinay and Darbelnet (1995), explicitation is a translation strategy in which meanings are clarified explicitly. In other words, what is implied in the source language is stated clearly and explicitly in the target language. One of the reasons behind such differences and gaps between the number of tokens in Arabic and English is function words such as prepositions and whether they are written as individual words or attached to the next word. In Arabic, prepositions are sometimes written with the next word, but they are written in two or more words in English. For example, one Arabic word "بالعالم" is translated into English as "*in the world.*" Type/token ratio indicates the variety of the text's vocabulary; i.e., the highest the TTR, the more varied the text's vocabulary. Type tokens ratio of the Arabic corpus is 17,76, while it is 4,86 in the English corpus. This has also been reflected in the Standardized TTR since the number of the corpora is different as the ratio is 66.74 in the Arabic corpus and 42.16 in the English one.

English Target Texts vs. English Source Texts

In order to explore the differences between the target texts and source texts written in the same language, the researchers compared the English target corpus (the translation of the speeches that King Abdullah II delivered in Arabic) with a corpus of the speeches that the King delivered in English (English as a source corpus). To do so, Wordsmith 6 software is used, as Figures 5 and 6 show.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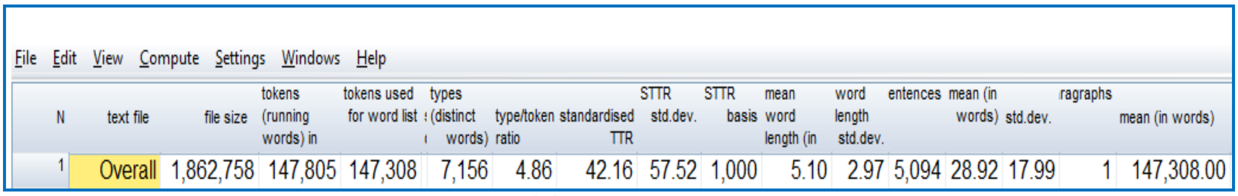
N	text file	file size	tokens (running words) in	tokens used for word list	types (distinct words)	type/toke ratio	standardi TTR	STTR std.dev.	STTR basis	mean word length	word length std.dev.	entences	mean (in words)	std.dev.	iphs	mean (in words)
1	Overall	838,087	136,642	135,841	7,204	5.30	44.45	54.81	1,000	4.84	2.71	8,164	16.64	9.30	1	135,841.00

Figure 5. English source corpus statistics (WS6)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N	text file	file size	tokens (running words) in	tokens used for word list	types (distinct words)	type/token ratio	standardised TTR	STTR std.dev.	STTR basis	mean word length (in	word length std.dev.	entences	mean (in words)	std.dev.	ragraphs	mean (in words)
1	Overall	1,862,758	147,805	147,308	7,156	4.86	42.16	57.52	1,000	5.10	2.97	5,094	28.92	17.99	1	147,308.00

Figure 6. English target corpus statistics (WS6)

The information in figures 5 and 6 is summarized in Table 2 below.

TABLE 2
TYPES AND TOKENS OF ENGLISH TEXTS AS TARGET AND SOURCE

Criterion	English as Target	English as Source
Tokens	147,308	136,642
Types	7,156	7,204
Type tokens ratio	4.86	5.30
Standardized TTR	42.16	44.54

Table 2 shows that the number of types, TTR, and standardized TTR of the English target corpus are close to their counterparts in the English source corpus. This could be because the translators in the Royal Court are influenced by the linguistic style of King Abdullah II; i.e., they choose the same words that King Abdullah II uses in the speeches he delivers in English. This could also be because they translate all speeches of King Abdullah II from English into Arabic and English into Arabic.

B. Keyword Analysis

In keyword analysis, the researchers compared the corpus under investigation with the ArTenTen corpus that is available in Sketch Engine (Figure 7). It is an Arabic corpus that consists of a collection of texts extracted from the internet. It is a part of the "ArTenTen corpus family," which is a collection of online corpora that were created using the same techniques and have a target size of 10 billion words or more. TenTen corpora are available in more than 30 languages through Sketch Engine now. Keyword analysis enables researchers to identify the most salient words in the corpus under study when compared to a huge reference corpus. In the case of the current study, the keywords show the words that King Abdullah II frequently and saliently uses in his speeches. These can be cultural and are related to the Jordanian context. These might pose some difficulties and challenges to the translators rendering texts from Arabic into English.

reference corpus: Arabic Web 2012 (arTenTen12, Stanford tagger)

Word		Word		Word		Word		Word	
1	حضرات	11	العبث	21	حرصت	31	الاردنيين	41	فيسر
2	لن	12	الاردنيات	22	اتوجه	32	ليسرني	42	لزملائك
3	لم	13	فيسرني	23	اشقاءَ	33	الافخم	43	نشامى
4	بن	14	فرص	24	اردن	34	اعهد	44	تكافؤ
5	واجهزة	15	النشميات	25	الاعيان	35	الاردنيون	45	امنياتي
6	مقدمت	16	زملائك	26	نفتتح	36	لو	46	نؤكد
7	وفق	17	اعتزازا	27	يوفقنا	37	الاشقاء	47	فاعلة
8	النشامى	18	اعتزازي	28	بك	38	فيك	48	زملاؤك
9	عزيزنا	19	الاعتزاز	29	وساءر	39	بدران	49	واردنية
10	بل	20	لاردن	30	واثق	40	النسور	50	الفوج

Figure 7. A screenshot of the keywords in the Arabic corpus under study

Figure 7 shows the words that are the most salient and frequent in the Arabic corpus when compared to a huge reference corpus. It can be observed that some words that are context-based, i.e., related to the Jordanian culture, such as *النشامى*, *النشميات*, *الأردن*, *الأردنيون*, and *الأردنيات*. Some keywords that are related to the discourse type and address forms were frequent such as *حضرات* , *عزيزنا*, and *الأشقاء*. Some proper names such *النسور* and *بدران* were also present in the list.

C. Translating Culture-Bound Expressions from Arabic into English

In this section, the researchers discuss the translation of some culture-bound expressions, such as the address forms mentioned in the keyword list, the challenges that might arise when translating them, and the strategies that the translators resorted to when doing so.

1. *الأخ /الأخت*

In this part, the researchers discuss how the Arabic words "*الاخ*" "*brother*" and "*الأخت*" "*sister*" are translated into English in different contexts (Figure 8).

1	و لا يفوت ني في هذه الكلمة الختامية , ان اعرب ب اسم كم جميعا عن عميق الشكر و التقدير ل معالي الاخ الدكتور احمد عصمت عبد المجيد , الامين العام ل جامعة الدول العربية.	On behalf of all of you, I would like to express our great appreciation **to His Excellency** Dr Ahmed Esmat Abdul Maguid, the secretary general of the League of Arab States
2	عزيزنا دولة الاخ فيصل الفايز حفظه الله	**Your Excellency** Faisal Fayez
3	رحم الله الحسين الاب و الاخ و القائد و الانسان.	May God have mercy on the King, the father, **the brother**, the commander and the man.
4	و كلنا ثقة بالمستقبل المشرق لهذا الوطن , باذن الله , و ساكون لكم الاخ و السند و المؤازر .	We have faith that a bright future is awaiting this country.God willing, I will be to you **a brother** and a supporter.
5	و استوعب الجميع , بروح الاب او الاخ الكبير.	and to accept everybody **in a fatherly spirit**
6	و ما ارجوه من كل اخ و اخت من كم هو المبادرة الى القيام ب واجب ه الوطني	We call upon each brother and **sister** to take the lead and perform a national duty,
7	احييكم , و احيي كل اخ و اخت في هذا الوطن العزيز	I salute you and salute each brother and **sister** in this dear nation

Figure 8. A screenshot of the Arabic word "**الاخ**"

The Arabic words *الأخ* *brother* and *الأخت* *sister* are used in the Muslim and Arab cultures as address forms showing intimacy. In such contexts, they are not used as kinship terms but to refer to members belonging to the same group, which could be social, religious, among others. This stems from Qur'anic verses and Prophet Mohammad's PBUH Hadeeths. Allah says in the Holy Quran "*إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ*" which is translated into English as "the believers are but ***brothers***, so make settlement between your ***brothers***" (verse 49:10). This is common in the Arab culture where some people may call old women "*يمة*" which means "*my mother*" though she is not their real mother.

Such forms of address are not present in some cultures, such as the English one, and this might create some problems for translators. King Abdullah used the word "*أخ*" in different forms such as *الاخ* "*the brother*" and *أخي* "*my brother*" 133 times, and *أخت* "*sister*" 6 times.

In examples 1 and 2, the translation of the word *الاخ* "*the brother*" is omitted, where *معالي الاخ الدكتور* is rendered as "*His excellency Dr.*" and *عزيزنا دولة الأخ* is translated as "*your excellency*." In example 2, not only the word *الأخ* *brother* is deleted, but also عزيزنا *our dear* is also omitted. Again, this is because, in the Arabic culture, these words are used to reflect respect and intimacy, and because the other words in the sentences reflected such respect such as معالي and دولة, which both mean "*excellency*." In example 3, the word الاخ was translated literally in the context of talking about the late King Hussein الاب *father*, الاخ *brother*, القائد *commander*, and الانسان *man*. The translator here used the strategy of addition, where he added the word "the King," although it is not in the source text.

Similarly, in Example 4, the word الاخ is also rendered as a *brother*. In the same example, the translator used the strategy of deletion where the Arabic synonymous pair السند and المؤازر are translated as "*supporter*." This is part of the Arabic rhetoric, where the idea is emphasized by using some synonymous words such as البعيد and النائي, which are translated as *remote*. In Example 5, روح الاب او الاخ الكبير which literally means the *fatherly and brotherly soul* is rendered as "*fatherly spirit*." Hence, the strategy used here is deletion, most likely because the fatherly spirit is more than the brotherly one. In examples 6 and 7, the words الاخ and الاخت are rendered as *brother and sister*.

2. *اخوان*

The Arabic word "*اخوان*" "*brothers*" occurred in the speeches of King Abdullah II several times, especially when he code-switched from MSA into colloquial Arabic. In this section, the researchers analyze how it is rendered in English (Figure 9).

1	و ب صراحة اكثر يا اخوان	To be even more frank, **brothers**,
2	الانتقاد يا اخوان ما في ه اسهل من ه	Criticism, **brothers**, is rather easy.
3	و طلبت من الاخوان النواب ان يعطونا خطط و حلول ل معالجة هذه المشكلة في مناطق هم	I asked the **deputies** to give us plans and solutions for dealing with this problem in their constituencies,
4	و مصلحة الوطن يا اخوان اكبر من كل المناصب و من كل المكاسب	The interest of the **homeland supersedes** any position or any other gain.

Figure 9. A screenshot of the Arabic word "اخوان" with the translation

The Arabic word "*اخوان*" "*brothers*" has many indications and is used in different contexts in the Arab culture, but mainly as a form of address. In the speeches of King Abdullah, the word is used as part of *جماعة الاخوان* which refers to a political party, namely "*الاخوان المسلمين*" "*Muslims brotherhood*." In this section, the researchers examine the use of the word as a form of address, showing closeness and familiarity between community members. For example, in colloquial Arabic and informal situations, people frequently use "*يا اخوي*" "*my brother*" to show intimacy. In such a context, it does not necessarily mean that the person is addressing his\her real brother. King Abdullah II used this word when addressing Jordanian using the colloquial Jordanian variety of Arabic. This may cause a challenge to the translators because they need to explore the entire context to determine the intended meaning accurately and to select the true equivalent to convey the different aspects of the word. In examples (1) and (2), the translator decided to be faithful to the source language and rendered the investigated word as "*brothers*" which is the literal meaning of the Arabic word "*اخوان*." In example (3), King Abdullah II was talking about deputies, and he called them "*الاخوان النواب*" "*brothers deputies*." The translator rendered the examined word as "*deputies*" which means that the Arabic word"*الاخوان*" is omitted. So, the translation strategy of 'omission' is used here, as including it may sound redundant and not commonly used in western culture. In example (4), King Abdullah II was addressing the Jordanian people and used the word *اخوان* to show closeness towards them. In the Arab culture, the use of address forms may indicate familiarity in some situations and respect in others. For example, people may use words like عم *uncle* and خالة *aunt* to address older men and women to show respect, and they may use اخ *brother* and اخت when talking to males and females of similar age to show familiarity. In the translation of the incidents of *اخوان* in the speeches of King Abdullah, literal translation approach was sometimes followed, while in some other occasions, the word was left out and omitted.

3. *الشقيق و الشقيقة*

In this section, the researchers examine the Arabic words "*الشقيق*"and"*الشقيقة*" "*brother and sister*" and how translators rendered them into English (Figure 10).

1	اما موقف نا من العراق الشقيق ف هو واضح و معروف ,	Our position regarding **Iraq** is clear and well known.
2	اما العراق الشقيق ف قد طالت معاناه ه , و تجاوزت كل التصورات ,	As for our **brethren** Iraq, their inconceivable suffering has gone on for far too long.
3	و في الختام اتوجه ب عميق الشكر و التقدير الى خادم الحرمين الشريفين الملك عبدالله بن عبدالعزيز و المملكة العربية السعودية الشقيقة و الامانة العامة ل منظمة المؤتمر الاسلامي على استضافة هذا المؤتمر	Finally, I would like to extend deep gratitude and appreciation to the Custodian of the Two Sacred Mosques King Abdullah Bin Abdulaziz, **the brotherly** Kingdom of Saudi Arabia and the Secretariat General of the Organisation of the Islamic Congress for hosting this conference.
4	و حرصنا كل الحرص على ترسيخ الاحترام ل سيادة كل دولة من دول نا الشقيقة	We have been keen to foster respect for the sovereignty of each Arab state.

Figure 10. A screenshot of the Arabic word "الشقيق" and "الشقيقة" with the translation

The words "*الشقيق*" and "*الشقيقة*" are used in Arabic to refer to *brothers* and *sisters* from the same *mother* and *father*; however, they are sometimes used figuratively to show intimacy. For example, if a person is talking about some other countries that share the same language, religion, heritage or tradition, he/she may use "*الشقيق*" and "*الشقيقة*" to indicate the commonalities. King Abdullah II used these words to describe Arab and Muslim countries that have good relations with Jordan and to show the strong connections between Jordan and Arab countries. In example (1), the interpreter translated the Arabic phrase "*العراق الشقيق*" into English as "*Iraq*." This means that in this incidence, the translation strategy of omission. Although the overall meaning of the phrase is not affected, it would be recommended to keep such words in the translation to convey some aspects of meanings that can strengthen relations between countries. In example (2), the translator rendered the investigated word as "*brethren*," which is a formal plural form of the word "*brother*" that is frequently used in religious situations. The term may also be used to describe any group of people with strong social ties. The researchers believe that the translator's choice gives a precise meaning that fits the context. In example (3), King Abdullah used the word to describe the Kingdom of Saudi Arabia, and the interpreters translated it into English as "*brotherly*," which is an adjective used to indicate fraternal relations with others. In example (4), the translator deleted the word *الشقيقة* when rendering the phrase *دولة من دولنا الشقيقة* to English. This phrase was translated as "*each Arab state*" although the source text does not have the word "*Arab*." Accordingly, the translator sued the strategy of addition by adding the word "*Arab*" and "*deletion*" by omitting the word *الشقيقة*.

4. *النشامى*

In this part, some incidents of the Arabic word "*النشامى*" and its English counterparts are examined to check the strategies that the translators used to render it into English (Figure 11).

1	فقد رايت ان اتحدث الي كم اليوم , و انتم الاهل و العزوة و النشامى الذين ما خذلوا وطنهم و لا امتهم في اي يوم من الايام	I sought to talk to you today as **the family and supporters** who have never disappointed your country or nation
2	و الى النشامى في القوات المسلحة و الاجهزة الامنية فهم رمز الاستقلال و درع الوطن و العيون الساهرة على امنه و استقراره	to **the gallant** men in our armed forces and security corps, for they symboliseindependenceand are the nation's shield, exercising vigilance in the service of its security and stability.
3	و انا واثق ان النشامى و النشميات من ابناء هذا الوطن س يكونوا ك ما كانوا على الدوام العيون الساهرة على امن الاردن العزيز	I am confident that **the patriots** of Jordan – men and women – will maintain, as they always have, a watchful eye over the country and itssecurity,
4	و مبروك ل النشامى الخريجين و نبارك للوطن بهم .	We congratulate these **distinguished** graduates, and we also convey our congratulations to the homeland for having among its ranks graduates of such calibre,
5	التي حقق فيها نشامى هذا الجيش اعظم الانتصارات ,	during which this **army's honourable officers** and soldiers realised the greatest of victories.

Figure 11. A screenshot of the Arabic word "النشامى" with the translation

The Arabic word "*النشامى*" is not a Modern Standard Arabic word, but these days it has become popular and is used in official speeches, especially in the Jordanian context. The Arabic word *النشامى* was used in the past to characterize Jordanian Bedouin people, who are known for their chivalry. The word is used these days to describe Jordanian people in general. In some cases, the examined word is used to refer to Jordanian people, students, and soldiers, to mention a few. An example of using this term is the phrase "*منتخب النشامى*" which literally means "*The team of Nashama*" which is used to refer to "*المنتخب الأردني لكرة القدم*" "*Jordanian football team.*" Such a description sounds natural and is understandable for Arabic people. In example (1), the translator rendered the Arabic phrase "*الأهل و العزوة و النشامى*" as "*the family and supporters*," so the investigated word is deleted which means that the translators used the strategy of deletion. In example (2), the interpreter translated the examined word as "*gallant men.*" The word "*gallant*" in Cambridge Dictionary means "*showing no fear of dangerous or difficult things*." In example (3), the investigated word is translated into English as "*patriots*," which is a word used to describe a person who belongs and protects his\her country. So, the translation strategy used in this example is substitution, where the translator substituted the word with a more general one. In example (4), King Abdullah II congratulated the graduates and described them as *النشامى* to indicate their distinction. The translators rendered the investigated word as "*distinguished*," which doesn't give the actual meaning of the Arabic word. In this example, the translators used the strategy of substitution to give the intended meaning. In example (5), the interpreters translated the Arabic phrase is "*نشامى هذا الجيش*" which means "*the chivalrous soldiers of this army"* as "*army's honorable officers*." It is noticed that the Arabic word "*الشامى*" is replaced by "*officers*" which means that the translators used the strategy of substitution.

V. Conclusion

Based on the analysis above, the translation strategies that were mainly resorted to by the translators and interpreters are omission, addition, transliteration, explicitation, and substitution. Deletion is defined as omitting some elements in the sentence which may cause repetition without affecting the intended meaning said by the speaker. This is in line with Baker (2018), who stated that deletion is the omission of some vocabulary to fit the audience's grammatical and semantic knowledge. Baker (2018) argued that this strategy may sound rather extreme, but it should not affect the meaning when a word or expression is deleted in some contexts. Translators and interpreters can omit some words or expressions if the meaning conveyed by these items is not vital. This may help readers or text receivers to easily understand the message without being distracted by lengthy explanations (Baker, 2018). In this study, the researchers noticed that the Royal Court translators used the deletion strategy frequently in translating the Arabic speeches of King Abdullah II. In some cases, it is justified because some details might be important rhetorically in Arabic and redundant in English. It is recommended this strategy to avoid overly repetition in the translated text bearing in mind that repetition is not acceptable in some contexts. For example, the Arabic words "*الاخ*" "*brother*" and "*الأخت*" "*sister*" are not important to render in the target text as they reflect respect and intimacy in the Arabic culture, and are not used in the English speaking countries.

The researchers noticed that the Royal Court's translators used the addition and explicitation strategies in translating some of the culture-bound expressions in the Arabic speeches of King Abdullah II. They tended to add information that is not found in the source text to clarify some unclear and ambiguous points to the target language reader. Such additions can bridge the cultural differences between the source language/culture and the target language/culture. In this study, the researchers noticed that the translators resorted to this strategy to make the process of text comprehension easier without exerting much effort.

Substitution strategy was also used frequently by the translators, especially if the source language words do not have a direct or accurate equivalent in the target language. For example, the Arabic word "*النشامى*" was translated differently based on the context; one time as *officers* and another as *graduates* among others. Transliteration was sometimes used to render some words that have a cultural reference in the source text, and their English equivalents may not fully deliver the different senses associated with these words.

In this study, the researchers examined a specific type of data (royal speeches), in two languages (Arabic as a source language and English as a target language), within a certain period (1999 to 2015) and used translation theory and corpus linguistics as theoretical and empirical approaches to a limited number of research questions. As a result, there are various limitations of the current study. This study uses a 256,000-word Arabic-English parallel corpus of the speeches of King Abdullah II of Jordan from 1999 to 2015. Other researchers can enlarge the corpus by compiling more speeches of King Abdullah covering the period from 2016 to now. The researchers discussed the translation produced by Royal Court translators, and it was extracted from the website of King Abdullah II. Also, the speeches used for investigation are translated from Arabic into English. Future researchers can analyze the translation of any other translators and change the direction of translation by examining the Arabic translation of the speeches that King Abdullah delivered in English. Another limitation is related to the genre of the compiled texts. Further research can investigate other genres, such as literary texts. Such texts give the translators space to show their translation style. Unlike political texts, translators should be creative while translating literary texts such as novels, poetry, drama, and short stories.

This study can be helpful for translators and interpreters, especially those working on translating political texts. It is recommended that they pay more attention to the cultural aspects by getting acquainted with the source and target cultures. In addition, the corpus compiled in this study will be available upon request and can be used in translation classes or for training purposes.

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Critical Thinking Ability and Performance in Argumentative Essays of the Education Major Students*

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***Abstract*—The study was carried out to assess the relationship between students' critical thinking abilities and their success in writing an argumentative essay. The descriptive-correlation design was used in this research. The respondents in this survey were a total of 310 Education major students. This is 22.32 percent of the 1387 students enrolled in the Education program. The 50-item questionnaire was based on the Watson-Glaser Critical Thinking Appraisal from Pearson TalentLens to measure the student's study critical thinking abilities. The following conclusions were drawn: the students lack critical thinking ability; the students have difficulty in constructing argumentative essays; and the less critical the students are, the less performance they have in writing argumentative essays.**

***Index Terms*—critical thinking abilities, argumentative essay, performance in writing**

I. Introduction

Critical thinking is about the capacity to reckon in a rational way on what to understand and what to genuinely think in. Although critical thinking has something to do with uncovering falsities inside of preconceptions, it still does not imply that critical thinkers have to also be critical of some of the other individuals. They just draw appropriate inferences from the evidence. This allows them to participate in collaborative thinking and other valuable pursuits. It aids them in conceptualizing and analyzing issues that would otherwise go unnoticed by others. As a result, understanding when and how to critically analyze a circumstance is a skill that everyone needs to not only acquire but actively practice (Hitchcock, 2018).

A student's ability to think critically is extremely valuable. Whatever career a student chooses to pursue, they will always need the ability to think critically, understand, and assess situations mindfully. This ability is what allows one to solve issues systematically. The knowledge-based market of the twenty-first century moves at a breakneck speed. It is dramatically evolving and being able to think critically and effectively is an excellent way to adapt. When one can think on their toes, they can rapidly incorporate innovative ideas into their task and avoid losing. This is an important characteristic that influences a person's overall capabilities (Lausch, 2018). People with thoughts that are susceptible to analysis and critical thinking can explain even the most ordinary arguments coherently and articulately. This enables them to relate and analyze results much more effectively. They may convey knowledge logically and progressively, helping others to get a better comprehension as well (Alban & Alban, 2021).

According to Sellar et al. (2019), in the twenty-first century, when concepts demand constructive, logical, and intellectual evolution, critical thinkers are almost certain to prevail. Applying such concepts translates to professional and educational excellence.

Critical thinking is an excellent ability to cultivate. It comes in handy in every circumstance when one must come to any resolution, regardless of whether it is about education, job, or in regular activities.

To think critically regarding anything, one must be able to recognize the rational links within concepts; examine the details that are provided; analyze and evaluate information; check to see if whatever is being taught is correct and real; examine the issue from many perspectives and positions; and evaluate diverse arguments to determine their merits and flaws (Islam, 2015).

Because critical thinking is grounded on knowledge, reasonable analysis, and introspection, it helps one generate informed conclusions. This helps a lot in nearly every scenario. This can, for instance, aid with the interpretation of information. Facts and figures are essential but understanding the origin of the information and the link connecting facts

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is just as crucial. Thinking critically enables one to spot prejudice and manipulations and create one's well-informed judgments (Rabinowitz, 2021).

Curiosity can also be fostered by critical thinking. By evaluating the content received, one does not have to take what he or she sees or hears at a surface level. Rather, the individual examines the offered viewpoint and investigates the rationale and origins behind it (Lumen Learning, 2016).

Finally, critical thinking enables the person to construct a persuasive argument that is supported by evidence. Assertions built on personal conviction without substantiated proof are frequently invalidated. This ability can be worthwhile while writing essays or debating national issues with others. It enables one to give a nuanced perspective that examines varying viewpoints and means regarding evidence-based ideas (Lumen Learning, 2016).

Cognition skills, along with social inclinations and prejudices, are all part of critical thinking. As a result, it may be challenging to detect Critical Thinking abilities from a résumé or a job application, which is why most companies opt to use psychometric exams as an element of their hiring procedure (DeLecce & Pisano, 2021).

The Watson-Glaser Critical Thinking Appraisal (2021) from Pearson TalentLens is among the most extensively utilized psychometric evaluations. The Watson-Glaser Critical Thinking Test is a thoroughly challenging assessment and exam that is mainly utilized during the context of staffing to assess critical thinking abilities in employment, institute, and business and management aspirants.

Every Watson-Glaser assessment is made up of instances that are common in several contexts, such as the industry, schools, as well as other social organizations. Several companies utilize the Watson-Glaser Critical Thinking Exam and Development Report to determine an individual's capabilities and training concerns, as well as to offer mentoring initiatives and programs. Each component is made to put varying capabilities to the exam.

These are as follows:

Argument Evaluation is a simple yes/no inquiry. Individuals will be provided with a proposition as well as a viable counterargument. The goal is to determine whether the potential argument may be utilized to support the facts presented.

Assumption recognition: the anticipated appropriate response is Yes or No. A citation remark and a presumption based on the citation will be supplied. One needs to evaluate whether the assumption based on the statement is accurate.

Deduction: one will start with a sentence and draw inferences from it. The task is to determine if the inferences make reasonable sense on the facts provided. This sort of inquiry has only two possible answers: yes or no.

Inferences: one needs to obtain the original assertion plus a line derived out of facts in this sort of inquiry. The goal is to figure out how likely it is that the suggested statement is correct. True, false, probably true, probably false, and Insufficient Data are the alternatives you'll be given in this sort of inquiry.

Interpretation: This questionnaire is comparable to a deduction regarding organization. A remark and a resolution will be presented, and one has to figure out if the conclusion's assumption regarding the data is correct. To this issue, one must respond with a yes or a no.

Critical thinking is a fundamental academic technique that enables students to examine and analyze according to their basic knowledge. This ability is necessary for students who are engaging in coursework or conducting studies. This is also an essential skill set in a variety of working situations.

There seem to be multiple interpretations of critical thinking, and according to Beyer (1995), critical thinking is defined as "drawing precise, reasoned judgments."

A good critical thinker investigates the sources of any information, dismisses subjective or quasi-arguments, and challenges perceived knowledge. The individual is open-minded and well-informed, capable of assessing the validity of arguments and reaching careful but concrete proof judgments (Cummings, 2021).

Academic students benefit from it since it allows them to write academic essays that are devoid of subjective or social prejudices. Before employing a type of data as a resource, students must become proficient at evaluating it to establish its value.

Before using a statistic, citation, or research article to justify the claim in an activity or discourse, students need to double-check the material to be sure it came from a credible source. That authority must be backed up by strong facts and free of publication bias.

Lesser scores would be given to papers founded on weak or poorly examined data sources, as the findings reached are only as trustworthy as the evidence they are founded on.

As students learn to analyze data and examine competing ideas, critical thinking develops organically over time.

Mastering to express thoughts in words, on the other hand, is a difficult task for several students. The capacity to think rationally and to formulate judgments is components in developing critical thinking. Writing may be used to assess a student's opportunity to form well-organized arguments (Carlyle, 2018).

According to the National Assessment of Educational Progress (2017), 75% of American students in grades 12 and 8 have poor writing abilities.

Poor writing abilities among students are not a new thing. Critical thinking has long been a challenge for students, as it is equally hard to teach and complicated to understand. Students who are unable to think critically have a difficult time expressing themselves in writing. It is much more difficult to educate students on how to create and promote an original concept than it is to train them on how to prevent spelling mistakes. Critical thinking entails evaluating, finding solutions, and forming decisions, all of which are important components of a successful essay.

An argumentative essay is a piece of writing designed to help you develop your analytical abilities. Argumentative essays must train students how to read texts attentively, use systematic skepticism, discover flaws in both others and their arguments, deal with topics, and articulate themselves explicitly and rationally. Asking and answering the correct questions is the foundation of a critical thinking essay. The caliber of the content and how a student builds arguments regarding a certain subject are generally the focus. Positions are built on their study and findings in every instance (Kearney, 2020).

University students are required to write essays as part of their coursework. An argumentative essay, as an example of various paper formats, asks students to use analytical and introspective writing abilities. These abilities highlight crucial elements of a critical thinking essay: information analysis, reflection on significant discoveries; evaluating the material's significance, and identifying any conclusions drawn by the researcher(s) or other experts. As a result, an argumentative essay is a paper that demands students to study materials and interpret them according to their perspectives. To enhance their logical and analytical skills, students must know how to develop a critical thinking essay (Purdue Online Writing Lab, 2021).

Students can determine if an essay they are working on is a critical thinking piece depending on the important elements listed earlier. If the question requires students to read and evaluate a book, learners should be able to tell if their works are critical thinking essays. Essentially, the evaluation phase is thinking about the content, conducting assessments about how the material is conveyed and how it relates to prior knowledge, and either affirming or contesting the conclusions reached. These elements, in concept, represent the characteristics that distinguish a critical thinking essay.

Because studies of the relationship between students' critical thinking abilities and their success in writing an argumentative essay are still rare yet noteworthy, this study was carried out to achieve the research's goal.

II. Methodology

The descriptive-correlation design was used in this research. Descriptive-correlation studies, according to Stangor (2011), highlight the components and the fundamental correlations that exist between as well as among them.

The identification, collection, analysis, and interpretation of the current structure and content of the occurrences are all part of the descriptive design (Question Pro, 2021). This method was used to assess the critical thinking ability and argumentative essay writing performance of first-year Education major students.

The correlation design, on the other hand, was utilized to determine the connection between the students' critical thinking skills and their writing performance. The correlation design depicts the relationship between two, or more variables, as well as how one variable differs from another (Bhandari, 2021).

A questionnaire was used to assess the students' critical thinking abilities. Besides, the students had to produce critical thinking essays.

The respondents in this survey were a total of 310 Education major students. This is 22.32 percent of the 1387 students enrolled in the Education program.

Slovin's formula (n = N / 1+Ne2) had been used to compute the sample size, where n=sample size, N=population size, and e=margin of error. Each group was given a percentage to achieve the necessary sample size. Furthermore, to draw the participants in each class, simple random selection was used, as this offers an impartial sample of the whole population (Hayes, 2021). The responders were chosen using a computer-generated set of random numbers as a method.

A. Research Instrument

The 50-item questionnaire was based on the Watson-Glaser Critical Thinking Appraisal from Pearson TalentLens to measure the student's study critical thinking abilities. The questionnaire was modified based on the reviewers' and statistician's comments. Part I covers the five aspects of critical thinking: evaluating arguments, assumptions, deductions, inferences, and information interpretation.

The questions are organized as follows: analyzing arguments (statement numbers 1–10), assumptions (statement numbers 11–20), deductions (statement numbers 21–30), inferences (statement numbers 31–40), and interpreting information (statement numbers 41-50). The questionnaire was graded on a 5-point Likert scale, with 1 being the least critical and 5 being the most critical. A Likert Scale is a psychometric scale used in questionnaire-based research (Jamieson, 2017).

The questionnaire was extensively analyzed and changed until it was all properly revised. Furthermore, the students' argumentative essay results were derived from the tasks they completed in their various writing activities in their English class.

The students were given the 50-item critical thinking ability questionnaire, which had been approved by the expert panel, using Google forms. The students' email addresses were used to send the link. The students were given one day to access and complete the survey. Based on the number of participants who responded, the results from the questionnaire were analyzed descriptively. By integrating Google forms to Google spreadsheets, the researcher could measure frequency and determine the mean ratings.

Pearson-Product Moment Correlation (Pearson r) was employed to identify the relationship between the students' critical thinking ability and writing performance.

B. Statistical Treatment

The surveys and ratings were digitized and processed using Microsoft Excel to arrange, tally, summarize, and interpret data. The data were submitted to mean and Pearson Product-Moment Correlation tests (Pearson r).

The mean was calculated using the following method to reflect the students' critical thinking ability:

$\bar{x} = f x / N$

Where: $\bar{x}$ = mean

f = frequency

x = weight of the score

N = number of cases

To interpret the critical thinking ability of the students, the scale below was used:

Scoring Interpretation in the Critical Thinking Ability of the First Year Education Major Students

Mean Scores	Interpretations
4.50 – 5.00	Extremely critical
3.50 – 4.49	Very critical
2.50 – 3.49	Moderately critical
1.50 – 2.49	Slightly critical
1.00 – 1.49	Not critical at all

To describe the performance in argumentative essays of the students, the scale below was utilized:

Scoring Interpretation in the Critical Thinking Essays of the First Year Education Major Students

Range of Grades	Adjectival Descriptions
90 – 100	Far above standards
85 – 89	Above standards
80 – 84	Meet standards
75 – 79	Below standards
Below 75	Far below standards

Pearson Product-Moment Correlation is a statistical method for determining the relationship between two variables. A coefficient is a metric for determining the degree of linearity between two variables (Sicat, 2008). As a result, Pearson, r, at the 0.05 level of significance, was used to determine the relationship between the participants' critical thinking ability and performance in argumentative essays.

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Where: r = Pearson r

X = refers to the first variable

Y = refers to the second variable

N = number of cases

C. Ethical Consideration

The researcher notified all participants of the study's objective and the relevance of its conclusions. Involvement was optional, and there was no inducement to be applied to the student's grades for engaging in the data collection, as indicated in a permission form issued online. Besides, the researcher guaranteed secrecy and allowed for voluntary disengagement from the study at any time throughout its administration without any need to explain any bias. Informed Consent. Before the data gathering, the parents of the respondents were called and oriented for them to be made aware of the things that their child will be doing. They were asked to sign a written consent form on their own free will to determine if they would permit their child to participate or not.

III. Results and Findings

Table 1 shows the overall grand mean of the critical thinking ability of the students.

TABLE 1
CRITICAL THINKING ABILITY OF THE STUDENTS

Sections	**Grand Mean**	**Verbal Description**
Analyzing Arguments	2.42	Slightly critical
Assumptions	2.39	Slightly critical
Deductions	2.83	Moderately critical
Inferences	2.33	Slightly critical
Interpreting Information	2.40	Slightly critical
Overall Grand Mean	**2.47**	**Sometimes**

Deductions had the greatest grand mean of 2.83, with a verbal description of moderately critical, as seen in the table. This indicates that the student's critical thinking abilities are average in this area. Inferences, on the other hand, had the lowest grand mean of 2.33, and a verbal description of being mildly critical. This shows that the students have performed fairly in this area. It also is worth mentioning that four (4) of the five (5) categories of critical thinking skills examined had mean scores ranging from 2.33 to 2.42, with verbal descriptors of slightly critical

The student's critical thinking skills received an overall grand mean of 2.47, with a verbal description of slightly critical, in connection to the findings. As the data demonstrate, students are far less critical. As the data demonstrate, students are far less critical.

The findings were comparable to those of Rupa (2013), who found that elementary and secondary school learners in Bangladesh lacked critical thinking skills. She connects the findings to their region's out-of-date educational system, the inadequacy of enforcement of current educational programs, and educators' incapacity to help learners think critically.

Flores et al. (2010) conducted a further study to investigate the application of critical thinking abilities among students. Critical thinking abilities were said to be lacking among the students. Students were not trained critically and were unprepared for their respective professions. Previous research has shown that managers with weak cognitive processing skills are less successful. As critical thinking is connected to constructivism, leadership, and education, many definitions of critical thinking are reviewed to establish a general construct to guide the debate. Most of the pedagogy, according to the research, is content-driven and focused on deep knowledge.

Non-critical thinkers, as per Ruggiero (2012), are seeing a relatively small number of viewpoints (often just one); consider taking the first method that comes to mind; make judgments quickly— quite instantly and without critical thinking; fail to respond effectively; believe their insights are the best—all others are inferior; resist change; thinking biases and mislead themselves frequently.

Table 2 displays the performance in argumentative essays of the students.

TABLE 2
PERFORMANCE IN ARGUMENTATIVE ESSAYS OF THE STUDENTS

Academic Achievement	C1	C2	C3	C4	Total	Percentage
Far above standards *(81-100)*	2	4	7	9	22	7.10
Above standards *(61-80)*	5	7	11	14	37	11.94
Meet standards *(41-60)*	20	31	30	28	109	35.16
Below standards *(21-40)*	43	38	36	25	142	45.81
Far below standards *(20 and below)*	0	0	0	0	0	0.00
Total	**70**	**80**	**84**	**76**	**310**	**100.00**

According to the data, 142 pupils (45.81%) achieved a performance level in cr argumentative essays ranging from 21 to 40, which is considered below standard. Class 1,2,3, and 4 each have forty-three (43), thirty-eight (38), thirty-six (36) and twenty-five (25) students, accordingly. Only twenty-two (22) students, or 7.10 percent, received a level of performance in argumentative essays ranging from 90 to 100, which is considered far above average. Two (2), four (4), seven (7), and nine (9) of the 22 students are from Classes 1, 2, 3, and 4, respectively. Most of the students obtained scores below the standards. This implies that students have poor performance in their argumentative essays.

Alidmat and Ayassrah (2017) investigated how critical thinking abilities may be developed in ESP courses using properly selected English writing exercises. In-depth was utilized as the instrument in the qualitative investigation. The study's results demonstrated that there is little correlation between writing activities in an ESL program and argumentative essays. This is because the program's writing exercises emphasize mechanical writing rather than critical thought.

Table 3 presents the relationship between critical thinking ability and performance in argumentative essays of the students.

TABLE 3
RELATIONSHIP BETWEEN CRITICAL THINKING ABILITY AND PERFORMANCE IN ARGUMENTATIVE ESSAYS OF THE STUDENTS

Variables	Computed Pearson r-value	Decision	Result
Analyzing Arguments	0.42713	Reject H_o	Significant
Assumptions	0.38847	Reject H_o	Significant
Deductions	0.44808	Reject H_o	Significant
Inferences	0.45657	Reject H_o	Significant
Interpreting Information	0.37604	Reject H_o	Significant

CV= 0.111557, =0.05 @ DF = 308

The null hypothesis is rejected based on the data in Table 3, since the computed Pearson R-values are larger than the interpolated critical value of 0.111557 with degrees of freedom (df) of 308 at a 0.05 level of significance. This indicates that students' critical thinking skills and success in argumentative essays are highly correlated.

Thinking and writing, according to Rahmat (2020), are interrelated. Learners' writing skills are similar to what they go through when they think critically.

This is consistent with the results of Saputra (2018), who found a positive correlation between students' critical thinking and their writing success after doing data analysis. Furthermore, students' critical thinking had a substantial impact on their writing success.

Furthermore, this supports Dixon, Cassady, Cross, and Williams' (2005, p. 181) assertion that writing provides a medium for students to easily communicate their critical thinking. Cosgrove (2011) also stated that learning to think critically involves reflection and conveying one's thoughts to others by conversing, writing, or acting. They emphasize that when students are taught to utilize a critical thinking approach systematically in writing, writing will appear to be a manifestation of critical thinking.

All of the critical thinking subscales (inference, assumptions, deductions, interpretation, and arguments) were positively and significantly correlated with argumentative writing, according to Hashemi, Behrooznia, and Mahjoobi (2010). The reasons for this were that students with stronger critical thinking skills also had superior argumentative writing skills. Students who lack critical thinking skills, on the other hand, underperform in their writing.

IV. CONCLUSION

Based on the findings of the study, the following conclusions were drawn: the students lack critical thinking ability; the students have difficulty in constructing argumentative essays; and the less critical the students are, the less performance they have in writing argumentative essays.

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Authors' Figurative Expressions From Two Novels: A Comparative Analysis Between RTJNA Rosso and RTJNA Blu

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***Abstract*—Stylistic analysis of the novels *Reisei To Jounetsu No Aida Rosso* by Ekuni Kaori and *Reisei To Jounetsu No Aida Bluu* by Hitonari Tsuji is an analysis of metaphorical language style as a figurative language used to express the author's thoughts, personality, and perspectives. The use of distinctive language in a work shows the characteristics of individualism and the style of each author in conveying ideas through the medium of language. This study uses the metaphorical perspective of Michael C. Halley and Stephen Ullman. The results of the analysis show that the use of an author's language style provides information about the author's cultural background and the context in which they communicate. The metaphorical language style is used by the authors to express feelings and express different thoughts and each author has a uniqueness or specialty style which can be felt in a significant way by the readers of their works.**

***Index Terms*—figurative language, metaphor, style, novel, expression**

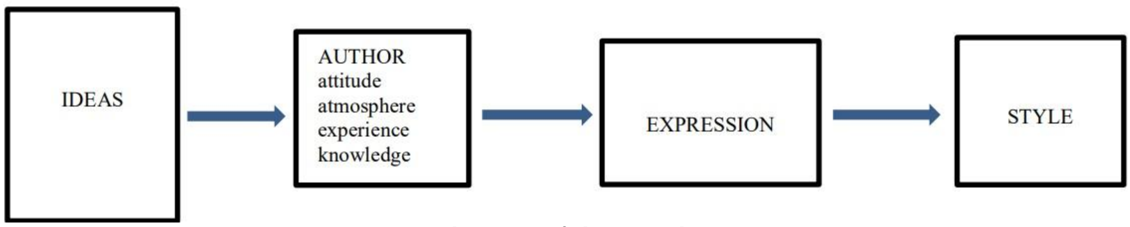
I. Introduction

Language in a literary work plays an important role because through language, authors can express feelings, convey their thoughts and ideologies. Pratita (2012) states that a literary work cannot be realized without using language, therefor the role of language is important for authors in producing a literary work. According to Yuliawati (2012), literary works exist as a result of the author's reflection on various phenomena of people's lives so that literary works are not considered simply as mere imaginary stories of the author, but also as the embodiment of the author's creativity in exploring his or her ideas. In line with that view, Fauziyati & Sulistyaningsih (2020) also say that literature is born in the midst of society as a result of the author's imagination and reflection on the surrounding social phenomena. Furthermore, language and culture are two forms of interrelated human thought. Language is a cultural manifestation of a speaking community. The culture and views held by a particular language community will be reflected or manifested in its language. It is also said by Yunhadi (2016) that language is a reflection of the culture of a society. Therefore we can see the culture of a particular society through the language used by that society. Various techniques are created by the author in writing his literary works, including the use of figurative language styles to attract readers. Figurative language is a language that presents meanings or concepts figuratively or symbolically. Sulistiowati says that figurative language is able to liven up the atmosphere, and contains aesthetic values that make a pleasant impression on the reader (Sulistiowati, 2013).

Jatmiko (2018) stated that the human problems present in literary works become unique when an author pours his story into figurative language that has aesthetic value. The more aesthetic elements in a literary work, the more beautiful and the higher the value of the literary work. Yeibo (2012) in his research said that figurative language is the foundation of literariness or the decorative nature of literary language because it allows writers to exploit and manipulate the latent potential of language in various ways to affect certain styles. So an interesting literary work is one that contains information presented using aesthetic language. The study of stylistics highlights the use of language style and the aesthetic formation of literary works. The style or language style of the author plays an important role in their work. Keraf (2010) confirms that the style of language is the way the author expresses his thoughts in a unique way that shows the soul and personality of the author.

A. Stylistics

Stylistics is a branch of linguistics that focuses on language style, especially in literary works (Yeibo, 2012), and at the same time functions as a distinctive use of language (Ratna, 2017). Verdonk (2013) emphasizes that stylistics is an interdisciplinary field that connects linguistics and literature (Jaafar & Hassoon, 2018). Leech and Short (1981) stated stylistics is a scientific explanation of the relationship between language style and aesthetic value created through linguistic analysis of a text (Prasanwon, 2016). So stylistics is a science that examines the use of language and style in literary works. According to Traugott and Pratt (1980), stylistics is concerned with the writer's choice to use certain structures over other structures to convey their ideas (Dita, 2010). Neni Triani in her research reveals that the style of language in literary works is the embodiment of the author's self, how an author expresses an intention in words, groups of words, and sentences. In other words, style is basically closely related to the way an author presents his ideas (Triani et al., 2019). Furthermore, Crystal, (1987) states that the way people use language not only provides information about their geographical, ethnic, social and cultural background, but also reflects the type of context in which they communicate. Literary work is a place to express or convey the thoughts of an author, and of course the use and choice of author's language styles are not the same. Middleton in Imrom (2009) states that the application of figurative speech can be in the form of a style of language called the uniqueness or specialty of the author. Each author has his own style in expressing his thoughts in several forms of figurative language. Those types of stylistics are called rhetorical devices. Rhetorical device is a tool to convey thoughts, feelings and ideas to readers. Rochma in his research argues that the rhetoric used in a text is needed to describe the uniqueness and characteristics of various writers, from different periods and diverse genres, to reflect individual aesthetic preferences (Rochma et al., 2020). Wardle & Downs (2014) stated that rhetoric is the art of human interaction through language and other symbols, as well as the study of that interaction (Yongming Luo, 2020). According to Pradopo (2002), rhetoric can cause tension because the reader has to think about what effects are caused and intended by the author. Furthermore, Fahnestock (2005) in his research mentions that the study of style is one of the five subdisciplines of rhetoric, namely invention, arrangement, style, memory, and delivery. However, it is the style that gets the most attention. The relationship between style and the author's ideas and expressions is described by Aminuddin (1990) in the following chart:



The Process of Idea into Style

B. Metaphor

Metaphor is one of the language styles used by many authors to express their feelings, as Ekuni and Hitonari do in their works. Palandi (2011) in his research states that the Japanese like aesthetics or beauty and attractiveness. This is reflected in works of art and literature that have a special style, including metaphors that are widely used by writers, how writers convey ideas or ideas in their works in the form of narratives, or dialogues between story characters. The idea of metaphor was first put forward by George Lakoff and Mark Johnson in the book Metaphors We Live By (1980: 4). Metaphors are found in everyday life. To identify metaphors, Evans and Green (2006) suggest being able to distinguish between literal and figurative language (Pranesti, 2017). One of the main functions of metaphor is to make a text more dramatic and colorful. Metaphors themselves are created on the basis of the similarity or resemblance of two entities. Wahab (1991) and Pasaribu (2016) argue that there is a close relationship between metaphor and thought, and in creating metaphors the author is influenced by his environment. Yuniseffendri (2014) in his research states that: the space of human perception that affects human creativity for metaphors starts from the closest environment to the furthest and takes place in a hierarchy. Furthermore, Abdul & Alfarisi (2015) explained that all human behaviors are interactions with the environment. This interaction can be manifested in the form of a metaphor. The relationship between human perception and the environment has been mapped by Michael C. Haley, who stated that the hierarchy of the human perception space includes the concepts of *Being, Cosmos, Energy, Substance, Terrestrial, Object, Living, Animate, and Human* (Wahab, 1991b). Haley's hierarchy of models is used as the basis for mapping the relationship between symbols used in metaphors and their intended meanings. Ullman (1977) states that metaphor consists of two basic forms, namely the comparison is called the vehicle (image) and the real meaning is called the tenor. Furthermore, Ulman categorizes metaphors based on the vehicle, namely 1) Anthropomorphic metaphor, a metaphor that uses things related to parts of the human body as a comparison. 2) Animal metaphor, which makes an animal as a comparison. 3) From Abstract to concrete metaphors is to make something abstract into something concrete. 4. Synaesthetic Metaphor, namely the transfer from one sense to another. Again, Ullman (1977) also reveals several roles of metaphor, namely: *as a major factor in motivation; as an expressive device; as a source_of synonymy and polysemy; as an outlet for intense emotion; and as a means of filling gaps in vocabulary.*

C. Sketch of the Two Works

A rhetorical device in a work is presented in the form of a series of words or sentences that use distinctive language. The peculiarity of the use of this language style is shown by two Japanese authors, who agreed to write the story and life of the characters Aoi and Junsei. Ekuni wrote about the character Aoi (a female) and her feelings for Junsei, and Hitonari wrote about the character Junsei (a male) and his feelings for Aoi.

The novel *Reisei to Jounetsu no Aida Rosso* (hereinafter referred to as RTJNA Rosso) is the work of a female author (Ekuni, 1999). Furthermore, *Reisei to Jounetsu no Aida Bluu* (hereinafter referred to as RTJNA Blu) is the work of a male author (Hitonary, 1999). These two works by Japanese authors use a lot of figurative language style, with unusual or unexpected but captivating style and words.

The work entitled *Reisei to Jounetsu Aida Rosso* which means "Between Serenity and Desire" shows a contradiction between calm and turmoil. "Tranquility" or serenity is shown in the life of the character Aoi, and is symbolized by the very soft light of the lamp. She likes places that are gray, calm, peaceful, quiet, and watery. The days that passed are described as foggy, rainy, and drizzling. Meanwhile, "tranquility" in Aida Bluu's Reisei to Jounetsu novel is reflected in Junsei's work as a restorer of antique paintings. A restorator who desperately needs calm, accuracy, and thoroughness. The city of Florence is a great choice for living and studying the art of painting restoration. Florence is a quiet, elegant old town, full of Renaissance traditional buildings, it is never too late and this work must be done in Florence; however, it seems that the place also gives rise to a feeling of 'desire' in the passionate love between the characters Aoi and Junsei. The social setting, setting of the place, and setting of time in this novel are described by using a language style that uses many words related to nature and the seasons. So these works are interesting to study using linguistic parameters, in this case stylistic studies.

II. AIMS OF THE STUDY

The aims of this study are 1) to describe the unique use of figurative metaphorical language by the authors (Ekuni and Hitonari) which is used as a tool to convey ideas, and 2) to reveal the individual characteristics of the female and the male author. The strategy to reach the first objective is through a qualitative method by presenting data in the form of sentences, expression or phrases containing metaphorical figurative language style and identifying their rhetoric style. Meanwhile, the strategy to reveal the characteristics of each author as the second goal is to track the author's background which influences their style in expressing their ideas.

Based on the study done by Mohammed (2020), women and men tend to choose different words to express their feelings. In addition, the environment and the author's perception on natural or social-environmental phenomena affect the author's language styles.

III. METHODS

This research is descriptive qualitative in nature. This method is intended to describe the uniqueness of the words chosen by highlighting the use of figurative language styles found in the novel. Some of the steps implemented are as follows: 1) reading the novel carefully to check the figurative language style used; 2) classifying language styles according to their nature and form; 3) describing the symbolic metaphorical language style according to Japanese culture.

The primary data sources for this research are the novels RTJNA Rosso by Ekuni Kaori and RTJNA Bluu by Hitonari Tsuji. Both novels are written in modern Japanese published by Kodokawa Shoten Tokyo in 1999. Each data unit (in Japanese) was translated into English. The data were validated by a Japanese native of the Japanese Department of the National University, Jakarta – Indonesia.

IV. DISCUSSION

After carrying out the data filtering process, it was found that the sentences used figurative language styles, especially metaphors. The majority of the metaphorical figurative language used contains elements of nature. This also shows a connection with Japanese culture. Japanese culture really maintains the harmony of humans and nature. This is reflected in cultural practice. Words that have to do with nature are used by Japanese to show their love for the beauty of nature and of the four seasons. The most prominent metaphorical style, with a distinctive Japanese taste as stated by Matsubara are *miyabi* (elegant), *mono no aware* (nature's sadness), *wabi* (harmony), and *sabi* (simplicity), suggesting the harmony of the aesthetic and emotional world of the Japanese (Matsubara, 1987). The typical Japanese taste is dominant as reflected in their language rhetoric and worldview. So, they tend to seek a balance of life with subtle manners. Through this study, Japanese authors create a 'literary aesthetic' based on the currents and forms of thought of their nation (Palandi, 2011). The following is an analysis of the use of metaphorical language style.

A. Metaphor on RTJNA Rosso

Metaphor in RTJNA Rosso is a means of rhetoric to liven up and express the intention to be more impressive, more lively and interesting.

(1) <u>時</u> の流れがおそろしくゆっくりだも. p. 26
(**<u>toki</u>**nonagaregaosoroku yukkuridamo.)
(The flow of time is slow and slow.)

(2) 年月をくぐりぬけ、なめらかにかわいて、皺のよった、<u>皮膚</u>.） p. 40
(nengetsuwokugurinuke, namerakanikawaite, shiwanoyotta, hifu.)
(Wrinkled skin that has passed through the years and is smooth and dry.)

Data 1). Time (toki) is not a real object (abstract noun) that can flow through months and years. The above metaphor is used by the author to describe the passage of time which is very slow and it is not known when it will end. This shows the pessimistic state of thought expressed by the author who wants time to go fast and change quickly but time is felt to be running slowly so that the author feels tormented. Likewise in data 2): skin (hifu) is not an object that can pass through time. It can be seen that this metaphor shows the author's feelings about how times have changed by only referring to skin that is already wrinkled and dry. This metaphor depicts a resigned attitude towards the passing of time and leaves a mark that cannot be erased and changed.

From the structural aspect, the two metaphors above make something that is not real or abstract into something real or concrete through comparison according to Ulman's model, namely the concept of moving from abstract to concrete metaphors, and acts as an expressive device and as a major factor in motivation.

If viewed from the metaphorical symbol based on the hierarchy of human perception of the environment as proposed by Haley, the metaphorical forms of data 1) and data 2) are included in the category of being. This category (being) is included in the highest category because it is related to having a concept from abstract human experience that cannot be directly experienced by the five senses but is understood through the process of interpretation and how to interpret it.

(3) 子供ころから知っている、親しい、**<u>その曇と霧雨匂い</u>**。もう胸にしみついている. p. 27
(kodomo korokara shitteiru, shitashii, sono kumori to kirisame nioi. Mou muneni shimitsuite iru.)
(The cloud and drizzle scent that I have known since I was a child. I'm already clinging to my chest.).

(4) **<u>音にならないかすかな音</u>**、雨と曇のまざった、つめたくて深い匂い。p.145
otoni naranaikasukanaoto,ame to kumorinomazatta, tsumetakutefukai nioi.
(The faint sound, the rain, and the cloud that blend together create a deep and cool fragrance).

In data 3, there is a shift from the sense of smell to the sense of taste. The smell of fog and the drizzle of rain (kumori to kirisame nioi) is something that can't be smelled but can be seen. So the words fragrant fog and drizzle are interpreted as memories that stick in the chest. The meaning of the metaphor reveals that there is a sad memory that will not be forgotten. Then, data 4, the faint sound of rain (oto ninaranaikasukana oto) is related to the sense of hearing, and deep and cold fragrance (tsumetakutefukainioi) is related to smell. The meaning of this metaphor is something already forgotten but still often flashes in the mind.

Based on the meaning, the above metaphor acts as an expressive device, as well as an outlet for intense emotion where the author wants the reader to understand the message to be conveyed.

The above metaphor is viewed in terms of synchronous meaning, including metaphors with cultural meaning, which means that this metaphor reflects the culture of the community where the language is used. The symbols used in data 3 and 4 are substantial categories. Substantial categories have a perceptual space and can be felt by the five human senses because they exist in the human environment (Abadi, 2019).

(5) 雨は、信じられないこまかさで葉をふるわせ、空気をふるわせ、七月のケポレロ通りを濡らし銃けている. p.73
(amewa, shinjirarenai komakasade ha o furuwase, kuuki o furuwase, shichigetsu no Keporero touri o nurashi juuketeiru.)
(The rain gently swayed the leaves, swaying the air, continuously drenching Keprero Street in June).

Data 5 is an *anthropomorphic metaphor*. This can be seen in the expression of rain gently swinging leaves (amewa shinjirarenaikomakasade ha o furuwase). This also contains an element of personification, although there is no word for human body parts; but the activity (furuwase) of swinging is an activity that usually uses human body parts. This metaphorical form is concluded as a characteristic of the author who uses the words rain and water a lot to express the author's feelings. Judging from the symbol used, this metaphor is included in the *substantial* category.

(6) 雨はきりもなく降っている。強くはないが、空気にからまりおちてにやみそうもない雨、世界を檻にとじこめようとするかのような雨だ。<u>雨は私を無口にさせる。おもいだしたくないことばかりおもいだしてしまう</u>。p. 27
(ame wa kirimonaku futteiru. Tsuyokunai ga, kuuk ini karamari ochite niyami soumonai ame, sekai o orini tojikomeyoutosurukanoyounaameda. Ame wa watashi o mukuchi ni saseru. Omoidashitakunai kotobakari omoidashite shimau.)
(It's raining endlessly. It's not strong, but it's rain that's entangled in the air and doesn't seem to stop, as if it's trying to trap the world in a cage. The rain makes me silent. I just think about things I don't want to think about.)

(7) かんだん ばしょ
さわさわとかすかな水音が ;間断な銃き、時間も ;場所も、すっかりかた
うば
ちを ;奪われてしまう。p. 73
(sawasawa to kasukana mizuoto ga kandannajuuki, jikan mo bashoumo, sukkari katachi o ubawareteshimau.)
(The sound of water sounds incessant, really messing up time and place.)

Data 6) ‘rain makes me silent. It makes me remember things they don't want to remember' (amewa watashi o mukuchini saseru, Omoidashitakunai kotobakari omoidashite). This metaphor is a characteristic of the author who uses a word that has to do with nature, namely rain, to express feelings of isolation and solitude. Likewise in data 7), The sound of water sounds incessant, really messing up time and place is a synaesthetic metaphor, a metaphor whose structure formation uses a shift in the function of the human senses as a comparison to express the author's feelings towards a memory at a place in the past.

Based on data 6), in terms of the symbols used, this metaphor is included in the substantial category. While data 7 is the category of "being". However, if viewed from the synchronous meaning of the metaphor, it contains contextual language meaning, namely the meaning that considers the pragmatic interpretation received by the readers according to the context or environment.

B. Metaphor Analysis on RTJNA Bluu

Metaphor is a language style based on similarity. It declares an abstract object equated with something concrete.

(8) あおいの手がぼくの肉体を支えたのだ。柔らかく、ほのかに温かいが掌ががぼくに光を注いだ。p. 246
(Aoi no te ga bokuno nikutai o sasaetanoda. Yawarakaku, honokani atatakai ga tenohira, boku no hikari o sasaida.)
(Aoi's hand supports my body. His palms are soft, warm. They are shining on me.).

(9) あおいが心に居座りつずけている限り、ぼくが他者を好きになることはない。 p. 16
(Aoi ga kokoro ni isuwari tsuzuketeiru kagiri, bokuga tasha o sukininarukotohanai.)
As long as Aoi lives in my heart, I can't love anyone else.

Data 8), "his palms are soft, warm and shining on me" (Yawarakaku, honokani atatakai ga tenohira, boku no hikari o sasaida). In this metaphor, there is a shift from one sense to another to show feelings of love and affection for someone.

Data 9) the metaphor of “lives in my heart” (kokoro ni isuwari tsuzuketeiru kagiri) it is something that is not real or abstract that becomes concrete is an example of a beautiful and distinctive metaphor to express feelings of love so deep that one cannot love another.

The metaphor of data 8 and data 9 contain contextual meaning, namely meaning that considers the interpretation of meaning based on context and environment.

In Haley's hierarchical model, the symbol used in the form of metaphor in data 8 and data 9 is included in the human category in the perception space of human existence with all forms of behavior.

(10) ぼくは画家生きた<u>遠い過去を現代に近つけ</u>、そして未来に届ける時間の配達人なのである。p. 23
(bokuwa gaka ikita toikakou o gendaini kinzuke, soshite miraini todokeru jikanno haitatsuninnanode aru.)
I am a person who brings the distant past closer to the time when the painter lived in the present, then brings them into the future.

(11) 過去が大きいすぎて、或いは残酷すぎてというべきか、ぼくの心はななか現実に着地することができないだけだ、と自己分析する。p.18
(Kakou ga ookiisugite, aruiwa zankokusugite toiubekika, bokunokokoro wa nanaka genjitsuni chakuchisurukotoga dekinaidakeda, to jikoubunsekisuru.)
(I convinced myself, my heart couldn't be in the real world right now, because maybe my past was too big, or too cruel.)

The metaphor in data 10), “closer the distant past to the present” (toikakou o gendai ni chikatsuke) illustrates that what happened in the past can be carried over to the present and the future, and data 11) “my past that is too big, or too cruel”(kakougaokiisugite, aruiwa zankokusugite) illustrates how unexpected and disappointing the past was. The formation of the metaphorical structure is from abstract to concrete metaphors, and those examples are the characteristics of the authors. In data 10) it can be seen that the climax language style is the past, the future for emphasis on meaning. In data 11, the metaphor is arranged in a parallel style that is too big, too cruel. So it is more expressive and interesting. In Halley's hierarchical model, the symbols used belong to the category of being. because it contains the concept of abstract human experience that cannot be directly experienced by the five senses but is understood through the process of interpreting its meaning.

The metaphor of data 10 and data 11 contains contextual meaning, namely the meaning that considers the interpretation of meaning that can be accepted by the reader according to a particular context or environment.

Furthermore, it can be seen that the author often uses words that have to do with nature where the weather is cloudy, and raining to describe loneliness and sadness.

(12) フィレンツェの輝かしいほどの晴天とは裏腹に、彼女の声にはどこか翳りがあった。横顔には時間の暴力に対する諦めが滲んででいた p.301
(Firenzeno kagayakashiihodono seitentowa uraharani, kanojouno koeni wa dokoka kageriga atta. (Yokokaoni wa jikanno bouryokuni, taisuru akiramega nijindeita.)
(Contrary to the sunny weather in Florence, her voice sounded gloomy. From the side of his face she could see his resignation to the violence of time.)

(13) この清楚な佇まい。心が洗われるとはまさにこういうものに触れた時に感じるものだ。見ているだけで気持ちが穏やかになってくる。つまらないことの多い世の中を清める刀がある. p.116
(Holiness is seen. Purificating the heart is what one feels when seeing something like this. Looking at it calms the heart. It is the cleaning power of the world for unimportant things.)

Data 12. The metaphor "his voice sounds gloomy" (kanojono koeha dokoga kageriga atta) has an expressive meaning to describe sadness. And the metaphor of "time violence" (jikanno bouryoku) is also a characteristic of the author to describe that something that happened in the past is deeply imprinted in the present.

Data 13. "Purificating the heart" (kokoroga arawareruto) is a typical of the author, which is used to describe the feeling that someone has truly forgiven someone.

The metaphors in data 12 and data 13 are from Abstract to concrete metaphors and act as an expressive device, as well as an outlet for intense. In terms of synchronic meaning, this form of metaphor contains contextual language meaning, namely a meaning that considers pragmatic interpretations understood by the reader according to a particular context or environment. If viewed from the symbol used, this metaphor is included in the category of being in Halley's hierarchical model, namely the category of being (state) which is said to be the highest because it has the concept of abstract human experience. Abstract concepts cannot be experienced directly by the five human senses but can be understood through the process of interpreting their meanings.

C. RTJN Rosso and RTJNA Blu in Metaphoric Expressions

Based on the previous discussion, the significant differences between RTJN Rosso and RTJNA Blu in Metaphoric Expressions are presented below, as in the following table.

TABLE OF RTJN ROSSO AND RTJNA BLU IN METAPHORIC EXPRESSIONS

No	**Metaphoric Expressions in**		**Remarks**
	RTJN Rosso	**RTJNA Blu**	
1	(***toki****nonagaregaosoroku yukkuridamo*) The flow of time is slow and slow	*(Yawarakaku, honokani atatakai ga tenohira, boku no hikari o sasaida).* His palms are soft, warm	Rosso being Bluu human
2	(*nengetsuwokugurinuke, namerakanikawaite, shiwanoyotta, hifu*.). Wrinkled skin that has passed through the years and is smooth and dry**.**	(*kokoro ni isuwari tsuzuketeiru kagiri*) Lives in my heart	Rosso being Bluu human
3	(*kumori to kirisame nioi*) The cloud and drizzle scent	(*toikakou o gendai ni chikatsuke*) lived in the present, then brings them into the future	Rosso substantial Bluu being
4	(*otoni naranai kasukana oto, ame to kumorino mazatta, tsumetakutefukai nioi*.) The faint sound, the rain, and the cloud that blend together create a deep and cool fragrance.	(*kakougaokiisugite, aruiwa zankokusugite*) My past was too big, or too cruel	Rosso substantial Bluu being
5	(*amewa shinjirarenai komakasadehaofuruwase*) The rain gently swayed the leaves.	(*kanojono koeha dokoga kageriga atta*) His voice sounds gloomy	Rosso substantial Bluu being
6	(*amewa watashi o ukuchini saseru. Omoidashitakunai kotobakari omoidashite*). The rain makes me quiet. It makes me remember things I don't want to remember	(*kokoroga arawareruto*) Purificating the heart	Rosso substantial Bluu being
7	(*mizuoto ga kandannajuuki, jikan mo bashoumo, sukkari katachi o ubawareteshimau*.) The sound of water sounds incessant, really messing up time and place.		Rosso being

V. CONCLUSION

The metaphors used in Rosso's RTJNA novel consist of abstract to concrete metaphors, synaesthetic metaphors, and anthropomorphic metaphors. In the choice of word symbols such as rain, water, fog, the cloud which are widely used are substantial categories, this shows the author's perception space which is close to nature and the environment. Through the metaphorical language style used, it is demonstrated that the characteristic and uniqueness of the Japanese author, Ekuni Kaori, is close to nature.

Furthermore, the metaphors used in the novel RTJNA Blu by Hitonary Tsuji are from abstract to concrete metaphors, which are metaphors whose structure makes something that is not real or abstract into something real or concrete as a comparison. This metaphor acts as an expressive device and as a major factor in motivation. The meaning of the metaphor is the meaning of contextual language based on the interpretation of the reader according to the context. From the use of metaphorical symbols consisting of the categories of human and being, it also shows a close relationship with nature and the environment.

The stylistic analysis of the two Japanese authors demonstrates that the metaphorical language style used is in accordance with the typical Japanese taste which suggests the harmony of the aesthetic and emotional world of the Japanese people and indirectly provides information on the culture and context in which they communicate. However, there is no difference in the choice of language style between men and women.

The results of this study indicate that the stylistic analysis of the novels *Reisei To Jounetsu No Aida Rosso* by Ekuni Kaori and *Reisei To Jounetsu No Aida Bluu* by Hitonari Tsuji is an analysis of metaphorical language style as one of the figurative language forms used to express the author's thoughts, personality, and perspectives. The use of distinctive language in a work shows the characteristics of individualism and the style of each author in conveying ideas through the medium of language. The implication of the research is that literary works with more or less the same theme can show the reader that the individual perspectives of the two authors are different, and each can provide unique knowledge to the reader.

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Gender Roles in *The Merchant of Venice* and *Othello*

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***Abstract*—Literature enables authors to express various societal matters. Shakespeare provides a wide range of information from the Elizabethan era through his works. An important issue that is evident in his work is gender roles. The roles of characters, as described by Shakespeare, show social norms that define female and male genders. Female characters in Shakespeare's Merchant of Venice and Othello are underestimated because of the stereotypical gender roles. The roles involving female characters revolve around the homestead, unless where a female character is from a wealthy family, a queen or a princess. Male dominance in society implies that the Shakespearean era advocated for women discrimination.**

***Index Terms*—gender roles, femininity, masculinity, discrimination, gender equality**

I. Introduction

Every society has role expectations depending on gender, culture, and social changes. During the time when Shakespeare was alive and writing his works, there were norms about gender and sexuality like there are in today's society. Shakespeare's work has various gender and sexuality roles (Russin, 2013, p.116) depending on the play, where the author uses gender or sexuality as a tool of propaganda or manipulation. However, the gender and sexuality roles in Shakespeare's work represent the norms of society during his period. Shakespeare presents a hierarchy of sexes with defined roles. Shakespeare presented men as strong and in charge of the ruling. Female characters belonged in the household, with their duties being confined in the homestead. The presentation of sexuality and gender in Shakespeare's work represents the societal view and the authors understanding of the subject matter. Shakespeare deconstructs the blurring connection between gender and sexuality, creating ambiguity about the two. Shakespeare presents contradictory characters based on gender roles, whereby female characters perform a dominantly men role, while men perform feminine roles. Although the issue of sexuality and gender as represented by Shakespeare comes from societal norms, analysts of gender matters identify gender roles as biased. The role of women in society (Russin, 2013, p.117), as presented by Shakespeare, discriminates against women because of the male characters having authority over the females. Looking at Shakespeare's plays demonstrate that women had less freedom compared to their male counterparts. During Shakespeare's time, women did not take part in stage acts making them not be heard or seen. The place of women in traditional society was in homesteads, making them not have social activities outside the homestead. However, Shakespeare's plays demonstrated how women significantly influenced their husbands, making their views and demands felt across society. The plays expressed varying expectations and demands from women r wives from the upper class and lower class. Women from the upper class had higher value compared to women from the lower class. Shakespeare's plays the Merchant of Venice, and Othello paints a picture of gender roles and sexuality during Shakespeare's time. Female and male characters in these plays perform gender roles that reflect the norms of society. However, some female characters demonstrate the desire and determination to overcome societal discrimination. The gender roles described by Shakespeare are inconsistent with the changing societal norms, making the roles face criticism from feminists and modern society (Shahid, 2013).

II. Literature Review

Social practices predominant in modern society determine the masculine and feminine characteristics. The gender stereotypes in society are represented by the male and female characters consistent with their gender. A man or woman in society entails the awareness of gender roles and not just having diverse anatomical features (Palahniuk, 2015). Gender role realization highlights the need to reconsider men's and women's roles in society. Male and female biological terms are distinguished by gender study with sociologically determined terms of masculine and feminine (Walmiki, 2017). Gender study principles are, therefore, based on the social practices prevalent in society. The gender equality of an ideal female character for the period of Elizabethan England was an upright, dedicated, silent, obedient, and innocent woman. Society's socio-cultural norms offer men and women's emotional qualities, occupations, and behaviour (Palahniuk, 2015, p.75). The characters in Merchant of Venice possess stereotypes that describe societal gender roles (Strickler, 2005, p. 120). The female characters challenge traditional negative stereotypes of discrimination, weakness, and silence. Feministic values are greatly evident throughout the Merchant of Venice. Toughness and strength are connected with masculinity, whereas gentleness and weakness are connected with femininity.

In judgment and decision-making, women are considered helpless and require male guidance, but Shakespeare attempts to challenge this notion. Women's freedom was not esteemed, and their male counterparts were well-regarded as more superior. Women were raised to become good child-bearers and responsible housekeepers. Performing household tasks, bearing and rearing children was a responsibility placed upon women. In Elizabethan order, female characters were expected to remain obedient and silent to their fathers and husbands. The author deviated from this model, and his eloquent female characters did not conform to it. In Shakespeare's Merchant of Venice and Othello, characters have stereotypes that define societal gender roles (Nimavat, 2017, p. 147). Gender roles begin from an early age, and the father figure is considered the principal main source of income. In Merchant of Venice and Othello, there were powerful female characters that proved equal to men. Shakespeare shapes his female roles as powerful and confident instead of inferior to the male equivalent. As Shakespeare implies, the three female characters do not imitate the societal standards following guidelines about wives' roles. The female characters focus on challenging the old-style negative stereotypes of discrimination, inexperience, weakness, and silence. The common Elizabethan gender stereotypes are challenged by the author's dominant depiction of women. Shakespeare advocated for gender equality and considered none superior to the other.

Gender in society is a fundamental factor in determining collective societal standards. Gender norms are a division of social norms, and they often change and from culture to culture (Tasmia, 2016). The only socially tolerable positions for women in the Elizabethan time were marriage and monastery. In the Elizabethan order, women were considered inferior and taught house management chores, chastity values, silence, and obedience. William Shakespeare was fundamental in challenging the subservient roles of women, and he makes use of female characters that are rebellious against society's norms for this achievement. The author portrays his female protagonists as victims of a patriarchal culture.

All the chief female characters in the Merchant of Venice and Othello symbolize gender inferiority, discrimination, and victimization. Due to shifting social values in a patriarchal society, women emerge courageous, intelligent and greatly influence their male counterparts. Consequently, female characters who have endured excessive loads of discrimination develop modern roles in society due to the changing social values and attitudes. The women are no longer considered as properties but are honoured and esteemed, unlike in Elizabethan time (Shakespeare, 2006).

Femininity

Feminism is typically defined as promoting women's rights based on their equality (Nimavat, 2017, p. 149). A social theory intended to liberate and esteem women's power and their contribution to society constitutes feminism (Tasmia, 2016). The theory endeavours to form equal social, political, and economic rights besides equal opportunity regardless of sex. Feminism pursues eliminating the sexist concept of the subservience, discrimination, and oppression of society's women. Submission and gentleness appeared to characterize femininity in Shakespeare's period. A patriarchal society frequently obstructs the way of feminism. Feminism advocates for equal rights and no discrimination based on sex or gender.

Clear signs of male dominance characterize Venetian society. Shakespeare is defiant of the traditional gender stereotypes in The Merchant of Venice. Shakespeare existed in a patriarchal culture where power and privilege were mainly vested in men's hands (Tasmia, 2016). Great inequality was real between men and women. Shakespeare's advocacy of gender equality led to people's realization that some female characters were more spiritually and intellectually superior to their husbands yet secluded from social and political life (Nimavat, 2017, p.152). People of all genders having equal rights, opportunities, and responsibilities constitute gender equality.

More so, feminism takes various subdivisions touching on a specific area within the domain of women's inequality. Radical feminism is a key subdivision, which demands a fundamental restructuring of the society in which male supremacy or patriarchal hierarchy is abolished in economic and social backgrounds. In The Merchant of Venice, Portia is portrayed as a radical feminist considering gender as her source of discrimination and oppression. A radical feminist basically believes that her discrimination and oppression originate from a woman's gender's inferiority. Portia is stereotypically considered a radical feminist in a male-dominated society due to her high-class locality and position as a single, extremely wealthy female without a father figure (William, 2014).

III. Research Method

This research uses a qualitative method approach of analyzing literary text to identify a general theme. The research started by establishing the research topic from the primary sources, *the Merchant of Venice* and *Othello*. Many sources were used that focused on gender roles in these two primary sources. Analysis of the characters enables the identification of roles defined by gender. A review of different perspectives and interpretations of gender roles of various characters enabled an understanding of gender issues arising from the roles.

IV. Finding and Discussion

A. Gender Roles in the Merchant of Venice

Portia's father controlled her decision to find a husband even beyond the grave, which did not go well with her. Portia laments to her companion and maid, Nerissa, 'O me, the word 'Choose'! I may neither choose whom I would nor refuse whom I dislike. So is the will of a living daughter curbed by the will of a dead father. Is it not hard that I cannot choose one nor refuse none?' (Act 1, Scene 2, Line 22). Despite the lamentation, she remained submissive and obedient all through. The lamentation shows Portia's obedience and also her weakness as a female. Portia makes a silent protest for the lack of freedom to pick her husband, which the author expresses as a feminist concern (Nimavat, 2017). Portia's father's effect over her even in death is enough evidence of male dominance in women's affairs. Portia's portrayal best illustrates Shakespeare's defiance of the female stereotypes in the Merchant of Venice. Portia is brilliant, learned, and honourable and demonstrates high intellectual ability. The common Elizabethan gender stereotypes are challenged by the dominant depiction of the female characters. The three incredible female characters in the Merchant of Venice, Portia, Jessica, and Nerissa, make every effort to challenge the stereotypes that undermine their integrity in society. There is clear evidence that the female characters are subservient to their fathers and husbands in the Merchant of Venice.

However, progressively they are reflected as powerful, intelligent, and strong who speak, conduct themselves and live differently from the societal norms. To ridicule the social and gender norms of the Elizabethan order and to give a foretaste of women's capability to the Elizabethan patriarchal society, Shakespeare has anticipated resilient and confident female characters. Shakespeare's defiance to the conventional stereotype of gender roles is evident through Portia's strong and confident actions in the courtroom.

More so due to the mere fact that Portia, an apparently weak female protagonist, protects the life of a Christian man, portrays women's strong capacity to perform certain roles. The author has depicted his female characters as outspoken and strong. The female characters have a strong yearning to have equal standing with male characters. The author exhibits patriarchal domination and also an evolving protest against it. In modern rationality, the author cannot be termed as a feminist, but his humanist attitude makes him symbolize gender equality (Nimavat, 2017, p.153). A fair number of Shakespeare's female characters are outspoken, intelligent, noble, and demand equality (Tasmia, 2016). Subsequently, Shakespeare shows feminist personalities and philosophies throughout the play.

Before marriage, women were considered possessions of their fathers and, after marriage, as their husbands' possessions. Portia remained submissive in her domestic and emotional sphere. Portia had no control even over her private affairs. For example, she had to follow her father's will of picking a spouse, as sensitive as it was, indicating her father's dominance. Nevertheless, she obeyed her father's wishes even after his death. Portia demonstrates two apparently discrete identities. Originally she was subservient and obedient but subsequently proved intelligent and strong when challenging her male colleagues. Disguised as a lawyer, she uncovered a unique loophole in Antonio's case (Mahon, & Mahon, 2013 p. 179), which she used successfully to win the case. Disguising, as a male lawyer, Portia developed into an exclusively different character, gifted and conversant in law matters unknown to the audience and assistance in solving Antonio's case. Portia's intelligence over a powerful male counterpart, expressed by her quote in the trial chambers, 'if thou dost shed one drop of Christian blood, thy lands and goods are confiscated unto the state' (Act 4, Scene 3, Line 309- 311) illustrated that women were equally able to perform male roles boldly. Portia successfully challenged the traditional stereotypical gender characteristics of her society.

Jessica was also another female personality who challenged the stereotypical women's characteristics of weakness, innocence, discrimination, and silence. Jessica's portrayal in Venice's Merchant further challenged the expectations and women's roles in the Elizabethan order. Jessica was the daughter of a well-known Jewish father, Shylock, to whom she was originally bound but later eloped with her suitor. Shylock was the most prominent male figure in Jessica's life, and her rebellion to carry on with life by her own free will was uncommon in Elizabethan order. Shylock exercised control and manipulation over Jessica, leading to her non-contentment living with him and her Jewish identity (Shahid, 2013). The non-contentment led to her elopement with Lorenzo.

Additionally, Jessica's conversion from her religion was a violation of the Jewish culture. Jessica dismissively defiled all that her father held sacred by converting to Christianity through her marriage to a Christian (Sharma, 2014). Jessica's elopement also showed disobedience on Jessica's side and against her father's will, who became very angry, hence swearing to revenge against the eloper. Running away from her dominating father, Jessica does not break the male dominance cycle because her husband, Lorenzo, became her dominating father figure. Jessica's integration into Christianity is enough evidence to prove her characteristic difference from her father. Jessica challenged the traditional gender stereotypes by going against Elizabethan women's character, disobeying, and annoying her father.

The failure to satisfy the Elizabethan society's expectations contravened the traditional gender stereotype. As such, Jessica deviated from the societal gender roles expected of her. Jessica's domestic state plagued her to the extent that she told their house servant Launcelot that, 'Our house is hell' (Act 2, Scene 3. Line 2). Shakespeare used female characters that were rebellious against society's norms, but their disloyalty challenged traditional gender stereotypes. She demonstrated strength and courage through her actions and broke from silence though she was disobedient, unlike Portia and Nerissa.

Lastly, Jessica was considered an imperfect woman for disobeying her father and failing to submit. In a great way, Jessica's actions emanated from patriarchy. She cannot run away from it because she lands into another male figure, her husband Lorenzo, whom she becomes reliant on. Jessica's quote, 'I shall be saved by my husband, he hath made me a Christian' (Act 3, Scene 5. Line 19), to Launcelot, who thinks her life is damned since her parents are Jewish, illustrates that women were heavily reliant on their male counterparts. The actions and attitudes of Portia are ironically replicated by those of Jessica (Russin, 2013). Women's weakness was also evident in Jessica's disguise as a pageboy to run away from her manipulative old father. Jessica's disobedience directly contrasted with Portia, who was submissive and obedient to her father even beyond his death.

Nerissa was another female personality, Portia's servant, who challenged the stereotypical women's characteristics of faintness, innocence, and silence. Together, Nerissa and Portia disguised as lawyers and clerks, respectively. Nerissa and Portia disguised as men playing the roles predominantly meant for the male to offer assistance and free Antonio from his overdue amount. The double cross-dressing showed the trust that existed between Portia and her servant. Remarkably, on all of Portia's emotional, mental, and physical escapades, Nerissa accompanied her. In terms of submission and obedience, Nerissa was generally submissive to her husband and portrayed some independence, unlike the stereotypical Elizabethan female characters.

Surprisingly, just like her mistress, Nerissa self-imposed a restriction on her marriage to Gratiano based on Portia's marriage outcome. Unlike Jessica, Nerissa followed in her mistress's footsteps. Jessica was disobedient and a total contrast to the pair. Of the three female characters, nothing or little was known about their mothers. The absent mothers rendered the female protagonists prone to vulnerability, failing to assume a strong female personality, thus, high exposure to their father's influence. Patriarchal society was characterized by the father or male members considered hubs of authority, inheritance, and decision-makers (Shahid, 2013). Through her mistress, Nerissa rose to the occasion and perceived society differently, challenging the traditional gender stereotypes.

William Shakespeare allocates male characters with stereotypical roles representing male types in society. The Merchant of Venice exposes a male-dominated society. Masculine gender role (Palahniuk, 2015, p.79) characteristics necessitate men to be aggressive, dominant, and career-oriented. However, women are perceived to be reliant on men, weaker, soft, and emotional. Masculinity is a sociological discourse socially assembled to distinguish the conduct of men and women. The central male stereotypes in the Merchant of Venice are control, masculinity, and manipulation. Unlike their female counterparts, the men of the Shakespearean time had a powerful social status. One of the most powerful societies ' institutions that describe gender roles (Aro, 2016, p.35) is patriarchy, in which women are considered subservient to men. Men are expected to be influential, balanced, and stronger than their woman counterparts to make sober decisions. Patriarchy specifies the complete rule by the male head in a family or society. The author reinforces the men's position in society as heads with various roles, authority, power, and financial matters. Examining and classifying patriarchal structure reveals that women are the most prominent characters in the Merchant of Venice (Simms, 2016).

In the Merchant of Venice, masculinity is characterized by strength, social, and financial power. In the patriarchal society, men deploy their power in family life, financial, and business matters. In Shakespeare's time, the patriarchal structure was acceptable and satisfactory.

For instance, Bassanio undermines himself from the financial perspective and feels less masculine as an unfit suitor for Portia due to his financial troubles. Bassanio is helped out financially in his courtship endeavours by Antonio through the Jewish Shylock. Portia recognizes Bassanio's sovereignty as the family head and surrenders her masculine authority and sexuality to him. Bassanio received the ring as a symbol of control over Portia and her sexuality but later failed the ring test, which he had been told never to give out. Financial power was a characteristic of masculinity in the Shakespearean era. Though Portia submitted fully to her husband, she exercised control because of her enormous wealth emotionally and psychologically (Simms, 2016). As a result of reversed roles, Portia assumed a more masculine role when disguised as a lawyer to help Bassanio's friend out of the financial crisis. Portia demonstrated masculinity by using her resources and financial capability to offer payment and bail out Antonio in the beginning.

Shylock had a strong Jewish identity and a flourishing usurer business. In Venetian society, Shylock is considered a stranger due to his double identity. Venetian was basically a Christian society. Shylock's Jewish identity and occupation as a usurer were loathed and dishonoured in the Elizabethan times (Li-hua, 2019, p.663). Shylock exercised some control due to his money lending business, but Antonio often reprimanded him about his monetary transactions and called him 'misbeliever, cut-throat dog' (Act 1, Scene 3, Lines 102-108). Shylock is disliked even by his own daughter, who elopes with a Christian. Jessica says, 'Though I am a daughter to his blood, I am not to his manners' (Act 2, Scene 3, Line 18-19). With all the scolding, a young Venetian, Bassanio, requires a loan of three thousand Ducats to woo Portia, a wealthy Venetian heiress, provided by Shylock with no interest.

Another characteristic of masculinity is demonstrated by Antonio, an influential, powerful Venetian merchant with financial interests (Russin, 2013, p.120) in overseas consignments and has invested all his money in the sea's merchant vessels. Antonio is a rich trader, honest and innocent, but his friend is poor though he loves him. Shakespeare, through Antonio, demonstrates that true faithfulness and goodness are compensated in life. Antonio was a faithful and generous friend. In Merchant of Venice, masculinity is characterized by financial stability that enables men to control many affairs.

Additionally, Portia demonstrates eloquence by organizing a detailed victory in Antonio's case with practical coherence and an unbelievable masculine self-confidence. More often, Shakespeare used disguise devices in his plays. Also disguised as lawyer Balthasar, Portia asks Bassanio the engagement ring she had given him. Bassanio fails the loyalty test because of an earlier agreement that should he give away the engagement ring, he would have lost control over her also. Portia, by outwitting Bassanio, recuperates full control of him, and in the end, she regains social power over any of the male characters (Tasmia, 2016). Portia successfully challenged traditional gender stereotypes and also influenced her servant Nerissa to do the same.

Portia's role as a lawyer depicts her wisdom, strength, and confrontational skills. In a patriarchal society, the male characters want to control women and limit their freedom, but the women challenge some control. The women in The Merchant of Venice possess well discerning capabilities despite male prejudice and conformity to Elizabethan gender stereotypes. Portia often portrays powerful eloquent characteristics concerned with gender issues and approaches life from a distinctly feminist viewpoint (Calvo, 2014, p.51). Nerissa and Portia are aware that men are perceived as superior, but that does not prevent them from pursuing their purposes. The two courageously took on men's roles and exercised masculinity disguised in men's attires in the courtroom, and successfully emerged victorious in Antonio's case.

William Shakespeare has challenged the notion that women are significantly superior to women. The author uses cross-dressing in his writings since clothing reveals people's distinguished personalities according to gender, social position, and race. Cross-dressing involved gender shift, and women's roles were assigned to young male trainees called pageboys, whereas young females took men's roles in Shakespeare's time. People can disguise themselves through clothing and perform roles meant for the other gender.

Additionally, cross-dressing shifts a personality's identity, as seen in Portia's and Nerissa's behaviour that amazingly changes when they appear in court wearing male outfits. Portia and Nerissa cross-dress and leave Belmont and enter the masculine world of men to protect Antonio and Bassanio from Shylock. Portia and Nerissa cross-dresses, effortlessly slip into their masculine roles, and demonstrate great court expertise that the audience was unaware of (Tasmia, 2016). By shifting socially determined outfits, the female protagonists could undermine the traditional gender roles bestowed upon them (Shahid, 2013). Cross-dressing allows Portia and Nerissa the opportunity to carry out the tasks they could never accomplish otherwise. The idea of women disguising in men's outfits was to achieve an equal role as men. Socially through cross-dressing, women would turn into men shifting their identities and developing masculinity in them.

Again, pseudo-identity gives women the chance to counter-attack patriarchy (Shahid, 2013). The Shakespearean age men have a great influential status, as seen in Jessica's newfound freedom and power when she is dressed as a pageboy. Jessica's use of a pageboy's outfit helps accomplish the escape mission from her father. By disguising as male characters, the female can accomplish remarkable roles meant for men. Shakespeare demonstrates the rewards of being male in a patriarchal society through cross-dressing. The use of male outfits provides enablement for the weaker female protagonists. The role played by Portio as a lawyer demanded cross-dressing as a man in the Elizabethan era. The three female protagonist's usage of cross-dressing to accomplish various roles they could not in their outfits was paramount.

B. Gender Roles in Othello

William Shakespeare's tragedy *Othello* presents various gender roles depending on the type of character. The characters in Othello have stereotypes that define societal gender roles. The male and female characters in Shakespeare's Othello represent the gender stereotypes in society consistent with their gender, although female characters, such as Emilia and Desdemona, attempt to challenge some stereotypes that undermine their position in society.

Female characters in Othello are considered intellectual and strong but not as weak as in many societies. The author shows feminist traits and ideas because of the desire for the female characters to have equal status with male characters. Emilia and Desdemona challenge the stereotypical portrayal by their husbands. Emilia tells her husband I will not charm my tongue; I am bound to speak (Act 5. Scene 2. Line 196). This statement shows that Emilia is demand the right to be heard by her husband. Emilia's husband wants to silence her, like other women in society, but she is defiant of the manipulative attempts. Desdemona is another female character who challenges the stereotypical women character of naivety and weakness. Desdemona reacts viscously to the attempts of her husband to accuse her of unfaithfulness in marriage. Desdemona tells Othello, ' And you have mercy on me too! I never did Offend you in my life, never loved Casio' (Act 5. Scene 2. Line 66-67). Desdemona is not afraid or naïve to question the thinking and words of her husband. The wife shouts at Othello to express her idea, showing her courage and strength. Desdemona and Emilia do not conform to the stereotypical representation of women as weak and naive as other women in society. The character represents the changing role of women and the empowerment of women. The representation of these women by the author shows that, although the author is male, he understands the importance of the plight and equity of women. The author's approach of assigning female characters gender roles that are against societal norms has an impact on modelling society through undermining gender roles. The author attempts to influence a change in women's position in society by challenging the existing stereotypes of weakness and naivety. Female characterization shows a transition from the traditional woman to a modern woman who has an equal position in society with that of men (Sharma, 2014, p.17).

The author assigns male characters with stereotypical roles, representing the type of men in society. The dominant male stereotypes in Othello are rage, control, manipulation, masculinity, and jealousy that represent masculinity. Male characters in Othello talk and describe women in a prejudicial and discriminatory way. Some men in the story use derogatory words to refer to women, such as fond, black, strumpet, and foul, against social values. Male characters also disrespect and do not value women, as in the case of Othello and Desdemona. Othello says, Come, my dear love, The purchase made, the fruits are to ensue (Act 2. Scene 3. Line 8-9). Othello is implying that after paying a bride price, the wife becomes his possession. Payment of dowry is society represented ownership of a woman, making the author show this impression of men. Male characters in Othello also have a controlling approach, especially when dealing with women. Iago and Othello want to control their wives by ensuring they act according to their husbands' wishes. These male characters do not want women to have the freedom to make decisions (Strickler, 2005, p.127). However, their wives challenge some of the control by going against some of the controls. Another stereotype of the male characters is that they are manipulative. Cassio, Iago, and Othello are manipulative based on how they convert stories and scenarios that are unimaginable. Iago shows his manipulative character when he says, Thus do I ever make fool my purse. For I mine own gained knowledge should profane If I would time expend with such a snipe But for my sport and profit. I hate Moor (Act 1. Scene 3. Line 320-324). This statement shows how Iago likes controlling others and how he manipulates them to get an advantage. The representation of male characters shows that the author is honest about presenting their characters without gender bias. The author is male and does not favour male characters by assigning positive gender roles (Strickler, p.121). The author is reinforcing the position of men as heads in society with a wide range of roles and authority. The author gives men an upper hand in decision-making and the domination of women. The text continues the ideology of men's superiority in society, with few women attempting to challenge their authority.

Othello presents various gender roles that represent the changing society. Female characters aim at challenging the traditional negative stereotypes of naïve, weak, and silent. The women challenge male dominance by speaking up and competing with men. The effect of the gender roles is that there is a conflict between male and female characters because of the quest of females to challenge male characters.

V. CONCLUSION

In the Elizabethan Era, women's choices were limited. There was a widely held belief that subservient guidelines regarding women's behaviour were defined. The socially-defined subservient roles of the three incredible female characters in Venice's Merchant to men as their wives or daughters clearly showed that women were continually under men's control. Women in the Elizabethan Era faced abundant limitations due to their gender, regardless of their state being ruled by women. Portia, Jessica, and Nerissa seem to be the leading spouses over their male colleagues all through the Merchant of Venice though they were supposed to be submissive, obedient, and silent. The following can be concluded; social practices predominant in modern society determine the masculine and feminine characteristics. Gender study values are based on the social practices prevalent in society.

Feministic values are greatly evident in The Merchant of Venice. William Shakespeare demonstrated a profound and considerable knowledge about the power relation between men and women revealed by their endless tension in the play, in their competition for superiority over each other (Tasmia, 2016). The women challenge their male counterparts by speaking up, conducting themselves, and living differently from traditional gender stereotypes. Female characters challenge male dominance and the traditional negative stereotypes of discrimination, weakness, silence, and naivety. The reversed gender roles' effect creates tension between male and female characters since each assumes superiority. The gender stereotypes in society are represented by the male and female characters dependent on their gender. William Shakespeare advocated for gender equality and deviated from the notion that female characters were inferior.

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Transitivity Analysis of Joe Biden's Inaugural Address From the Perspective of Systemic Functional Grammar

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***Abstract*—Halliday's Systemic Functional Grammar provides a new perspective and method for political discourse analysis. This paper first introduces the research status of political discourse at home and abroad, and then elaborates three metafunctions of Systemic Functional Grammar, namely ideational function, interpersonal function as well as textual function. On this basis, this paper makes an in-depth transitivity analysis of the inaugural address of the 46th president of the United States, Joseph Robinette Biden. Through profound research, this paper attempts to reveal how English language is applied to hide ideology in political speeches and how president Joe Biden uses various language features to persuade and inspire American people in order to reach his political purpose; at the same time, it also verifies the practicability of Systemic Functional Grammar in the analysis of political speech discourse.**

***Index Terms*—systemic functional grammar, transitivity, Joe Biden, political speech, inaugural address**

I. Introduction

On January 20, 2021, the president-elect of the United States, Joseph Robinette Biden (hereinafter Joe Biden or Biden), took the oath of office at the Capitol Hill in Washington D.C, which marked his transition from a democratic leader to the 46th U.S. president. After a brief ceremony, his inaugural address was delivered. As the oldest president in American history to be in office, Biden was faced with a variety of thorny issues left by the former president Donald Trump, such as economic recession, wide spread of COVID-19, social chaos and so on. Under such circumstances, Biden's inaugural address undoubtedly received huge attention from the global community. Based on the theory of metafunctions in the Systemic Functional Grammar, this paper makes a textual analysis of Joe Biden's inaugural address, aiming to explore the linguistic features of the speech as well as the political intention of Biden and his administration.

II. Literature Review

A. Previous Studies of Political Speech Abroad

Speech is a kind of language communicative activity in which the speaker publicly clarifies his or her views, attitudes as well as emotions on a specific issue or theme. In order to fully convince the audience, the speaker always combines his or her voiced language with a variety of paralinguistic behaviors, such as facial expressions, gestures and body movements. In addition, according to different criteria, speech can be divided into multiple types. For instance, when focusing on the content, speeches can be divided into political speech, life speech, academic speech, court speech, and even religious speech. And among those sorts of speeches, the political speech has always remained dominant in the field of discourse analysis.

In the late 20th century, a large number of prominent linguists began to focus on political speech analysis. Fairclough (1989) pointed out that discourse can be regarded as a political practice in his book *Language and Power*. In addition, he stressed that political speech was not only a struggle for power, but also a conflict between different ideologies. And as far as Wodak (1989) was concerned, language scholars should attach great importance to historical background when analyzing political speeches. Lakooff (1990) started his research from a completely different angle. He used conceptual metaphor as a main tool to prove that political discourse was a creative thinking pattern rather than a common linguistic phenomenon. In the book *The Language of Politics*, Beard (2000) elaborated British political discourses by means of Critical Discourse Analysis (CDA), and put forward some distinctive characteristics about British political speeches as well. When it comes to the 21st century, some modern scholars have also put forward their own opinions on political discourse analysis. For instance, Hashim (2015) believed that politicians communicate directly with the general public with the aim to convince them of their plans or opinions. In his mind, often, the speakers on the stage would promote themselves and express their great potentials to be a good leader. Based on this point, the speech act analysis provides a good way for analyzing the politician's speeches. Therefore, he investigated the selected political speeches of John Kerry in Presidential Campaign in 2004 and George Bush's Inaugural address in 2001 based on the locution, illocutionary and perlocutionary speech acts. And Cabrejas-Penuelas (2020), a Spanish scholar, used an analytical framework for the identification of conceptual metaphors to make a comparative analysis of the economy sections of the 2015 State of the Union Address in the U.S. and the 2015 State of the Nation Debate in Spain. At the end of his paper, he indicated that both politicians used metaphors in an attempt to justify the current policy response to the economic crisis.

B. Previous Studies of Political Speech at Home

Quite a few Chinese scholars have also made solid contributions to political discourse analysis. Taking the speeches given by the leaders of China, the United States and Russia at the 70th Anniversary of the Founding of the UN as the object, Zhang Quanfeng (2016) analyzed both the similarities and differences of the intertextuality rhetoric strategies of those speeches, concluding that political speeches with the theme of "peaceful development" will become a prominent feature in the future. Lu Ying (2012) found that few people focused on the meta-discourse of political discourse in China, therefore, on the basis of the existing researches of meta-discourse, she used *the Report on the Work of the Government 2012* as corpus, presenting both the indispensable position and the role of interpersonal meta-discourse in political discourse. In 2021, Zhang Li & Wang Shaohua (2021) integrated cognitive linguistics with pragmatics to analyze the structure, metaphor, pragmatic presupposition and pragmatic identity of Xi Jinping's opening address at Boao Forum for Asia in 2018. They found that with the theme of "a community with a shared future for mankind", based on a series of metaphorical words or expressions such as "friend" and "up and down", Xi’s speech effectively activated metaphorical surface structures such as "journey" and promoted China's international influence to a large extent.

III. Theoretical Framework

A. M. A. K. Halliday and Systemic Functional Grammar

M.A.K. Halliday, born in Leeds, Yorkshire, England, in 1925, was the founder of Systemic Functional Grammar and one of the most influential and outstanding linguists in the world. He inherited two basic principles from his tutor, J.R. Firth, the founder of the London School. Of the two theories, the first is "context of situation", which holds that language is closely related to and influenced by social situations. And the second principle refers to the concept of "system". After deep research, Halliday further developed the first principle and began to study language from the perspective of sociology. However, as for the second principle, he redefined the meaning of "system" and created a whole set of subcategories. And in order to make his theory as clear as possible, he proposed a set of theoretical models, which precisely defined both the meaning of various terms and their relationships. After that, he attached great importance to studying the functions of language and then put forward the well-known Systemic Functional Grammar. In 1985, the publication of *An Introduction to Functional Grammar* marked his Systemic Functional Grammar had become relatively mature and complete. In that book, in order to explain the complex internal structures of language, he introduced readers three metafunctions, namely, ideational function, interpersonal function and textual function. Generally speaking, the ideational function is used to describe things and express processes, the interpersonal function to language communication, while the textual function to information organization. (M.A.K. Halliday, 2008)

B. An Introduction to Three Metafunctions

1. Ideational Function

The ideational function refers to the expression of the speaker’s experiences in reality and his or her inner world, that is to say, these experiences could reflect his or her linguistic acts and internal consciousness like cognition, perception and reaction. And it is mainly realized through the transitivity systems, which attempt to identify its associated participants and circumstances. According to Halliday, there are six processes of transitivity, namely, material process, mental process, behavioral process, relational process, verbal process and existential process.

To be specific, the material process, also known as action process, can be seen as a process of doing something, which often contains dynamic verbs like “make”, “swim”, “flow”, “play”, etc., an actor and a goal. In general, the actor often indicates the participant or subject while the goal refers to the object which is usually realized by pronouns(“it”, “them”, etc.) or nominal groups(“the house”, “a book”, “some breads”, etc.). *Example: Tom (actor) bought (the material process) a lot of books (goal) from the store.*

The mental process refers to the process of one’s perception, cognition and reaction. In other words, it describes one’s psychological events rather than real action. So this process is often realized by verbs like “admire”, “appreciate”, “hate” and so on. Furthermore, there are two important components in the mental process, namely the senser (human beings or animate creatures) and phenomenon. *Example: The great novelist(phenomenon) was admired (the mental process) by my brother Mike(sener).*

The behavioral process refers to the physiological process such as crying, dreaming, laughing etc. *Example: The little baby often cries (the behavioral process) at midnight.*

The relational process reflects the relationships between two items or two notions, which can be divided into two types: attributive relational process (*formula:* “A is one of the properties of B”) and identifying relational process (*formula:* “A is the identity of B”). And it’s always demonstrated by verbs like “be”, “become”, “have”, “stand for”, etc. *Example: Lily is (the relational process) a hard-working student in my class*.

The verbal process means a process of information changing through voiced speech, therefore, relevant verbs such as “talk”, “speak”, “tell” and “communicate” are always included in it. *Example: Smith told (the verbal process) his father that he had overslept yesterday morning.*

At last, the existential process indicates that something exists or happens, and the “there-be” pattern is a typical symbol of this process. Sometimes, verbs like “arise” and “stand for” are also included. *Example: There is (the existential process) a river running around our village.* (See Table 1)

TABLE 1
A SUMMARY OF THE TRANSITIVITY SYSTEMS

Process	Meaning	Core Verbs
the material process	a process of doing an event	make, swim, flow, play, etc.
the mental process	a process of of one’s perception, cognition and reaction	admire, appreciate, hate, etc.
the behavioral process	a process of one’s physiological state	cry, dream, laugh, breathe, etc.
the relational process	a process of the relationships between two notions	be, become, have, etc.
the verbal process	a process of information changing (usually through speech)	talk, speak, tell, communicate, etc.
the existential process	something exists or happens	be, arise, etc.

2. Interpersonal Function and Textual Function

According to Halliday, apart from the function of expressing people’s various experiences in outside and inner world, the language itself can also manifest speakers’ identity, social status, values or even their evaluation and judgments towards something, which is regarded as its interpersonal function. And the interpersonal function is usually realized by two constituents: mood and modality. The first part mood includes the subject and the finite. Any noun or nominal group can be used as the subject, while the finite indicates some verbal operators expressing tense. As for the modality, it often refers to the judgment of the frequency, probability or willingness of the statement made by the speakers, which expresses the meaning of the language in a balanced way instead of sole yes or no. From Halliday’s perspective, based on some unique characteristics, the modality can be further divided into modalization and modulation. In general, the first one is a process to exchange the proposition while the second one to exchange goods and services. In addition to the two metafunctions mentioned above, Halliday put forward the third one: textual function, which mainly focuses on the coherence and organization of the language and can be revealed by the theme-rheme system.

IV. THE ANALYSIS OF TRANSITIVITY IN JOE BIDEN’S INAUGURAL ADDRESS

A. The Analysis of Material Process

Example 1: “And now, a rise in political extremism, white supremacy, domestic terrorism that we must confront and we will defeat. To overcome these challenges -- to restore the soul and to secure the future of America -- requires more than words. It requires that most elusive of things in a democracy: Unity. Unity.”

Example 2: “I ask every American to join me in this cause. Uniting to fight the common foes we face: anger, resentment, hatred, extremism, lawlessness, violence, disease, joblessness, hopelessness.”

As is well known that the material process stands for a process of doing an event, which mainly contains two constituents, namely, an actor and a goal. Of the two parts, the actor is someone who performs the action while the goal is certainly the target of the action, which is usually represented by nouns or pronouns.

In the first example, President Joe Biden describes the current situation of America and issues his extremely strong appeal for unity. It is obvious that there are several material processes like “must confront”, “overcome”, “restore” and “requires”. Besides, the actors in the example are “we” and “it”, while the goals are “domestic terrorism”, “these challenges”, “the soul”, “the future of America”, etc. Through analysis, it could be concluded that Joe Biden uses these vivid material processes for the purpose of stressing the harshness of the current social environment and encouraging all American people to work together to fight for a brighter future.

In example 2, there are four material processes, namely, “join”, “uniting”, “fight” and “face”. At the same time, he uses “every American” and “we” as actors and “me”, “the common foes” as the goals, which undoubtedly shows Joe Biden’s strong desire and wish to win people’s supports. In his view, the only way to fight anger, resentment, hatred, extremism, lawlessness, violence, disease, joblessness, hopelessness is to cooperate with all common folks.

B. The Analysis of Mental Process

Example 3: “We can make America, once again, the leading force for good in the world. I know speaking of unity can sound to some like a foolish fantasy. I know the forces that divide us are deep and they are real. But I also know they are not new. Our history has been a constant struggle between the American ideal that we are all created equal and the harsh, ugly reality that racism, nativism, fear, and demonization have long torn us apart. The battle is perennial. Victory is never assured.”

Example 4: “I believe we must and I believe we will. And when we do, we will write the next chapter in the American story. It's a story that might sound something like a song that means a lot to me.”

The mental process is a process of describing one’s perception, cognition and even reaction. That is to say, it focuses on one’s psychological events rather than body movements. And the most two important components in it are senser (human beings or animate creatures) and phenomenon.

The example 3 describes Joe Biden’s objective recognition and judgments of the divided America. It is clear that the word “know” stands for the mental process, so there are three mental processes in total. Obviously, the senser is “I” and the phenomena are “speaking of unity can sound to some like a foolish fantasy”, “the forces that divide us are deep and they are real” and “they are not new”. Specifically speaking, Joe Biden uses three “know” to confess the deep-rooted social forces like racism and terrorism existing in the mainland, which depicts his calmness under great pressure to some extent.

In example 4, the words “believe” and “means” are symbols of mental process, the sensers are “I” and “the song”, while the phenomena are “we must”, “we will” and “a lot to me”. In this paragraph, Joe Biden restates some initiatives he has put forward in the past and points out American people will surely live a more prosperous life under his leadership.

C. *The Analysis of Relational Process*

Example 5: “This is America's day; this is democracy's day: a day of history and hope; of renewal and resolve.”

The relational process reflects the relationships between two items or two notions, which is often demonstrated by specific verbs like “be”, “become”, “have”, “stand for”, etc. And it can be divided into attributive relational process (it refers to: “A is one of the properties of B”) and identifying relational process (it refers to: “A is the identity of B”).

The example 5 undoubtedly includes relational process, more specifically, it belongs to identifying relational process, and the three same verbs “is” are the symbols. In this paragraph, Joe Biden emphasizes that the day he takes office is a day of democracy, history, hope, renewal and resolve, showing his great confidence and courage as a newly-installed president.

D. *The Analysis of Behavioral Process*

Example 6: “Here we stand, where 108 years ago at another inaugural, thousands of protestors tried to block brave women from marching for the right to vote. Today, we mark the swearing-in of the first woman in American history elected to national office -- Vice President Kamala Harris.”

The behavioral process represents a process of behaving. In example 6, the word “vote” can be seen as a behavioral process, which refers to the basic right of common folks. By comparing the current situation with that of a hundred years ago, Biden points out the US has made great progress in liberty and equality.

E. *The Analysis of Verbal Process*

Example 7: “Don't tell me things can't change. Here we stand across the Potomac from Arlington National Cemetery, where heroes who gave the last full measure of devotion rest in eternal peace.”

Example 8: “I ask every American to join me in this cause. Uniting to fight the common foes we face: anger, resentment, hatred, extremism, lawlessness, violence, disease, joblessness, hopelessness.”

The verbal process means the process of information changing through talking, therefore, relevant verbs such as “talk”, “speak”, “tell” and “communicate” are always regarded as the symbols. In example 7 and 8, Biden uses “tell” and “ask” respectively to reflect his verbal processes. More specifically, he asks every American to join his cause and take action to fight the common foes they face such as anger, resentment, hatred, disease, joblessness, hopelessness, etc. Apparently, for him, it is extremely shameful and harmful to stick into the status quo. And what he really cares about is change and reform.

F. *The Analysis of Existential Process*

Example 9: “There is no accounting for what fate will deal you. There are some days when we need a hand. There are other days when we're called on to lend one. That is how we must be with one another.”

The existential process indicates something exists or happens, therefore some verbs like “be”, “arise” and “exist” are always included in it. In the example 9, it’s clear that there are three existential processes that are used to state the existential facts. And they are represented by “there is”, “there are” and “there are”. Specifically speaking, in this paragraph, Joe Biden not only describes the complicated situation existing in the U.S. nowadays, but also encourages all American people to be tolerant and try to stand in the other people's shoes for a better future. In his eyes, only in this way can America be stronger and stronger.

V. CONCLUSION

According to the transitivity analysis mentioned above, the author finds some distinctive features in Joe Biden’s inaugural address. First and foremost, Biden repeatedly points out the significance of unity, therefore he always calls on all American people to work together to fight disease like COVID-19, racism, violence and some other deep-rooted social inequities. In the second place, he is good at standing in ordinary people’s shoes to express his concern about the current situation of the black people, female and ethnic minority communities, attempting to let them have a better living environment. Last but not least, he not only stresses the leading role of the U.S. but also puts forward that the great U.S. should also consolidate the relationship with all the allied countries. Clearly, in his opinion, good cooperation outweighs horrible split. In summary, through the transitivity analysis of Joe Biden’s inaugural address from the perspective of Systemic Functional Grammar, people can have a comprehensive understanding of Joe Biden’s political ideology, at the same time, people’s ability of political discourse analysis will be improved.

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The Ecology of Communicative Contact in English-Speaking Discourse

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Abstract—**The article explores the ecological essence of English-speaking discourse as optimal ratio of phatic and informational content in contacts of addressants and addresees in different spheres of communication. Unison and dissonant contacts are distinguished as ecological and non-ecological communicative contacts. The set of standards and rules of verbal and non-verbal behavior in English society organizes and regulates communicative process. The type of situation and the addressee are leading factors on three stages of contact: establishing, maintaining and breaking. The findings are supported with the examples taken from the English discourse.**

Index Terms—**communicative contact, discourse, dissonant, ecological, unison**

I. Introduction

An obvious trend in the development of modern linguistics is the shift from description of structural language units to the plane of analysis of their functioning: a person establishes contact with another person through their communicative activities in socio-cultural environment, which is the ecological basis of *Homo Sapiens's* existence. So, linguistic research focuses on the main subject of communication – *Homo Contactum* – the man in contact. When contacting, communicators can be attuned to either effective (constructive) interaction or ineffective (destructive), thus producing beneficial, ambivalent or destructive discourses (Stibbe, 2015). Ecological friendliness is manifested in the specifics of the ratio of individual creative intentions to the social context (Samokhina, Shpak 2019), which makes it favorable, that is promotes establishing sustainable relationships between humans themselves, and humans and nature as a whole (Ivchenko, 2021, p. 1080). The view of communication as ways, means and the condition of human survival, which ensures the preservation of its ecological system, justifies absolute purposefulness, motivation and regulation of communicative interaction.

Contemporary communication space increasingly demonstrates the incontinence of emotions in all spheres of human relations. The general decline in tolerance, increasing aggression, resentment, even in business and diplomacy discourses, leads to a deterioration of the climate of interpersonal communication (Shakhovskyi, 2015, p. 20-25). Modern ecolinguistics is characterized by a wide range of topics related to dysfunction of speech and speech behavior, the use of invective vocabulary, profanity, slang, etc. Therefore, the question of the effectiveness of language communication brings this science to the forefront of humanities research, as it puts forward a new system of evaluation of language units as those that are ecological, i.e. favourable for human existence, or non-ecological, unfavourable for his or her existence in the surrounding community. As there is a tendency to conduct comprehensive research in modern linguistics, the importance of the communicative category CONTACT for understanding the specifics of English communication in different types of discourse situations, both in terms of methodological issues (defining the informative and phatic functions in unison and dissonance contacts) and in terms of practical analysis (verbal and nonverbal means of establishing, maintaining and closing communicative contacts in various spheres of people's life), as well as addressing the study of this category from the standpoints of discourse analysis, functional and communicative approach, and ecolinguistics is considered relevant. The aim of the work is to identify verbal and non-verbal means of realization of the communicative category CONTACT, and to study the ecolinguistic features of communicative contacts in different types of English discourse.

II. Research Methodology

The study of communicative contact from the standpoint of functional-communicative linguistics, ecolinguistics and discourse analysis promotes new knowledge about the mechanisms of communication and the description of the means of contact phases in different types and situations of discourse. The focus of the work is the ecological essence of contacting in modern English discourse, and the aim is to expand the understanding of laws of interpersonal communication and ways to improve the effectiveness of interactions in social ecosystems by controlling verbal and nonverbal means. The functional-communicative approach to the study of speech phenomena analyses communication for functions: "functional" means aimed at the use of language in communication process, at studying functions of language units in interaction with the situational context, at revealing a purpose and role of a language unit in a specific communicative contact, thus seeking for ways and means to ensure its effectiveness; "communicative" involves communication as an activity, transmission of information, informing process, understanding and interpretation of what is said, and hence the phenomenon of information exchange (Samokhina, 2012, p. 15). Ecological analysis of discursively relevant and culturally specific linguistic units which act as means of contact contributes to the expansion of scientific knowledge about the ecology of communication in different types of discourse. The material of the research involved communicative fragments of the implementation of the communicative category CONTACT from English prose works, as well as scripts and subtitles for feature films.

III. Theoretical Background

The phenomenon of contact is understood as a communicative category with anthropocentric properties - such as goals and functions, realized in the discursive interaction of the addressant and the addressee, taking into account their social roles, relationships and psychological state due to situational factors of the communication. A contact is established, maintained and closed between communicators who share a common language and culture.

Discourse is viewed as an inter-subjective thought-provoking communicative activity of people in a certain situation. D. Cameron (2015) notes that a better definition of discourse than "language over sentence" may be "language in action", i.e. the language used to do something and mean something, the language created and interpreted in the context of the real world (p. 172). Discourse is discrete in the sense of articulation; its largest unit is a communicative event which is in an inclusive relationship with the discourse; such a communicative event, in our opinion, is a contact. Each phase of a contact corresponds to a change in communicators' knowledge about specific properties and characteristics of the objects and situations under discussion, so the psychological state of communicators in the process of communicative contact is constantly changing and widely depends on the communicative strategy that speakers choose during their communication. Thus, logic and, at the same time, the ecologically correct choice of means and ways in discourse is ensured by the purpose of communication. Dialogic discourse reflects the communicative event of contact, in which partners verbally and non-verbally, by exchanging remarks and communicative roles in a particular situation through certain strategies and tactics seek to achieve the desired results. Cf .: "*embedding is a part of our linguistic ability to speak of events at any remove in time and space from the situated present*" (Goffman, 1981, p. 3), which fully fits into the principles of ecological communication.

Communicative categories are the most general and common in their content communicative concepts that contain the most essential communicative information. The communicative category CONTACT is a hyperdiscursive, culturally specific category regulating speakers' activity in the phases of establishing, maintaining and closing contacts. It is characterized by two-layer nature, as phatic and informational content is explicated in discourse, and by its bipolarity, i.e. communicative unison and communicative dissonance. The communicative category CONTACT is a set of norms and rules of speech behavior of communicators in status or personal relationships, which demonstrates the specifics of verbal and non-verbal means of expression, such as language patterns, etiquette formulas, utterances of greeting and farewell, humorous expressions and specific phraseology of maintaining contacts, ritualized indicators of consensus, confirmation etc. (Samokhina, Shpak 2019, p.15-18). The basis of the communicative category CONTACT is the concept "contact", which represents the idea of English-speaking people of the process of communication. The notion "contact" is a common activity of discourse subjects in starting communication with the aim of phatic and informational exchange. A contact as a mode of communication is a set of specific verbal and non-verbal utterances in various types of communicative situations: ordinary, non-ordinary, extraordinary. Contact is also influenced by a sphere of communication (institutional and non-institutional) and a configuration of speakers' roles (agent – agent, agent – client or family member, friend). Contact includes informational and phatic content and represents discursive strategies of harmonization or disharmonization.

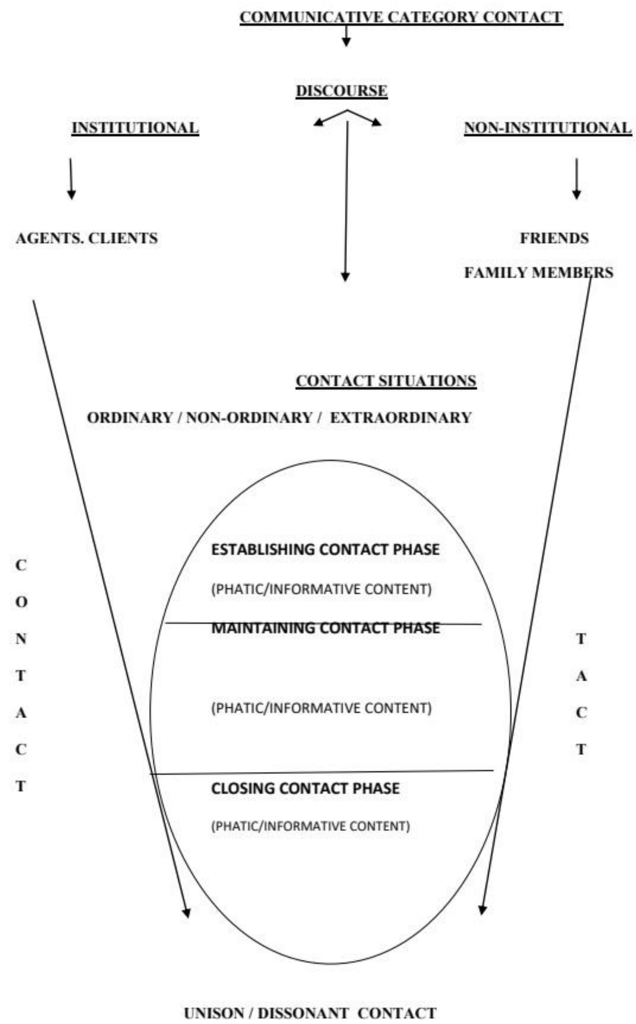

Figure 1. Graphic presentation of the Communicative Category CONTACT

The specifics of the manifestation of the communicative category CONTACT in different linguistic cultures are different, so when coming into contact with another culture there is a dissonance of mentalities, worldviews and values. Contact process aimed at achieving a communicative goal is usually built in accordance with the principles and rules of the communicative code of a particular linguistic culture. Values and concepts of culture influence verbal and non-verbal norms of contact, which takes place in various spheres of social life. The value component is the leading aspect of the content of the category. While examining the value component of the communicative category CONTACT, it is easy to notice its ambivalence – the presence in its content of both positive and negative components, which follows from the semantics of the nominative unit contact. The Universal Dictionary of the English Language providing lexical-semantic variants of the word "contact" clarifies the modality of communication: pleasant, friendly - "*friendly communication, sympathy, rapport*", which manifests the second meaning of "contact" as a consequence of the first one: ecological contact under favorable conditions, commitment of speakers to each other, maintenance of friendly relations, an established contact, i.e. cooperative communication, and also unpleasant, unfriendly – "*hostile, unfriendly meeting, clash of interests, opinions, collision*" (UDEL,1958, p. 232) – non-ecological communication in the conflict zone, which is accompanied by disorder, inconsistency, rupture and loss of contact in whole. Thus, based on the above mentioned definitions, the work highlights the unison ecological contact "plus-polarity" as a way of symbolic coordination of communicative activity – sincere recognition of achievements, views and positions of the partner, psychologically uncomplicated harmonious dialogue in which speakers sound in unison for conflict-free cooperative, coordinated interaction, and dissonant non-ecological contact "minus-polarity", characterized by inconsistency, which is manifested in remarks of the oppositional type in the contradictory pragmatic connection of disagreement, denial, refusal, aggression etc.

A unison contact is an example of ecological communication and is a prerequisite for the development of discourse. This is a harmonious way for speakers to communicate for the sake of conflict-free, cooperative and well-coordinated interaction. A dissonant way of contacting is a non-ecological way of communication, a communicative failure, which, due to situational factors or individual psychological attitudes of the subjects of discourse to one another, disharmony of their relations, manifests itself in the oppositional form of speech behavior and can lead to communication disorders.

National communicative culture is crucial for the effectiveness of communication, so the study of the cultural aspect of English-language communication, which shapes the ecological thinking of the British, is an important issue for ecolinguistics. It has been found that the communicative category CONTACT is closely connected with the communicative category POLITENESS, and, accordingly, is a set of norms and rules of speech behavior in English-speaking society, organizing and regulating the communicative process with the help of various means of expression. The content of this category includes such communicative prescriptions as restrained manner of communication while maintaining communicative contacts, observance of communicative imperatives and taboos, demonstration of the general culture of speech. This is a central nationally-specific communicative category, manifesting a system of ritualized strategies of communicative behavior aimed at harmonious, conflict-free communication and compliance with socially accepted norms in establishing, maintaining and closing interpersonal ecological contacts (Larina, 2009, p. 8).

Oksana Issers correlates such concepts as tactics and tact (Issers, 2013, p. 255). It has been investigated that the lexical unit ***contact*** has a connection with ***tact*** [***F <L tactus,*** *pp. of tangere, to touch <IE base tag-, to touch, grasp> OE thaccian, to stroke*] – "***a delicate perception of the right thing to say or do without offending, skill in dealing with people***" (WNWD, 1993, p. 1483) – the ability to communicate, delicate, **tactful** attitude to the interlocutor in order to prevent any offence or resentment. Thus, a unison contact demonstrates the implementation of the strategy of harmonization of relations through tactics based on the principles of politeness (tact, generosity, approval, modesty, consent and sympathy), which form not only the foundation of information and regulatory competence and communicative norm (Brown, Levinson, 1987), but also a national value of the British. Geoffrey Leech (1983) defined the Tact maxim, which reads: "Minimize the expression of beliefs which imply cost to others; maximize the expression of beliefs which imply benefit to others". The norms of contact, which are a clarification of ethical rules of conduct in communication, and good manners, the purpose of which is to inhibit aggression and create a social union, are rigidly enshrined in cultural ritualization. Anglo-Saxon culture perceives excessively emotional behavior without much of approval, with suspicion and embarrassment. Communicative attractiveness and non-impressiveness are the dominant features of English behavior (Larina, 2009, p. 50): "a Londoner takes it for granted that people with whom he comes into contact will treat him not only politely but also affably" (Ovchinnikov, 2008, pp. 434–436). Therefore, politeness and a tactful attitude towards the partner is the background of information and regulative competence, a communicative standard.

Non-verbal components of contact establishing are traditionally expressed in the form of a touch and a knock. A significant role in the communicative contact of English speakers is played by a kiss, especially in non-institutional discourse: *Kissing has long played a part in greetings and farewells. The kiss has a complex history as a seal of trust, gesture of peace,* ***a sacred touch****, a Juda's-like portent of betrayal or disaster, and a magic charm, besides its simple uses as a token of greeting and affection – and its potential as something profane, invasive, outrageous* (Hitchings, 2013, p. 49). In general, contacts in non-institutional sphere, in addition to informative and meaningful content in interaction on everyday affairs, are close, personal communication events in the English family. They are mostly ecological in the full sense of the word, as they tend to reveal deep spiritual connection and mutual understanding of friends and family members. The English linguistic and cultural community is characterized by a certain closeness of family relations: the family is tenderness and home where a person can find a shelter from the aggressive world, it is a refuge in the stormy sea of life – "*The family is a heaven in a heartless world*" (English proverb).

IV. Results and Discussion

Contacts take place in various spheres of social life, in discursive social practices. The common communicative-relevant meaning is seen as an ecological criterion of belonging of a specific communicative situation to a certain type of discourse and is crucial for its understanding. The structure of the communicative situation includes the typological stratification of the communicative event, the way of communication, the organization of contact process, the topology and chronology of the communicative event, the socio-situational characteristics of the participants, their socio-status relations and motivational-target orientation components. The totality of all lingual and extra-lingual components characterizes communication in a certain type of discourse. A formal addressing in institutional discourse, for example, raises certain expectations, adjusts to a formal style of communication. It is different from non-institutional discourse, in which it would be natural to have a family greeting. Therefore, professional communication is characterized by ecologically specific contacts, due to the social functions of partners, regulated by both content and form, and determined by standards and social norms. The ritualization of reporting with the use of weapons in the army is illustrated in this communicative event of contact, which consists of three phases and presents an ordinary situation in military discourse:

(1) *Private John Marston Moore, United States Marine Corps Reserve, had practiced his maneuver, but he had never before rendered the rifle salute to a real officer: He marched through the door identified by a stenciled sign as that of MAJOR H. B. HUMPHREY, USMC, BATTALION COMMANDER, with his piece at right shoulder arms, determined to do so the best of his ability.*

He stopped eighteen inches from the Major's desk, with his heels together and his feet turned out equally and forming an angle of 45 degrees. He then moved his left hand smartly to the small of the stock, forearm horizontal, palm of the hand down, the first joint of his left forefinger touching the cocking piece of his Springfield Model 1903A4 rifle.

*"**Sir**," he barked, looking at Major Humphrey. "**Private Moore, J.M., reporting to the battalion commander as ordered.**"*

… Major Humphrey touched his eye lid with his right hand, fingers together and straight, palm down.

The salute had been returned (Griffin, 1991, p. 53).

Marine Corps Reserve Private Moore in the office of Battalion Commander Major Humphrey reports on his arrival at his new service place. In the initial phase, he uses ritual kinetic components of communication – movements with a gun, prosodic non-verbal component – he barked, stereotypical military *Sir* and the military formula of self-representation in the function of contact establishing (informative component of contact). Maintenance and closing of contact by the addressee takes the form of ritual salute in response. This contact manifests ecological norms of unison contact in military discourse. The functional-communicative approach made it possible to find out that military discourse demonstrates maximum informativeness, is mostly presented in three phases; the function of contact-establishing utterances is performed by orders, self-presentations, messages, etc.; the contact-supporting phase is presented by utterances in the function of messages and explanations; orders and order-execution reporting are the leading informative contact-closing functions regardless of the type of situation. Manifestation of contact in military discourse displays status focusing, objectified in specialized military etiquette formulae of orders and reports, and such non-verbal means as gestures of saluting, motions with rifles etc.

The ecological essence of institutional discourse is manifested in a formal and standard style of communication, which implies a high level of formality, a great number of clichés, a strict necessity to comply with norms. Habitual masks are a set of standard phrases, gestures as well as smiles that allow interlocutors to hide true emotions and attitudes towards each other. In general, it is believed that optimism and pleasantness in communication in all kinds of English-language institutional discourse is the norm of speech behavior (*Have an excellent day! I'll love to see you again soon! We must get together).*

Stereotypical speech cliché are manifested as means of implementing speech etiquette, represented by a system of clichéd expressions and stereotypical phrases, which are used to establish, maintain and close speech contacts for the effectiveness of communication. The set of rules for the choice and use of stereotypical speech means determines the environmental specificity of institutional contacts. However, informational content increases from minimum to maximum under complicated conditions of communication. It has been observed that in extraordinary situations, such ones, which go beyond everyday practice and involve emergencies or risk, the distance between communicators and a set of precedent texts and discursive formulas that emphasize the idea of representation in institutional discourse and oblige partners to communicate in a strict accordance with the norms of a particular society may be avoided, which does not necessarily make the interaction non-ecological. The decrease in ecology can occur due to changes in the ratio of phatic and informative content in favour of informativeness. In our opinion, the informativeness of a contact in institutional discourses increases because it presupposes a certain effectiveness and the desire to win (to make a profit, to consolidate power, to enforce an order etc.), which is achieved primarily through words, predominance of argumentation, rhetoric attack as a skill of reasoned influence on the addressee: *Arguments, even when pursued in what we would regard as quite a civilized fashion, are warlike*: "*She attacked all my main points*" (Hitchings, 2013, p. 34).

A combination of phatic and informational content is different in institutional and non-institutional types of discourse. Phatic and informational content is determined by the specificity of functions which means of contact perform. Non-institutional spoken discourse demonstrates prevalence of phatic content and a focus on interpersonal relations, thus manifesting striving for consensus. A fully-extended ecological contact presents a development of initial phatic content into informative content, which objectifies a theme of conversation in a contact supporting phase. Closing contact is returning to phatic content as the theme has been already discussed or the discussion is over. A topic of conversation, the situation topic of the contact is another factor that reflects the realities of the current situation; its variety, the etiquette theme (greetings, farewells, thanks, etc.) is set by the socially regulated norms of speech design in a certain communicative event, as well as linguistic and cultural rules that exist in the form of expectations and implementation of which are required by society.

In contrast to the institutional, non-institutional discourse (personality-oriented and personal is understood as a conversational speech of informal interpersonal contacts, which does not include a strategic block and a current subject, which is necessary for effective communication in institutional discourse. The personal nature of contacts here is ecologically sound and is usually associated with deviations from current norms in society, ease, informality, a high degree of acquaintance, symmetrical social relations and so on, which is manifested in plain language with stylistically reduced etiquette, simple sentences, great amount of phraseology and family slang. Cf .: Harry: "*We contact each other the normal way, text messages, phone calls*" (Petrella, 2011, p. 46).

In the following example of ecological contact in an ordinary situation in the domestic sphere, we observe the expression of sincere feelings of the child and his father:

(2) Children would come round from school, one of them would fling himself into Tom's arms with the cry "**Daddy**."

> "**Let's go down to decks today, son**," he would say, kissing him. "**There's big German vessel come in this morning with three funnels. You don't see them very often. And your Mom will have tea ready when we get back.**"… (Worth, 2002, p. 268).

In the phase of contact establishing, the father picks up his son in his arms (non-verbal component of contact), who happily exclaims "Daddy" (phatic component). The father maintains contact, informing the son about pleasant future plans (informative component of contact). Both the addressant and the addressee are set up to continue communicative and emotional contact and develop harmonious relationships.

An example of environmental contacts can be pleasant conversations on common subjects, so called small talks, the main purpose of which is to spend a nice time with an interlocutor, acquaintance or a stranger, staying in verbal contact with him or her. Small talks, as a linguistic phenomenon, are defined as speech events of ritualized form, characterized by predominance of socio-regulatory information, language game and aesthetic components (O'Connor, 2017). These requirements especially apply to women's communication: *A lady should have sweetness in language… Her sober, quiet manners should not prelude a lively quickness of wit; and she should at all times present herself gracefully but also discreetly* (Hitchings, 2013).

Ecological means of contact in non-institutional discourse are conventionalized elliptical expressive utterances, phraseology, colloquial expressions, rhyming, children's poems, adopted in a family discourse, or in the communication of friends, humorous greeting and farewell forms performing a function of emotionally-colored reaction to a meeting or parting, common for communication in a circle of close acquaintances and are peculiar only to conversational non-institutional discourse. Non-verbal components of communication are of great importance here: gentle touches, kisses, tender intonation, etc. Communication in non-institutional discourse demonstrates creative approach to the choice of means and ways of contacting, sometimes non-verbal, as speakers understand each other almost without words.

The strategy of disharmony, which manifests a dissonant contact, on the contrary, is associated with non-parallel speech actions of the interlocutors, conflicting, rival speech behavior in discussion of the subjects of discourse. In situations of non-ecological contacts, communicative behavior goes behind speech norm, so the tactics that implement the strategy of disharmonization of relations are based on the violation of strategies of positive and negative politeness. A dissonant contact displays inconsistency, confrontation, aggression, neglect, lack of interest, verbal and nonverbal expression of negative attitude, categorical tone, raising or lowering the voice, speaking through teeth or sobbing. Other non-verbal manifestations of non-ecological contact include violation of distance, non-compliance with the rules of changing roles, inappropriate offensive gestures or facial expressions, which leads to a natural closing of contact, but to a gross violation of the ecological essence of contact, i.e. ineffective result of communication, quarrel, broken relations, etc. Thus, the consistency of the parameters of the subjects of discourse ensures the ecologically correct communication, while the inconsistency of the parameters of the interlocutors often leads to a violation of communication norms and loss of contact. The main role in initiating conversation is played by the addressant, so his or her responsibility for the ecology of the contact is essential. If both subjects of discourse tend to develop an ecological contact, i.e. are on the path of rapprochement, then in their communication they will try to find out the possibilities of unanimity.

V. Conclusion

The ecology of institutional and non-institutional discourse is manifested in the specificity of sphere of communication and goals, which are decisive factors that differentiate status-oriented and personality-oriented contacts and affect the norms of behavior and choice of the most effective linguistic means for a particular discursive situation. Various means of implementing speech etiquette are used to establish, maintain and close speech contact for the effectiveness of communication. Contacts in non-institutional discourse are characterized by such specific features as: informality, creativity, expressiveness and originality of speech, lack of rigid script or code and stylistically reduced register of communication, which aims to address issues of everyday life. The ecological norms of contact in English-language institutional discourse are in avoidance of imperatives, rudeness and offensive situations. A tactful attitude to the interlocutor in order to prevent insults as a guarantee of the ecology of contact in English-language discourse forms not only the foundation of the information-regulatory competence and communicative norm, but also the national value of English-speaking communicants. A fully-extended ecological English-language unison contact demonstrates phatic content in the contact-establishing phase, informativeness as objectification of the topic of communication in the contact-maintenance phase, and return to phatic content in the contact-closing phase, as the topic of communication has been discussed. Adherence to the balance of informative and phatic content is a factor of optimizing communication, as the successful use of phatic utterances improves the process of transmitting cognitively meaningful information and determines the contact ecology.

In general, the variety of means of establishing, maintaining and opening contact in the institutional discourse is not so various as in non-institutional discourses, which is due to the observance of certain ecological norms of communication, traditions and rituals in English-speaking culture. Norms of the English language create the necessary ecological basis for the communication to be effective, the communicative position of the addressant in the communication process to be strong and the communicative position of the addressee not to be weakened.

Ecological contact is a harmonious communication of speakers for the sake of a conflict-free, cooperative, coordinated interaction. Non-ecological contact, defined as a communicative failure due to situational factors or individual psychological attitude of discourse subjects, is an oppositional form of speech behavior, characterized by non-parallel, multidirectional, inconsistent actions of speakers who seek to achieve their own goal and dominate.

Thus, it can be stated that the key to an effective ecologically correct communicative contact is a harmonious dialogue, which involves: coherence of strategies and tactics of the interlocutors; mutually acceptable mode of communication; sincere interest in the subject of discussion; politeness and tact. The study of the implementation of the communicative category CONTACT in different types of English discourse complements the existing views on the phenomenon of communicative contact, and also contributes to further explorations in the framework of functional and communicative linguistics, discourse-analysis and ecological linguistics.

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"Things" and Recovery From Trauma in Joukhader's *A Map of Salt and Stars*

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***Abstract*—The present article explores the impact of "Things" on the healing journeys of the characters in Syrian American author Jennifer Zeynab Joukhader's novel *A Map of Salt and Stars* (2018). It highlights the role of certain "Things" in Nour's family's healing process from the traumatic experiences of the Syrian war. The article also sheds light on the war's reshaping of the objects and the individuals' relationship with them. The objects that this article investigates are as varied as mundane utensils (a shattered plate), cherished souvenirs (Zahra's bracelet), and even magical objects (Nour's stone). Particularly, the article examines the establishment of the close association between the characters and these objects and the impact of this association on the family's journey towards safety and recovery. For this reason, the present study is situated within the theoretical frameworks of the "Thing" theory and psychological trauma. This article argues that the close association that the characters establish with certain "Things" accompanies them during their grief and traumatic experiences, and subsequently initiates and facilitates their recovery.**

***Index Terms*—Joukhader, things, thing theory, Diaspora, trauma, war, recovery**

I. Introduction

Wars are among the most traumatizing events that individuals and groups may experience. Its scarring effects obstruct the continuity of an individual's life since during wars, people are not only faced with the death of their loved ones, but they also lose the sense of safety they are used to. Part of this loss is also caused by their dispossession of their belongings and homes; this material dispossession is an important factor in the traumatic experience of the individual since, as it is argued in the psychoanalytical tradition, an object is a vital part of a person's self.

The novel that this article analyses is Jennifer Zeynab Joukhader's *A Map of Salt and Stars* (2018). Joukhader is a Syrian American author who recently received the 2021 Stonewall Book Awards for her latest novel *The Thirty Names of Night* (2020). In a recent online conversation, the author holds that the focus of *A Map of Salt and Stars* is not primarily the war in Syria or the refugees' crisis; rather, it is about returning home and to one's roots especially for someone who was born in diaspora and who has neither the sufficient knowledge about this original "home", nor the required skills to cope with life there. By this she is referring to Nour, her protagonist. Nevertheless, Nour's so-called homecoming, if it should be called so at all, is complicated by a war that deprived her and her family of their homes and objects. The novel shows that this deprivation has a deep influence on the characters. Throughout the novel, they establish close associations with different objects that serve an important role in their journeys towards safety and recovery. This relationship between humans and physical objects is at the heart of the theoretical enquiry called the Thing theory. Consequently, this article examines the way the Syrian War re-defines the human-object relationship in the novel. At the same time, it investigates the impact of this relationship on the characters' coping with, and healing from trauma.

II. Trauma and Things

The study of psychological trauma has its roots in the work of the French neurologist Jean-Martin Charcot on hysteria, which was considered the earliest form of psychological trauma to be studied (Herman, 1992, p. 9-10). Freud credits Charcot with the change of the sarcastic attitudes towards hysteria and its patients "for Charcot had thrown the whole weight of his authority on the side of the genuineness and objectivity of hysterical phenomena" (2001c, p. 19). Prior to the work of Charcot, hysteria was considered an incomprehensible disease that specifically infected women (Ellenberger, 1994, p. 142). Charcot was the first to argue that the symptoms of hysteria are psychological since "they could be artificially induced and relived through the use of hypnosis" (Herman, 1992, p. 11). By the mid-1890s both his followers, Freud and Janet, came to the same conclusion that the cause of hysteria is psychological trauma (p. 12). From that date, the study of trauma occupied a pivotal position in the psychological endeavor. Many theorists that came after Freud dedicated their work to the study of the causes of trauma and the ways to deal with its consequences.

In their research on hysteria, Freud and Breuer (1893) argue that "any experience which calls up distressing affects—such as those of fright, anxiety, shame or physical pain—may operate as trauma of this kind; and whether it in fact does so depends naturally enough on the susceptibility of the person affected" (2001a, p. 6). In this way, Freud and Breuer, distinguish the causes of hysteria into two sets: the first has to do with the nature of the experience that the person encounters, while the second has to do with the level of his/her resilience. As far as the incident encountered is concerned, trauma is not necessarily limited to its being severe, or life-threatening; in some instances, "an apparently trivial circumstance combines with the actually operative event or occurs at a tie of peculiar susceptibility to stimulation and in this way attains the dignity of a trauma which it would not otherwise have possessed but which thence forward persists" (p. 6). They hold that the memory of the trauma, rather than the traumatic encounter itself, is the generator of the hysterical symptoms, while recollecting that memory and vocalizing its affects ends the symptoms (p. 6). It is safe, then, to argue that repression plays a major role in many psychological disorders, while the journey of recovery starts with facing the disturbing incidents and memories that the person locks away from his conscious.

The recollection of the traumatic memories is not a simple straightforward process. It is often manifested in the form of new symptoms and behavioral changes which the American Psychiatric Association acknowledged in 1980 as part of Post-Traumatic Stress Disorder (PTSD) (Caruth, 1996, p. 3). This disorder includes "the symptoms of what had previously been called shell shock, combat stress, delayed stress syndrome, and traumatic neurosis, and referred to responses to both human and natural catastrophes" which are delayed and which "takes the form of repeated, intrusive hallucinations, dreams, thoughts or behaviors stemming from the event" (p. 3-4). Cathy Caruth is of the mind that the recollection of the traumatic event and narrating it is not possible since it was not fully grasped when it happened; hence, it cannot be recovered as a memory (p. 153). She further argues that these recollections recount a history "that literally has no place, neither in the past, in which it was not fully experienced, nor in the present, in which its precise images and enactments are not fully understood" and that for the sake of both "testimony and cure" integration is required (p. 153). Recollection, then, is crucial to the healing process and one's ability to tell one's story.

Recovery, then, is a whole process with a set of stages and conditions that are agreed upon by psychologists, with slight differences in the names and number of these stages and conditions. In line with this idea, Levine, for instance, explains that "to move through trauma we need quietness, safety, and protection" in addition to "support from friends and relatives, as well as from nature" (1997, p. 35-6). In his argument, Levine puts together both animate and inanimate entities on equal grounds in the process of recovering from trauma. This sheds light on yet another dimension of the relationship between humans and things, and how things constitute the lives of people, a question that lies at the heart of the study of physical objects as things.

In accordance with this idea, many researchers have contemplated the influence of objects on people's feelings and thoughts, and their holding power over them. Consequently, a set of names were suggested to describe these objects. For instance, Turkle calls them evocative objects; the term stands for the idea that thoughts and feelings are inseparable from things and that physical objects accompany our emotion and evoke our thoughts (Turkle, 2007, p. 5). These objects are gaining an increasing importance in the field of psychodynamic psychology as this field focuses on how humans make objects part of themselves (Turkle, 2007, p. 10). Turkle further argues that objects are companions of humans' life experiences (p. 5). This includes trauma-provoking incidents, and as it is explained earlier, association plays a great role in the meanings that the objects acquire, be it a positive association resulting from a joyful experience, or a negative one resulting from a distressing experience.

In line with this argument, Cowan, Laird, and McKeown (2020) contend that evocative objects are psychological stabilizers; hence, they are therapeutic in nature (p. 4). This, somewhat new, significance of the objects for the person's healing process is at the heart of a new psychological enquiry called Therapeutic Object Dynamic which, although it specifically deals with museum objects, emphasizes the close relationship between objects and people's well-being and recovery from trauma (Cowan, Laird, and Mckeown, 2020, p. i). The power that these objects exert over humans is what makes them things. It is not the humans who make objects parts of themselves, or choose certain objects to heal themselves with; it is the objects which force their way into, and constitute the humans' lives and experiences. In other words, a person has no role in choosing which object captures his/her attention; it is the object which performs this function. After all, the things' "long association with us seems to make them custodians of our memories" (Schwenger, 2006, p. 3) and essential parts of the subject's self.

This intricate human-object relationship is fundamental in the study of "Things" through the perspective of the Thing theory. In his pioneering article "Thing Theory" (2001), Bill Brown builds on the work of Martin Heidegger who introduced the concept of the Thing as different from, if not opposed to, the object. He explains that when an object becomes self-supporting and independent, it stops being considered an object and becomes a Thing (1971, p. 164). For Brown, this happens when the object exceeds its physicality and materiality to denote something else: "the thing seems to name the object just as it is even as it names something else" (2001, p. 5). This something else is what is referred to by him as well as by previous critics as the "thingness." Brown elaborates:

You could imagine things […] as what is excessive in objects, as what exceeds their mere materialization as objects or their mere utilization as objects - their force as a sensuous presence or as a metaphysical presence, the magic by which objects become values, fetishes, idols, and totems. Temporalized as the before and after of the object, thingness amounts to a latency (the not yet formed or the not yet formable) and to an excess (what remains physically or metaphysically irreducible to objects) (2001, p. 5).

This thingness develops around the object when it interrupts the course of peoples' lives; only then people start paying attention to its physicality and looking at what it discloses (p. 4). So, the change of the naming as well as of the perspective regarding objects is a manifestation of "a changed relation to the human subject;" the "Thing," then, names "a particular subject-object relation" (p. 4) that affects both the subject and the object. This article examines the impact of this thingness on the characters' journeys towards recovery from war trauma.

When a subject-object relation is established, the object changes from being a possessed property to a possessive entity, a thing that is pregnant with ideas and power which are triggered when it interacts with humans. For this reason, the separation of the subjects from the things they are attached to has psychological impact, and so does the association with things that are relatable to one's past and experiences. The tie between a person and an object can be distressing and even traumatizing when severed, as it can be therapeutic when (re)established. Consequently, the person's journey towards coping with, and recovery from trauma can be achieved with the help of Things. This is true of the trauma that the refugees face due to their dispossession of their homes, objects, stories, and identities. This case is presented in Joukhader's novel *A Map of Salt and Stars* (2018) which this paper deals with. This historical novel depicts intriguing psychological connections between the characters and a set of objects and their importance in their healing journeys and psychological well-being.

III. Historical Fiction: The Past in the Present

Recording history and past events has always been an intriguing activity. In the past, as it is still the case in the present, written historical incidents appear in two different kinds of texts; historiographical accounts produced by historians, and historical fiction which is produced by literary authors. These two forms of history create a long debate about the credibility of the accounts introduced in each of them, especially those presented in literary works. For instance, in his book *Poetics,* Aristotle distinguishes between the historian and the poet through arguing that while the historian writes what has happened, the poet recounts "what may happen, what is possible according to the law of probability or necessity" (1999, p. 18). This makes the literary text open for different versions of history; however, unlike the historians' rejection of those accounts, Aristotle praises poetical historical texts for their universality and philosophic nature (p. 18). Ever since, scholars have spared no effort debating the significance of the historical fiction and its relationship with real historical events.

The historical novel, according to Lukács, started in the early nineteenth century when events like the French revolution, the rise and fall of Napoleon and the different wars in Europe made history a public concern, or as he puts it "a mass experience" (1955, p. 23). It was due to the richness of this period with changes and upheavals that made the people dismiss the earlier ideas of "natural occurrences" and to see the impact of these changes on individuals' lives (p. 23). To use Lukács' exact words, historical fiction arose from "the concrete possibilities for men to comprehend their own existence as something historically conditioned, for them to see in history something which deeply affects their daily lives and immediately concerns them" (p. 24).

Through this claim, Lukács moves the scope of his argument as far as to assert that the present has its explanation in the past, in history. For him, the French historians' work was to show that the modern society arose from the struggle between the nobility and bourgeoisie, a struggle that has its roots in the Middle Ages. In other words, history is no longer a heap of past events that are limited to the period in which they happened and which require no further present inquiry or thought; people can make sense of their current situations and events through looking back to that history. It then becomes an integral part of the present.

In recent theorization about history and history writing, the postmodern stand has been the focus for its revisionary definition of and dealing with history. In her book *A Poetics of Postmodernism,* Linda Hutcheon argues that in writing a postmodern literary work about the past, the author does not only state historical events and figures, he blends them with fictive and imaginative elements and characters. Even more than this, the author revises the so called "historical facts" which have been taken for granted as accurate and true (2010, p. 89). Consequently, the reader will have as many versions of historical accounts as the writers are willing to produce. This change gave the opportunity to marginalized groups and even societies to write their own histories and to come to terms with their present situation. This is especially true of people in diaspora.

The past as it "originally" was is inaccessible; nevertheless, there remain traces of it in the present. These traces, physical or otherwise, signifies that the past still "occupies a place in the present" which means that they are the proofs that the past will always be significant in/for the present (Robinson, 2014, p. 4). The past is commonly viewed through present situations (p. 5) but is it possible to do the opposite and view the present through the past. With the rise of poststructuralist and postcolonial theories, the content of the past changed and expanded to include marginalized groups; the shift was from social history to cultural history.

Writing one's own history, then, is the way to secure one's identity as Robinson explains: "identity politics […] encouraged many groups to seek to legitimise their standpoint by reconstructing its history" (p. 6). Writing history then is not merely about recording the "real" events of the past; it holds within it the dynamics of one's identification of oneself in relation to others. For these reasons, historical fiction is crucial in the formation of the nations' historical narratives. These fictional texts then can be "read within a nexus of entertainment, imaginative journeying, and pedagogy, as audiences turn to them to find out about eras and understand particular periods" (De Groot, 2009, p. 14).

Consequently, many authors found themselves driven to recreate, fictional or "real", historical moments and to explore them from personal, subjective point of view, introducing personal histories that are played against the general screen of the collective history.

These arguments show the intermingling of the past, the present, and the future. Many Arab authors in diaspora produced historical narratives that serve as ways of coming to terms with their current situations and to comment, both directly and indirectly, on the geo-political forces that inform their own as well as their countries' current conditions. The novel that this article deals with blends the present plot which depicts the Syrian War with a historical one that represents the struggle between the different Islamic states in the twelfth century and their impact on individuals. The author does so in order to shed the light on the suffering of the Syrian refugees who lost their homes, loved ones, and sense of safety as a result of this war.

IV. "GRAVITY SPOTS": WAR, TRAUMA, AND "THINGS" IN *A MAP OF SALT AND STARS*

The connection between people and culture is undeniable; however, people in diaspora are faced with the challenge of choosing between two cultures; their original culture and that of their host countries. This cultural diversity complicates their situation in diaspora since it forces them to create a balance between the two cultural extremes. Similarly, Arab authors in diaspora face the same challenges; nevertheless, they attempt to come to terms with their situation through their fiction. In line with this argument, Awad (2012) states that Arab writers in diaspora "straddle two cultures" and that "[t]hey skillfully blend their Arab cultural heritage in their writings" (p. 12). In this way, these authors adopt a position that promotes a common ground that bridges the gaps between cultures (Awad, 2012). This entanglement between culture and the literary production of the Arab authors in diaspora stresses the need for contextualizing a critical approach that takes into account the cultural, social and political factors that informed this production.

In addition, Awad argues that the Arab authors' "different geo-political contexts have greatly affected their creative writing"; consequently, "reflect[ing] the heterogeneity of Arab cultures and the intersectionality of class, gender, race, religion, political affiliation and ideological stances" (p. 37). Building on Awad's argument, the host culture is an undeniable element in the literary production of these authors since they are positioned in a hybrid space that situation as Arab authors in diaspora entails. This blending of cultures is an important factor in these authors' attempts to deal with, and finally, reconcile themselves with their situation in addition to bringing to light the challenges that other people in diaspora face.

In her debut novel *A Map of Salt and Stars* (2018), Joukhadar tells the story of the twelve-year-old Nour and her family and their journey to find refuge during the Syrian war. Simultaneously, she tells the story of Rawyia and her journey with Al-Idrissi, the renowned Arab Muslim geographer and cartographer, to make the most accurate map of the world as a favor for his friend King Roger of Palermo in the twelfth century. Joukhadar makes the connection between the two plots through the similar events of the two journeys as Rawyia adventures to accumulate fortune and return back home, and Nour travels perilously towards safety. Joukhadar even makes Rawyia's story Nour's bedtime story that her father used to tell her before his demise. Joukhadar's novel shows that the refugees are traumatized partly due to the material dispossession they undergo due to war. At the same time, the novel depicts how by clinging to certain things, refugees take a pivotal step towards a long healing journey.

Nour is the narrator of her story; she was born in the United States but had to move to Syria after the death of her father. While in Syria, she establishes a close relationship with her father's friend Abu Sayeed, a Syrian geology teacher. Nevertheless, before she and her family comes to terms with their grief, they experience the trauma of the Syrian war when their house is bombed, and they have to leave it along with their objects to seek refuge. On the one hand, the novel deals primarily with the trauma that the individual suffer from as a result of war; on the other hand, it also provides an account of the close association between materiality and emotions. The earlier manifestation of such a connection is through Nour's synesthesia which makes her see voices and smells as colors. This association is further explored through the thing theory which deals with the objects' thingness which is created through their connection with the novel's characters, and which plays a major role in their recovery from trauma.

While in Syria, Nour's home is bombed and her sister, Huda, is badly wounded and is in need of urgent medical intervention. From then on, the family starts a long and dangerous journey to seek refuge. It is through this journey that the author depicts the atrocities of war; huge numbers of refugees, people with permanent disabilities, and more deaths along the way on top of which is Abu-Sayeed's death when their ferry to Egypt is bombed. This war changed the relationship between the characters and their "Things:" the mother with her broken plate, Zahra with her father's gift, the bracelet, and Nour with Rawyia's half stone that Abu Sayeed talked to her about and which she found while they were fleeing the war. This stone proves important in Nour's dealing with the trauma of losing her father and the one caused by the atrocities of the war.

Ali Thurm's review that he wrote for *The London Magazine* praises the author's choice and empowerment of female protagonists who took it to their hands to survive and achieve better lives. In another review Suzanne Joinson asserts that Joukhadar's novel is mainly about the connection between people, maps and knowledge, a connection that is "ancient, and sometimes mystical." Joinson explains that what Joukhadar does in the novel is showing the interconnectedness between America and Syria and between people on a general scale; that they have in common more than that which divides them. In addition, the novel explores the traumatic impact of war on Syrian people's lives and provides an optimistic view of the possibility of their recovery.

The Syrian war came as a result of the so-called Arab Spring which is a term that was often used to describe the uprisings of the citizens in many Arab countries against their rulers. This war broke out in 2011 following Syrian people's protests against the regime of Bashar al-Assad. The Syrian, Vincent Bernard argues "helped to revive the spectre of the Cold War" (2019, p. 866) since the conflict was no longer limited to the Syrian people and their government; rather, many great powers became involved in it. These new actors "support the two opposing sides in a rather balance way" (Šterbenc, 2018, p. 14). This balanced support did not give privilege to any of the warring factions, hence, contributing to the prolongation of this conflict.

This war is one of the cruelest conflicts that the Middle East experienced. It is somewhat impossible to obtain the accurate statistics of the damage; however, the estimated numbers introduced by many organizations such as the UNICEF are terrifying. According to a UNICEF report of March 2018, nearly half the pre-war population were forced to flee their homes among which around 5 million people have sought refuge abroad, while a *New York Times* article reported the death of some 470.000 people since the outbreak of the war in 2011 (Bernard, 2019, p. 865). These people are left with severe traumas that they are not allowed to recover from due to the unfinished war. In line with this idea, Chung et al. explain that this "the ongoing war could serve as a daily reminder of traumatic events experienced during the war" (2018, p. 55). This situation may result in "a retraumatizing process and act as a personal reference point from which meaning is attributed to existing beliefs, feelings, other experiences, and future expectations" (2018, p. 55). This is a rather terrible outcome of the war since the traumatized person is not given the opportunity to cope with and recover from his/her traumatic experience.

War causes people to lose their objects; both the most cherished ones and the ones they used for their mundane daily use. One may argue that in such cases people's lives and safety take precedence over their material possessions; nevertheless, psychoanalytic research proves that losing an object is distressing and, somewhat, traumatic. According to Freud, the loss of a loved object leads the person to mourning and even melancholia (2001b, p. 243). It is important to explain that in Object-relation theory, the term object does not stand solely for the material possessions; rather, it may refer to "a person, place, thing, idea, fantasy, or memory invested with emotional energy (love or hate or more modulated combinations of love and hate)" (Hamilton, 1999, p. 7). This rejects the possibility of easily dismissing the physical objects as secondary, meaningless, utilitarian tools. They stand on equal grounds with humans, and their loss is no less traumatic than the loss of a loved person.

This idea is shown in the novel when Nour's house was bombed. Suddenly, she is faced with a new reality as the life she is used to is slipping away. She meditates:

I don't move at first. I stare through the table, like maybe if I keep my eyes on something familiar; everything else will be the same too. But the broken plate doesn't look how I thought it would look; the porcelain isn't smooth the whole way through. It's crumbly and white on the inside, chalky like a broken bone (p. 56).

Nour had her first experience of loss when she was six when she lost the doll her grandmother made and sent her in her fourth birthday. She became immensely attached to it that when she lost it two years later, she was inconsolable since "that was the first time I knew something was really gone for good. That's how I feel now, looking at our street. This street, like all the streets I saw in Baba's Polaroids, […] is really gone" (59). War severed her relationship with things; for this reason, she experienced loss: "an object-loss was transformed into an ego-loss" (2001b, p. 249) since, the person identifies himself with the lost object as Freud maintains (p. 249). This is a pivotal idea in the study of things as Peter Schwenger (2006) maintains that "things reveal us to ourselves in profound and unexpected ways" (p. 3). For this reason, Nour and her family's loss of their things traumatizes them due to the close association between things and people.

The family's new situation is foreshadowed in the broken plate that the mother contemplates: "the shard of broken plate. She holds on to that piece of broken plate like it's her rosary or Baba's misbaha. She stares at it, mouthing something. I watch her lips. *The sfiha*, Mama says. *The waste*" (p. 59). The mother is not sad about the wasted food or plate; she is distressed by the state of loss they are put in because they lost what Nour calls "gravity spots." When they were in New York, she used to think of the gum spots on the sidewalk as the gravity spots holding them to earth; however, in their placeless situation as refugees she lost them: "I seize Mama's hand and scan the sidewalk for stray gum spots. But there aren't any, not the big black ones we had in New York. A startle of fear comes like a stubbed toe in the dark: there is nothing holding me down, nothing between me and the corkboard where God stuck the stars" (p. 196). Nour's subsequent reactions is filled fear and awe: "I drop to my knees. I cling to the concrete with my fingernails" (p. 197). She does not want to be floating aimlessly in the air as she does not want to be lost.

Besides, the author's equating of a mundane plate with spiritually significant objects, the misbaha and the rosary, proves that the war adds meaning and changed signification even to those everyday objects that people take for granted. These things become symbols of safety, continuity, and peace; however, their destruction throws their owners into loss and despair. This happens not because the owners of these things understand them as such, but because, as Spinoza maintains, "it is the thing itself that affirms or denies, in us, something of itself" (p. 82). Nour is eager to go back to the life she had prior to the shelling of her house; to her mind, this is manifested when the house is fixed and their objects are restored; when "God spreads super glue on the splinters of my bed and on Mama's cracked dinner plates" (p. 94).

The solution that Nour imagines is not one where her family moves to a safe place and obtains beautiful new furniture and utensils, it is one where their old, familiar, objects are fixed so that they can pretend that the bombing had never happened. This shows that their clinging to their objects is rather clinging to the familiar world that they lived in with their things before the war destroys it. The change that took place after the bombing of the house has not only transformed the shape and state of the objects, but it also their significations and their former selves before the war.

This is manifested through the defamiliarization, to borrow Viktor Shklovsky's term, of the familiar, otherwise taken for granted, objects. On their way to the hospital, Nour notices the strange combination of a couch's arm with the remains of a burnt mattress. This estrangement of the familiar matter allows for the rise of what Bennett (2010) calls vital materiality (p. vii). This vitality is the effect of the rupture in the subject-object relationship that is bound in the capitalist culture; in other words, the thingness of the objects. In this novel the rupture is highlighted due to war, as it disrupts the peaceful, mundane life; and as it plays a major role in stressing the thingness of certain objects, it objectified some other things through commodification.

In the novel, the author dramatizes the suffering of the refugees through the sacrifice of their things to save their lives; the ones that were kept as souvenirs and memorandums of the lost ones, i.e, through throwing the things back into the production cycle as commodities. This is shown through Zahra's gold bracelet which was a gift from her dead father. Unlike Nour, Zahra was not vocal about her grief over the loss of her father that Nour thought she did not care. Throughout the novel, the bracelet captured the attention of Nour; nevertheless, she thought it is just a piece of jewelry that manifests Zahra's selfishness and shallowness: it "makes her look haughty and grown-up, like a rich lady" (p. 198). Only when she learns from her elder sister, Huda, that the bracelet is their father's gift for Zahra's birthday that she realizes that this bracelet is not a piece of jewelry to her sister; it is "a gravity spot" (p. 199); something that prevents her from getting lost and accompanies her in her grief over the death of her father. The author highlights the atrocities of war and the painful journey of the refugees when Zahra is obliged to sell her bracelet in order to pay for their transit to Algeria and then to Ceuta, where they hope to find refuge and establish safety which is the first step in their healing process. Securing their lives took precedence over securing their memories and past; hence, they lost their connection to the past with the lost thingness of the bracelet.

In the historical plot, Khaldoun prevents this commodification process of the silver planisphere that Al-Idrisi spent years making for his friend king Roger, along with a map and a book that he entitled *The Roger Book*, by hiding it on the Sicilian desert island of Ustica where it can forever be guarded and "safe from selfish hands" (p. 307). It is "a two dimensional representation of the curved surface of the earth with all its cities and rivers and seas, inscribing these features upon a disk of solid silver" (p. 258). After King William, Roger's son, accedes to the throne, a coup erupts to overthrow him, and in the process the rebels turn into looters. For this reason, Al-Idrisi decides to leave only with the planisphere since, as Rawyia rightly explains to him, that all the rebels will only see is its silver, while Al- Idrisi takes it as "all I have left of Roger" this "wonderful object" as King Roger calls it stands for different things: the culmination of fifteen years of labor and travel; a token of the friendship between Al-Idrisi and King Roger, a bearer of the stories of each place that Al-Idrisi visited, the King's life work and his "heart's desire", a thing that, as Rawyia believes, is keeping the sick, old king alive. This claim is a confession of the thingness that the planisphere acquired as a result of its relationship with both Al-Idrisi and King Roger.

This connection with the past is manifested in the stone that Nour found in her way to Egypt. It is the magical stone that Abu Sayeed told her to find, and it is the same stone that once was half the eye of the roc, a mythic bird, that Rawyia fought. After hitting the roc, his eye came out and turned into a stone that changes its colors and has the ability to connect the living with their dead loved ones. After possessing it, Rawyia was able to hear her father's voice and even to see him "around the curve of an olive branch, the morning smell of the sea. *Didn't I tell you?*" (p. 150). The stone freezes the grieving and healing processes. It shelters the person from the necessity of facing and, consequently, accepting the death of the loved person and what it entails. This half stone has the power to manipulate the person holding it; it links itself to his/her feelings and acts according to what they miss. In this way, the stone is endowed with power of its own; however, it is one which is triggered only when it comes in contact with a grieving person. This is how a thingness of the object is developed; through this interaction between the subject and the object, the latter becomes a "Thing" and acquires new signification.

Throughout the novel, the atrocities of the war and the constant fear that Nour lives through pushes her to keep remembering the traumatic sight of her dead father's body. This cycle of pain and memories obstructs the traumatized person's natural personal healing process (Levine, 1997, p. 34). The stone in this case, both for Nour and Rawyia, evades these memories through providing them with an alternate reality. It serves as a haven where they escape the constant pain over the loss of their fathers; their real journeys towards recovery start when they realize that they cannot just ignore the facts; rather, they have to face them. Both then decide to stop listening for their dead fathers' voices; they should deal with their reality. For this reason, Rawiya shifts her attention to her living mother who is waiting for her instead of her dead father, and Nour drops the stone into the sea without listening for her Baba's caramel and oak-brown voice: "I open my hand and drop the stone into the sea. It sinks slow. It seems to pulse, like I had dropped in a heart" (p. 350). This gives allusion to the heart she imagined, or rather hoped for, in the sea that pumps warmth and compassion. This living stone then has the potential to spread comfort to other people like it did to Nour and Rawiya.

Another importance of the stone is that it connects Nour with Rawyia, the brave girl from her father's story. At the beginning, Nour knew Rawyia as a fictional character although her journey took similar routes to Rawyia's that she compares herself to her and, being ashamed of her helplessness, she resists the idea that she is Rawyia. This happens when her mother cut her hair: "I shut my eyes. I'm not Rawiya. This isn't an adventure. A yellow wail bubbles out of me" (p. 139) Nour is struck by the seriousness of their situation. Due to the half stone, Rawyia becomes real in Nour's mind and so does her bravery, strength, as well as her grief over her dead father and being caught in the struggling forces of the Islamic caliphates, and most importantly, the possibility of overcoming these difficulties the way Rawyia did. She realizes that her connection with Rawyia is an empowering one. Indeed, the link between the two girls, facilitated by the half stone, plays a crucial role in Nour's recovery.

In line with this idea, Herman (1992) holds that "Recovery, therefore, is based upon the empowerment of the survivor and the creation of new connections. Recovery can take place only within the context of relationships; it cannot occur in isolation" (p. 133). Nour came to realize that the relationship she needs to establish is not with her father, but with Rawiya. In the beginning she refuses the similarities between herself and Rawiya because she detests her own helplessness in the face of her sister's offenders; that is why she feels a certain level of self-loathing that she manifests in her denying that she is Rawyia: "'I am not safe, and I can't keep anybody else safe either. I am not Rawiya'. I repeat it over and over: 'I'm not. I'm not'" (p. 164). In other words, Nour is distraught by her inability to react and to have her revenge on the boys who took advantage of her injured sister and her own weakness and young age, as well as, on those who blew their house and forced them to flee. Accordingly, Freud and Breuer hold that the reaction to the traumatizing event is the way to free the memory from the affect attached to it (2001a, p. 8). That is why Rawiya becomes not just a person, but a set of qualities that Nour detests not having.

The author manifests the change in Nour's perspective and perception of her self through the color-coded map that only Nour can read due to her peculiar condition, synesthesia, which allows her to see the sounds of the letters as colors. With the help of this map, she decides to take the matter of reaching her uncle's house into her own hands and leads herself and her older sister to safety, hence, initiating her recovery from the trauma of war and that of her father's death. At the beginning, she blames her state on the death of her father because if he was still alive, she "wouldn't have to be brave" (1p. 99). The stone brings Rawiya and her journey to life; in other words, since the stone is real, then so is Rawiya and her bravery, pain, and victory. This magical thing leads Nour to discover her strength that when she reaches her uncle's house, which once was her parents', she does not answer his question with her real name; rather, she introduces herself as Rawiya; the name that now stands for courage and the ability to overcome the obstacles, even if they were as severe as a fully-fledged war.

The way humans and things constitute each other is manifested in the way the mother made the map. She used colors instead of letters to name the places on it in order for her daughters to reach their destination safely. Beneath them, however, she wrote poems that summarize their stories. Only when they reached Ceuta that they discover that their stories are not lost, the map is guarding them. These stories are necessary for them to keep their sense of identity and what they are coming from, why, and their destination. The map provides the answer to their fear of losing who they are. The parts of their journey are scripted except for Ceuta; the mother left it blank for her daughters to fill with their new beginning.

The interaction of the refugees, in this case, with "Things" tells the story of who they are; their past and what they hold up to. Parkin holds that these objects are "minimal reminders of who they are"; especially in case of immediate departure so that when they resettle, they tell their identities to others (p. 313). In the case of Nour and her family, their interaction with the things is what tells them about their identities after their traumatic experiences, besides they are their gravity spots so that they are not dispossessed of their identities.

Abu Sayeed is a case in point. When they go to the rubble that was once his house in order for him to fetch his car and anything that he can use in the upcoming journey of refuge, he takes his collection of stones. He is the one who told Nour that stones tell stories and speak to people if they are willing to listen. These stones, like the map, are able to keep the stories of what happened through their cracks and blackened surfaces as a consequence of war. Through this interaction, the person can re-establish control over his self, what Van der Kolk calls self-leadership, which is the emblem of recovery (2014, p. 203). It is no wonder, then, that when Nour finds out the truth about the map she decides to hang it in her room, so that it keeps reminding her of her story and helping her re-establish her sense of self during her healing from the traumatic experiences she went through.

V. Conclusion

Joukhader's *A Map of Salt and Stars* suggests that there are intriguing relationships between the characters and certain objects. They serve as a catalyst of their struggle to survive the consequences of the Syrian war and to keep their sense of self despite the challenges they face in their journeys to seek refuge and safety. As it is discussed above, preserving the sense of self is an important aspect of recovery from trauma; in the novel, it is preserved through the characters' connection with "Things." Depriving Nour and her family of their things, traumatizes them, and as a result, they lose their sense of self. Nevertheless, the recreated relationship between them and the things discussed above leads them to rediscover and re-establish their selves.

The objects that Joukhader introduces in her novel become things due to the changed relationship between them and the characters. This relationship is complicated by war and the resulting trauma from the material dispossession of individuals. The author represents the situation of the refugees through their relationship with things. As it is discussed above, the objects served as a tool to maintain continuity and stability in the characters' lives; nevertheless, with their destruction, the characters established an intense relationship even with the most mundane of objects, or rather their shards. This new dimension of the subject-object relationship is a pivotal factor in their healing process.

The close association between people and Things is an important factor in fostering the formers' sense of self and well-being. Nevertheless, armed conflicts and wars cause material dispossession for individuals, severing and, at the same time, altering their relationships with their Things. This article has explained the traumatic consequences of this dispossession as a result of the Syrian War. In addition, it has shown the healing and remedial impact of the thingness of some objects. In Joukhader's novel, the half stone is the "Thing" that triggers Nour's healing process as this "Thing" help her to deal with her traumatic experiences and sets her on the long journey of recovery.

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A Study on *Peach Blooms Painted With Blood* From the Perspective of Foreignization

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***Abstract*—This research analyzes the drama, *Peach Blooms Painted with Blood*, as translated by Xu Yuanchong in light of Lawrence Venuti's foreignization translation theory. The four elements influencing the foreignization translation method: purpose of the translator, type of text, poetics, and ideology are introduced, defined, analyzed, and illustrated in the translations by employing foreignization translation in linguistic, religious, and sociocultural contexts based on the five cultural contexts put forward by Eugene A. Nida. Following discussion of Nida's contexts, the cases are analyzed through comparison and contrast of the connotations, implications, and situations existing between Chinese and Western cultures with the aim of enhancing the understanding of classical Chinese poetry and prose, thus enabling translators to interpret and advance Chinese classical works in a more effective way.**

***Index Terms*—foreignization, influential elements, cultural contexts**

I. INTRODUCTION

Lawrence Venuti's (1995) proposal of the domesticating method and the foreignizing method caused an enduring and profound argument among the schools of translation theory. As he put it, "foreignizing translation is based on the assumption that literacy is not universal, that communication is complicated by cultural differences between and within linguistic communities. But foreignizing is also an attempt to recognize and allow those differences to shape cultural discourses in the target language" (Venuti, 2004, p.146). The "foreign" in foreignizing translations was realized as a resistance to academic literary values so as to embrace rather than exclude popular forms affiliated with various social groups. In recognizing the cultural value ignored by many dominant cultures, foreignizing translation revises the traditional concepts of orthodox.

Foreignizing translation can be seen as a resistancy to the dominant cultural viewpoints. Although this resistance deviates from the original text to some degree, it causes a radical rethinking towards the fidelity of translation, termed "abusive" by Philip Lewis. Venuti depicts it this way, "the translator whose aim is to recreate analogically the abuse that occurs in the original text winds up both forcing the linguistic and conceptual system of which [the translation] is a dependent and directing a critical thrust back toward the text that it translates" (Venuti, 2004, p.291). Some scholars criticize foreignizing translation for its influency, while not realizing it is the discontinuity and indeterminacy that are faithful to the original text. This is because some foreign works are obscure or hard to understand, so the translator chooses the strategy of discontinuity or indeterminacy to highlight that feature of the original text. As different languages have different rules to standardize their sentences, style, or manner of writing, the discontinuity or indeterminacy appears if the faithful translated versions are to be faithful to the author's intent.

A. Research Background

After the foreignization method was proposed, there are heated discussions at home and abroad. In 2011, "Post-modern Translation Studies: the Lawrence Venuti's Translation Theory Case" was chosen as a general project in the field of Humanities and Social Sciences researched by the Ministry of Education, from which, it can thus be seen, that, though many domestic scholars had already taken part in the research of Venuti's translation theory after its introduction in Guo Jianzhong's (1998) article *The Cultural Factors in Translation-Domestication and Foreignization*, it was still a hot and worthwhile topic of study. This theory has been used by numerous academic articles to analyze various works. For our generation, carrying forward Chinese traditional culture to the world is a noble mission. Drama is an essential part of Chinese culture; but in comparison to fiction and poetry translation, drama translation has garnered less attention. The translation field has paid less heed to the study of drama, which reflects a lack of proper focus, especially in China. The study of drama translation is treated as only translating literary works, rather than building a complete theoretical system of drama translation. Meanwhile, the number of translated works from other languages into Chinese is much larger than that of Chinese works to other languages, which is not beneficial to the spread Chinese culture. As to transmitting Chinese culture to foreigners, foreignization is quite a good way to realize it. Under these circumstances, the author chooses this topic to do a research in order to make a contribution to drama translation study and carry forward Chinese culture. Using foreignization translation of Chinese drama is an effective tool for sharing, understanding and appreciation of Chinese culture with the world.

B. Research Contents

The main focus of this paper is to employ the foreignization theory to analyze *Peach Blooms Painted with Blood,* translated by Xu Yuanchong. It is found that the translator's intention, text type, the poetics of the original work, as well as the ideology affect the foreignizing translation. This paper will also analyze Xu's translated version from the perspective of cultural contexts, including the contexts of linguistic culture, religious culture, and social culture. Some examples of foreignizing translation under each cultural context will be illustrated and analyzed. Two key points will be addressed. One is the advantages of foreignizing translation in the *Peach Blooms Painted with Blood;* the other is why the adaptation of foreignization will become a trend in Chinese drama translation.

C. Research Methods

After careful review of the relevant literature and sources on the results of previous studies of foreignizing translation theory, Chinese drama translation, Kunqu Opera translation as well as *Peach Blooms Painted with Blood,* has earned the author a familiarity with the relevant issues involved. The author will now define the relevant terminology and then read and analyze the translated version carefully to gather a large number of examples, from which some representative ones to be analyzed will be chosen in order to support the author's point of view.

D. The Significance of Research

On one hand, the study of foreignization translation theory has been in full swing. With the acceleration of globalization, people's tolerance toward foreign cultures is constantly increasing, together with an increasing enthusiasm for study of foreignization translation theory. In 2008, Lawrence Venuti published a highly controversial book, the second edition of *The Translators Invisibility,* in which he clarified some key terms and ideas, and through new research further elucidated some arguments undoubtedly providing more hypotheses or ways for the research of foreignization translation theory. Through the author's study and research, it gives a clearer and systematic understanding of foreignization translation theory to readers.

On the other hand, while there has been a large number of texts translated into the Chinese language, translation of Chinese works into other languages, particularly widely-used English, is urgently needed. Having the works translated into English will reveal more of China to the world. *Peach Blooms Painted with Blood* is one of the valuable masterpieces of China's traditional culture. However, its English version has seldom been researched at home and abroad. This author will explore and summarize this work of the drama translation, demonstrating that foreignizing translation is an effective strategy. It is also aimed at offering guidance and assistance to the reader's translation practice. What's more, the author would like to make a contribution to promulgating Chinese traditional culture.

II. OVERVIEW OF XU'S TRANSLATED WORK *PEACH BLOOMS PAINTED WITH BLOOD*

Early in September, 2009, *Peach Blooms Painted with Blood* translated by Xu Yuanchong and his son, Frank M. Xu, was published, followed by de luxe edition in January, 2012.

In *Peach Blooms Painted with Blood,* Xu Yuanchong and Frank M. Xu chose five acts of the original work to translate: "*Beauty and Duty", "Word and Sword", "Crime and Succession", "Persecution on Persecution"* as well as "*Songs and Tears"*. These five acts include sixteen scenes. Although the story in these sixteen scenes is not described in as much detail as the original work, it accurately depicts the situation of the two protagonists, Hou Fangyu and Li Xiangjun, encountering by chance, get marrying in great delight, and departing helplessly, thus reflecting the political status of the society at that time. Xu translates the drama in accordance with the layout of original work, and applies different fonts to tell the names of Kunqu melody and the lyrics, etc., which is understandable to the readers at a glance. In translating this drama as he did other classical, Xu aims to enhance Westerners' knowledge of Chinese culture. He intended that by doing such a work, he made some contribution to world harmony.

III. ANALYSIS OF FOREIGNIZATION IN *PEACH BLOOMS PAINTED WITH BLOOD*

A. The Elements Influencing the Choice of Foreignizing Translation in Peach Blooms Painted with Blood

The adoption of different translation purposes leads themselves to different translated versions. If we view the interpreter as having two objectives in the translation, we can consider two results. One is to not disturb the author, which is to say, not destroy the expressions of the original author, but to preserve the exotic and artistic features of the original text. This is foreignizing translation. The other intention is to integrate aspects of the target language by using a mode of articulation that the reader can relate to. This is domesticating translation. Which one should be chosen, foreignization or domestication? There is no pat answer. People create different versions in order to express distinct intentions. However, when the translator thinks about what kind of translated version will be created, there are several elements to be considered, affecting the choice of translation strategies and therefore leading to different translated versions. As Guo Jianzhong concludes that the elements are the purpose of translation, the intention of the author, the readership, and the type of text (Guo, 1998). Andre Lefevere proposed two more factors: poetics and ideology. Lefevere writes that these two factors should like this: "basically determine the image of a work of literature as projected by a translation. These two factors are, in the sequence of importance, the translator's ideology (whether he/she willingly embraces it, or whether it is imposed on him/her as a constraint by some form of patronage) and the poetics dominant in the receiving literature at the time the translation is made" (Lefevere, 1992). This paper will analyze the influential factors with respect to foreignization. Therefore, given the relationship and hierarchy among these elements with respect to foreignization, these four elements are emphasized, namely, the purpose of translation, the type of text, poetics and ideology. This research focuses on studying the foreignization in *Peach Blooms Painted with Blood*, so here the relationship of these factors with foreignization attracts more attention.

1. The Purpose of Translation and Foreignizing Translation

In the *Bible*, people work hard to build tower of the Babel so that they can reach heaven. God in retaliation makes the workers speak different languages so they can not cooperate to finish the construction of the Tower. It is true that language can be an obstacle to reach out to others. Statistics show that there are approximately three thousand languages all over the world, among which around ten are widely used. With the development of civilization and technology, more and more countries or regions need to communicate in politics, economy, military, diplomacy, environment, science, and technology, creating a scenario that demands a way to realize it. What is translation? Though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988). Therefore, translation is taken as a bridge to people speaking different languages.

Since the translated version of a work is targeted for the nonnative reader, the importance of translators presenting a rich picture of the native culture is obvious. Whether the communication can be successful or not, to some extent, is up to the translators' manipulation. That is, the success of the mission depends on the translator's skill. Their purpose of translation lays a top priority. The Skopos theory, devised by Germen translator Vermeer, proposes that the translator purposes the results on the basis of original text, with the state of mind of the target readers. Among a series of principles, the Skopos theory prioritizes the purpose of the target text in the translation process. Vermeer proposed the concept of translation appointment, that is, the translator decides how to finish the translation task. Translators adopt corresponding translation strategies in accordance with distinct translation purposes. As for the different purposes, translators will employ different translating strategies and methods. In the preface of *Peach Blooms Painted with Blood,* Xu Yuanchong said that translating the drama into English can increase the Westerners' knowledge of Chinese culture, and also make a contribution to build a harmonious world (Xu, 2012). Since Xu Yuanchong aims to introduce Chinese culture to foreigners, it is inevitable that he keeps the original form of the culture and language. That is what the foreignizing translation method lays particular emphasis on. It is necessary to employ it during translation.

2. The Type of Text and Foreignizing Translation

Peter Newmark classified text into three types: expressive text, such as authoritative statements, autobiography, essays and so on; informative text, for example, textbooks, articles in newspapers or conference agenda, and vocative text which contains instructions, publicity, persuasive writing and so on. Different types of text require different translation strategies for their functions and language styles are very distinct. For example, drama should be taken as an expressive text. Whether studied and translated as a literary text or as a libretto text for performance affects the choice of translation strategy. In Peter Newmark's view, no matter the purpose of translating a great play, the translator should always assume the latter as his main purpose and he should explain to readers and scholars only in his footnote. From another perspective, one of the functions of theatre is not only to operate on levels other than strictly the linguistics, but also the role of the audience implying a crowd of people, which is to say not the relationship between the sole reader and the text. Susan Bassnett drew the following conclusion by analyzing the translation of Philips and Harrison:

> A central consideration of the theatre translator must therefore be the performance aspect of the text and its relationship with an audience, and this seems to me not only to justify modifications of the kind made by Philips or Harrison to Racine's original text, but to suggest that the translator must take into account the function of the text as an element for or of performance. (Bassnett, 2004)

In this case, with the intent of audience enjoyment and engagement, perhaps some explanation to the original content might be embedded in the target text. That is to say, when the translator employs the foreignizing method, some information may be explained through the domestication or adaptation.

Peach Blooms Painted with Blood is translated by Xu Yuanchong as a libretto. Considering the type of the text and the distinct cultures between China and Western countries, the translator uses parentheses, different types of calligraphy, and font size to mark whose words they belong to, which is quite obvious in Xu's translated version. For example.

> **【滴溜子】**双亲在，双亲在，信音未准；烽烟起，烽烟起，梓桑半损。……（末）不必着慌，小弟倒有个算计。……(Xu, 2012)
>
> (Singing to the tune of ***Dripping Drop by Drop***)
>
> I have not heard a word/From my family dear,/From my family dear./When beacon fire/Runs higher and higher,/The state is devastated far and near,/Far and near,....../**Yang**: Do not worry. I think there is a way for you……. (Xu, 2012)

Dripping Drop by Drop is the tune name, so the translator uses parentheses, and the bold and italic fonts to mark it. "双亲在，双亲在，信音未准；烽烟起，烽烟起，梓桑半损。" is the content of the tune, "Do not worry. I think there is a way for you." is spoken by Yang Longyou. So the translator uses different font size to differentiate.

3. Ideology and Foreignizing Translation

Ideology is a set of beliefs, especially held by a particular group, that influence the way people behave. It always has an indirect effect on the selection of translation strategy through patronage. When considering the target reader, "translations can be potentially threatening precisely because they confront the receiving culture with another, different way of looking at life and society, a way that can be seen as potentially subversive, and must therefore be kept out" (Lefevere, 1992). As Lefevere sees it, "the ideological components act as a constraint on the choice and development of both form and subject matter. Needless to say, 'ideology' is taken here in a sense not limited to the political convention and belief which orders our actions" (Lefevere, 2010). If the author's or translator's work is not coordinated with consumer's ideology, the patron or press may refuse to publish it. Hence, in order to achieve publication, the writer or translator has to abide by the accepted ideology of the target reader which is bound to affect the selection of translation strategy- literal translation or free translation, domestication or foreignization, and the like.

Foreignizing translation maintains the concept of resisting the transfer of the other ideology into the Western culture while at the same time not allowing the dominant culture to alter the original. It is indeed a big challenge to publish in the Western world. That is one of the reasons why, in 1990, the publication and distribution of translations from other languages into English was only 2.4% in Britain while that takes up 2.96% in America. However, when Xu Yuanchong determined to do something about promoting Eastern culture, perhaps ideology was a consideration for him when he considers how to translate the work. Finally his patriotism and his original intention of promulgating Eastern culture outweighed the economic considerations. So he persevered to accomplish it. It is fortunate and gratifying that his dream has gradually realized and he becomes the first Chinese translator whose works are published by the Penguin Press.

4. Poetics and Foreignizing Translation

What is poetics? The following two scholars have given the similar definitions. In Andre Lefevere's opinion, "A poetics can be said to consist of two components: one is an inventory of literary devices, genres, motifs, prototypical characters and situations, and symbols; and the other a concept of what the role of literature is, or should be, in the social system as a whole (Lefevere, 2010). And as Baker (2004) sees it, "Derived from Aristotle's poetics, the 'poetics of translation' refers to the inventory of genres, themes, and literary devices that comprise any literary system. In translation studies, the term also refers to the role a literary system plays within the larger social system and/or how it interacts with other (foreign) literary or semiotic sign systems (p. 167).

In the first place, from these two definitions we can appreciate that the translator's poetics may borrow a series of literary elements from the original culture or language which do not exist or are different from those in the target culture or languages. One mission of foreignizing translation is to try to incorporate the original devices of culture or language into the target culture or language. As for the translation of Kunqu Opera *Peach Blooms Painted with Blood,* foreignizing translation can help the translator remain the authentic drama and dedicate to the readers. Meanwhile, through the input of this translated version, the cultures of English-speaking countries are expanded for it is distinct from their native drama. Some translators may adapt the target text during translation while others insist on trying to deliver the original form of the work as much as possible so as to illustrate qualities of their civilization to better inform the target one. Which strategy will be chosen is up to the translator. However, it must be admitted that, just as Lefevere remarks, "The compromises translators find between the poetics of the original and the poetics of their culture provide fascinating insights into the process of acculturation and incontrovertible evidence of the extent of the power of a given poetics" (Lefevere, 1992, p.26). Obviously, foreignization plays an important role in this process.

In the second place, from the latter part of each definition quoted above, it can be seen that poetics is influential in the selection of themes; that is, it must be relevant to the social system if the translator desires to have his work noticed. Currently, Western culture is more popular than that of the Eastern. So the choice of the theme or the work to be translated is a kind of resistance to the dominant culture, which also embodies the essence of foreignization.

B. Case Study of Foreignizing Translation in the Cultural Context of Peach Blooms Painted with Blood

1. The Cognition and Classifications of Cultural Context

In the process of translation, though the advantages of the translated language need to be amplified under many situations, sometimes the merits of the original language should be shown, which, to some extent, can reserve the charm of the original text, and realize the function of literature translation. To exert the merits of original language, foreignizing translation method has always been used by translators. Critics of domestic translation have identified Xu Yuanchong as a representative of the school of domestication, and have singled out for criticism (Zhang, 2006). However, "Language is a part of culture and therefore translating from one language into another cannot be done satisfactorily without adequate knowledge of the two cultures involved" (Ma, 2003, p. 75). It has already been realized that "biculturalism is even more important than bilingualism, since words only have meanings in terms of the cultures in which they function. Dictionaries and encyclopedias are an important source of strategic cultural information, but they can never take the place of personal involvement in a foreign society"(Nida, 2004, p. 110). Readers comprehend the content completely when they consider it within a certain context. The first anthropologist who was aware that language could only be understood in a context of culture was Bronislaw Malinowski. "Context began to receive more attention in 1993 when the American linguist Leonard Bloomfield published *Language*" (Katan, 2001, p. 73). Moreso, another anthropologist, Spair, was sure that "not only the importance of the social background but that future language studies would turn to a 'concept of culture'" (Katan, 2001, p. 73).

Many scholars have defined or classified cultural context. For instance, Nida has always divided cultural context into five categories: ecological cultural context, linguistic cultural context, material cultural context, religious cultural context, and social cultural context. Clair Kramsch deems that cultural context should include "tribal economics, social organizations, kin patterns, fertility rites, seasonal rhythms, concepts of time and space" (Kramsch, 2000, p. 4). Qi Yucun identifies that cultural context comprises three ingredients: 1) material culture. The various man-made material objects are typical in this group; 2) culture of systems and conventions, that is, the social norms and principles; 3) and spiritual culture, i.e., the mode and product generated through mental activities of human beings. Combined with the translated version *Peach Blooms Painted with Blood*, the cases of foreignizing translation will be studied from the perspectives of linguistic cultural context, religious cultural context, and social cultural context as follows.

2. Case Analysis on Foreignizing Translation in Certain Cultural Contexts

a. Foreignizing Translation in the Linguistic Cultural Context

Both Chinese and English are languages with long histories and have accumulated a number of cultural connotations. Different people from different regions have different life styles, different thinking patterns and habits. All of these will cause distinct thinking patterns, which get in the way of understanding works of other cultures. In the author's opinion, linguistic culture focuses on the genre of the text, the constituents of the text, idioms, proverbs, allusions and so on. The idioms, proverbs and allusions often express their significances through figures of speech which are always related to culture. In this part, the constituent parts of the text and allusions are chosen for analysis.

Traditional Chinese drama, especially Kunqu Opera, is quite different from drama in Western countries. If you have ever read any Western drama, you would have found that the form is very different and there are some tune names which control the tune of the episode. For example, in comparing G. B. Shaw's *Major Barbara* and *Peach Blooms Painted with Blood*, the differences are very obvious. Upon reading Xu's translation, different sizes of words and some boldfaced letters are in the drama. Singing, speaking, acting and acrobatic fighting are four kinds of artistic means in drama performance and they are what the different sizes of words and boldfaced letters refer to. There are thousands of tune names in Kunqu Opera, in which every tune name holds a type of tune and they cannot be used at random. In the following, some instances will be given.

Example 1

【渔灯儿】闹端阳，正纷纭…… (Xu, 2012, p. 202)

(Singing to the tune of *Fisherman's Lantern*):/On the Dragon Boat Day/ We see all on display……（Xu, 2012, p. 84）

Example 2

【沉醉东风】记得一霎时娇歌兴扫，半夜里浓雨情抛；……(Xu, 2012, p. 214)

(Singing to the tune of *Intoxicated in the East Wind*) I still remember songs no longer sung in my bower,/Your midnight love brings no more fresh shower/ For my thirsty flower…… (Xu, 2012, p. 101)

Example 3

【懒画眉】为甚的玉真重溯武陵源，也只为水点花飞在眼前……(Xu, 2012, p. 230)

(Singing with fan in hand to the tune of *Idly Penciled Eyebrows*) Why should the beauty come back where peach petals fly, /For water sprinkled on the flowers before the eye?...... (Xu, 2012, p. 125-126)

Here, *Fisherman's Lantern, Intoxicated in the East Wind, Idly Penciled Eyebrow* are randomly selected from *Peach Bloom Painted with Blood*. All of them are called tune names in traditional Chinese drama. In the translated works of Chen Meilin and Shi Junshan, the translators omit this part, while Xu Yuanchong respects the original culture and transfers it into the translation adding to the strangeness.

Allusion is an attribute of every language and culture which have been generated through the ages. Every allusion has the profound cultural connotation and rich national colors. Since Britain and China have experienced thousands of years, they have unique and vivid metaphorical devices to depict concrete or abstract concepts, such as entities, events, emotions and so on. Sometimes these concepts are similar but sometimes they are not. Following are several examples of gaps in expressed allusions:

Example 4

……这当垆红袖，谁最温柔，拉与相如消受。（Xu, 2012, p. 154）

……Who will enjoy the pure delight/Of the rosy-sleeved beauty fair and bright? （Xu, 2012, p. 17）

In this example, there are two characters in the line, in which there is one named Xiangru who is obviously Sima Xiangru. And "当垆红袖" implies Zhuo Wenjun who is Sima Xiangru's lover. Sima Xiangru is a famous scholar in Han Dynasty (about 2nd century B.C.). In a banquet, Sima Xiangru fell in love with Zhuo Wenjun without her father's permission. And then they eloped to Chengdu. Here, this sentence is used to allude to Hou Fangyu and Li Xiangjun. Zhuo Wenjun loved Xiangru very much that she gave up a rich and comfortable life at home, and went to Chengdu with Sima Xiangru. The latter was so poor that Zhuo Wenjun had to sell wine to make ends meet. Using this allusion to describe Hou and Li, make allusion to a happy life. Xu refined and translated 当垆红袖 as "the rosy-sleeves beauty", rather than a foreignizing translation. On the one hand, he kept the original image and transferred the information in the source culture in order to make readers understand the implication of the images. This fully demonstrates the advantage of using this allusion in the original text. On the other hand, the way he opted to express the protagonists' emotion is implicit, which is contrary to Western device. So, we can say that to Westerners, this is a creative way to show feelings. Although this may be an obstacle for a foreign audience to comprehend its connotation at the first time, everyone likes beauty. It enlightens them to the new image of beauty, encouraging them to explore the experience. During this process, the audience will gradually understand tacitly and the strangeness at the same time evaporates.

Example 5

……留着他燕子楼中昼闭门，怎教学改嫁的卓文君。（Xu, 2012, p. 204）

She shuts herself up in the Swallow's Tower. / Why with another lover will she stay? (Xu, 2012, p. 86)

The place where Li Xiangjun lived in is the warm green bower. Kong Shangren, expressed 燕子楼, implies her dwelling. 燕子楼 is the building of Zhang Jianfeng, a Marshal of Tang Dynasty, built for his concubine Guan Panpan, a famous courtesan in Xuzhou. After Zhang died, Guan Panpan insisted on staying in the building and lived in widowhood for him. Xu Yuanchong translated the name as "the Swallow Tower", by which he brought the special cultural element into Western culture. This is a strange place for the foreign readers, but by following the story of the building, they can gain a comprehension of this connotation.

What's more, there are many cases like 白头吟 "song of white hair" implying Sima Xiangru loved others after he married Zhuo Wenjun., 初教瘦马 "begins to drill horses bare", horses refers to courtesan according to the custom of Yangzhou city of China, 天子 "the son under the sky" referring to the emperor in ancient China and all that. Nida had ever said that all languages have the potential for outstanding aesthetic expression. Nowadays, people live in a diverse world, so everybody should respect other cultures and then reap the benefits of a harmonious world. Translators have the essential role of bridging different cultures. Linguistic culture is a valuable treasure among cultures, and can be preserved by foreignization translation.

b. Foreignizing Translation in the Socio-Cultural Context

Socio-cultural context is the social cultural pattern that language lives by, which involves ideology, ethnological psychology, thinking patterns, customs and habits, along with universal ethical principle, etc. Before translating, what the translators should possess the necessary knowledge relating to the history and society between both the source text and the target text. Make the discrepancy of the social cultural context between both languages clear and the translation can be much more authentic and perfect. Here, the focus is on customs and habits to illustrate the use of foreignizing translation in *Peach Blooms Painted with Blood*.

Example 6

【锦缠道】望平康，凤城东、千门绿杨。一路紫丝缰，引游郎，谁家乳燕双双。（Xu, 2012, p. 146）

（Singing to the tune of *Silk-Paved Way*）: I look up and down/ East of Phoenix Town, / from door to door stand willow trees./ I flip my violet whip/ All the way in my trip,/ Swallows in pair fly in the breeze. Xu, 2012, p. 6)

"Feng cheng" in the drama refers to Nanjing, the capital of the Ming Dynasty. Here, Xu uses the foreignizing translation method to translate it into "Phoenix Town", not revealing any information about it to the readers. However, some clues indeed exist between the lines. Firstly, "from door to door" implies that many people live here and it is a prosperous place. Secondly, it is a very important point that both the Chinese dragon and phoenix are the totems reflecting Chinese characteristics. Therefore, phoenix, together with Loong (Chinese dragon), always used to describe things related to the royal family in Chinese culture, which is taboo for common people. In the feudal society of China, if a common person or the official wears a yellow robe on which is embroidered the pictures of Loong, he will be regarded as traitorous and then be executed when found. Since patriarchalism prevailed in China in feudal period, most references are males. Women except for the emperor's wives were forbidden to use phoenix symbols. Through this analysis, it is not difficult to assume Phoenix Town is the capital Nanjing. In order to retain the original culture and give some exotic experience to foreign readers, Phoenix Town is an appropriate translation. Shi Junshan translates it as "the ancient palace", which is easy to understand but deprives the readers of the original culture. In a word, Xu's translation meets the standard of foreignization.

Example 7

……请老爷同到洞房，唤他出来，好饮扶头卯酒。（Xu, 2012, p. 160）

…….Would you please go to their nuptial chamber and drink their wedding cup together with them? (Xu, 2012, p. 26)

Example 8

……我立志守节，岂在温饱。忍寒饥，绝不下这翠楼梯。(Xu, 2012, p. 211)

……I am determined to be true to Master Hou. How could I care for food and dress? /It is nor hunger nor cold for which I care. / I am determined not to go there. (Xu, 2012, p. 97)

These two examples are related to the wedding customs in China, ancient China in particular. It is known to all that the Western wedding protocol is not as complex as that in China. The situation in the former example is Yang Longyou, one of the match-makers of Hou Fangyu and Li Xiangjun, visited the newlyweds on the morning of the first day after their wedding ceremony. There is a custom that newlyweds need to drink some wine on the morning of the second day.

What's more, Confucian values and moral system have a great influence on Chinese culture. In accordance with Confucianism, the wife should submit herself to her husband unconditionally. Attitudes towards married couples are quite reserved and conservative. In ancient China, for example, if the husband gets lost or dies, the wife is not allowed to remarry. In the latter example, Hou Fangyu has been gone for three years, and Ruan Dacheng asked Li Xiangjun to marry another official, Tian Yang, despite her resistance so as to get revenge on her. Xu adopts "determined" and "nor hunger nor cold for which I care" to embody Li Xiangjun's determination to wait for her husband. Both of these two cases are perplexing for foreign readers. In Western countries, people take individualism seriously. They find it inconceivable that one person loses freedom to another person. Xu Yuanchong, unlike some translators who try their best to adapt the source text to cater for readers, breaks the common principle of Western countries and gives new insights into another life style and culture.

Foreignization translation can help maintain the source culture during translation. Moreover, texts and their socio-cultural context are interdependent on each other. Without the background, readers cannot catch the exact meanings. Translation, especially literature translation, should be comprehended in the socio-cultural context, as well as explored in its connotations. Only in this way, can one appreciate the cultural aspects of translation in the target language. It is a good choice to understand the foreignizing translation version on the certain context.

c. Foreignizing Translation in the Religious Cultural Context

Religious culture has a special place in society and is an important component of human culture. Almost every nation has its religions beheld. Religious culture includes a people's belief, religious system, religious works and rules (Meng, 2012). Religious culture has distinctive national features and different religions reflect different types of culture. As we all know, the *Bible* and the myths in Greece and Rome are the two sources of Western culture, while Buddhism and Taoism are the two religions having the greatest influence on Chinese culture. Buddhism is marked implicitly or explicitly in Chinese ancient drama with respect to genre and implication. The theorist Zhu Quan of the Ming Dynasty classified Yuanqu opera into twelve kinds among which two are types mainly related to Taoism. (Xu, 2012) Thus, when translating Chinese traditional drama, religious culture must be considered. Next are some examples in religious cultural context: "是他天公不费买花钱，则咱心上人有啼红怨。"(Xu, 2012, p. 230) "To buy flowers Heaven need not pay, / It cares not for my bloody tears shed on the way,"(Xu, 2012, p. 126) "或者天恩见怜，放奴出宫，" (Xu, 2012, p. 231) "I only wish Heaven would set me free."(Xu, 2012, p. 127) "竟是长斋绣佛女尼身，怕落了风尘。"（Xu, 2012, p. 204） "Like a Buddhist careless of everything." (Xu, 2012, p. 87) "阿弥陀佛。"（Xu, 2012, p. 148）"Buddha is blessed!" (Xu, 2012, p. 10)

From the above four examples, it can be seen that Buddhism has marked influence on the writing and translating of this work, *Peach Blooms Painted with Blood*. In the first two examples, 天公 and 天 are translated as "Heaven", not the equivalent word "God" in English (in some way the two words are equivalent), as Buddhism is believed by Chinese. Li Xiangjun was selected as a songstress and entered the imperial palace. She missed Hou Fangyu so much that she prayed to Heaven for a chance to be free again, showing that she believed in Heaven implicitly. This is applicable to most Chinese. This is applicable in the next two examples. Perhaps, 佛女尼身 is similar to "nun" or "sister" in English, as nuns of the Roman Catholic and Eastern Orthodox churches have some identical behaviors. Xu translates Buddhist as a person whose religion is Buddhism. 阿弥陀佛 is an expression the disciples used to pray for shelter. While in English-speaking countries they may say "God bless you!" or something like that. American president Barack Obama said "May God bless the United States of America!" in his first inaugural speech, which is a good case in point. However, if the expression in the drama is translated "God" not "Buddha", although much easier for the audience to understand, makes the followers seem to be Christians not Buddhists. It is not faithful to the original text and does not respect the source culture. From these examples, we can see that Xu maintains the original religious color through foreignization. The images containing cultural connotation should be and only could be translated through foreignization to keep the Chinese cultural elements, to realize the cultural communication, not to cater to the target culture (Zhang & Gao, 2020).

IV. Conclusion

Different contexts and cultures' atmospheres lead to different literary and cultural interpretations of social phenomenon, or the same part of the literary work. They will restrict the choice of works, the translation standards, and methods. After selecting the translated works, the translators will choose translation methods in accordance with their translation purposes. If they want to introduce an exotic culture, they will choose foreignization; if they intend to inspire the readers or audience, they will choose domestication. In *Peach Blooms Painted with Blood*, the style, drama, indicates performance before an audience. Xu Yuanchong translates according to the principle that the readers or the audience can get an approximate comprehension of the material. However, after analysis, it can be shown that, as Xu said, transferring some Chinese cultural information to Western culture and gives foreigners a new insight to Chinese culture, especially ancient culture. From the illustration above, we can know that in the linguistic, social, and religious cultural contexts of Chinese, the objects have different connotations from those in relevant Western cultural contexts, which can affect the translation. Xu Yuanchong employs the foreignizing translation method and shows it to the readers and audience, which is a good way to spread Chinese culture and improve foreigners' cognition of it. The gap between two cultures cannot be ignored, and those who tend to read or enjoy the foreign works are already prepared to accept exotic cultures. Translators should not omit or adapt the cultural information in the source text only to cater to readers. Foreignization needs to be considered while delivering the original information to the readers.

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Representament and Object (RO) Marking Iconicity Relationship in *Wardah* Cosmetics Commercial TV Advertising

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Abstract**—This study aims to examine the relationship between representament and object iconicity in *Wardah*'s cosmetic commercial television commercials, which include shampoo, BB cream, mascara, lipstick, and social activities. *Wardah* cosmetic commercial television commercials attempt to construct consumers using the concept of "Beauty from the heart". Meanwhile, the beauty of cosmetic users is always visible physically. Thus, it cannot be proven to be real beauty from the heart when someone uses cosmetics. This study uses a qualitative descriptive method to analyze data in the form of verbal and nonverbal text. The researcher uses Charles Sander Peirce's semiotic theory which divides the signs according to the relationship between the representament (sign) and its object (marker) into icons, indexes, and symbols. The results of this study indicate that beauty can be classified into two categories, namely physical beauty and psychological beauty. Physical beauty relates to the body and the head. There are four parts of the head which are icons of beauty for a young woman: 1) the hair, 2) the facial skin, 3) the eyes, and 4) the lips. Meanwhile, psychological beauty is a beauty from the heart that is manifested in the form of attitudes during social activities. In addition, young women as users of *Wardah* cosmetics are represented by the use of youthful vocabulary and language typical of the millennial generation.**

Index Terms**—semiotics, representament, object, beauty, cosmetics advertising**

I. INTRODUCTION

Advertising is a means of communication between producers and consumers; it is a promotional medium for a product, service or other service delivered through certain media. Advertising aims to persuade the audience (the public) to want and to use the products it offers. Therefore, the choice of words and language styles used by advertisers can have multiple interpretations. Works read through the internet media are categorized as cyber literature (Rahman, 2017).

Advertisements (ads) try to seduce consumers through the images that are displayed. Advertisers construct their messages based on a wealth of cultural signification present in their society by using verbal and nonverbal texts (Rahmaniah, 2012). In addition to words and language, advertisements also use symbols and signs displayed by the advertiser. The words and language used are called verbal texts. Meanwhile, the signs that do not use language are called nonverbal texts.

The signs visualized in advertisements can be analyzed to elicit their meaning. From this perspective the researcher needs to interpret the meanings and symbols in the visual content of advertisements. This approach can be applied to the advertisements of the cosmetics company *Wardah,* enabling these advertisements to be interpreted by identifying the signs contained in the text (both verbal and nonverbal) in order to elucidate the meanings of these signs.

Wardah's advertisements are mainly aimed at influencing consumers through social media and try to construct consumer's self-perception using *Wardah's* concept: inner beauty. That concept leads to the main issue addressed in this study, which is to examine the ways in which the advertisements connect the concept of beauty from within to external beauty in the form of physical appearance, specifically in the sense that cosmetic users are portrayed as looking physically beautiful (Abidin, 2018). The physical body parts placed on display that are considered to be beautified by the use of these cosmetics are the hair, facial skin, eyes, and lips. Meanwhile, the concept of being beautiful from within cannot be proven physically but psychologically. Inner beauty is character. Furthermore, the character is constructed through behavior, both verbally and nonverbally.

Pierce introduced the popular semiological model, which is based on the concept of meaningful triangles or relationships between the Interpretant, the Representament and the Object (Hoopes, 2014). Based on this concept, a semiotic study perspective can be adopted to analyze the signs visualized in advertisements in order to understand their meaning. The researcher decided to adopt a semiotic approach to interpret the R-O relationship marking through visualization in *Wardah's* advertisements. *Wardah's* advertisements are interpreted by identifying the signs contained in the text (both verbal and non-verbal), so that the meaning of the icon will be seen through these signs.

This research is needed because there are differences in the concept of *Wardah* cosmetic advertisements in terms of the advertisement content and what is being advertised. The concept of being beautiful from the inside is different from the beauty from the outside, with the latter directly influenced by the use of cosmetic tools. Beauty from the inside relates to attitudes and behavior, while beauty that results from using cosmetics is purely physical beauty (Abidin, 2018). To address this issue, the study aims to examine the relationship between the marking of Representament (R) and Object (O) beauty iconicity. The beauty icon in *Wardah* cosmetics is closely related to the body on the head. In other words, there is a relationship of beauty iconicity on the part of the head, namely the hair, facial skin / face, eyes and lips.

In connection with this study, there are a number of previous studies addressing similar issues. Semiotic research by Osianita (2015) on Mustika Ratu Cosmetics *Color Trends* product advertising concludes that the meaning of *Mustika Ratu's* advertisements as a whole is to give a message to readers that applying the *Color Trend* products to women's faces will make women look beautiful and enchanting. The study by Djamereng (2018) on television advertising by *Wardah* and Total Almeera concluded that there is an obligation for Muslims to consume halal and good food and drinks (Machmud, et al., 2021). Meanwhile, Situmeang (2015) studied the representation of women in *Wardah* Cosmetics television commercials, providing a semiotic analysis of Roland Barthes *Wardah* campaign "*Inspiring Beauty Version True Colors"* which complements the two afore-mentioned studies, and concludes that the *Wardah* advertising denotation of *True Colors* illustrates that women who use *Wardah* cosmetics can inspire others.

From the above review, it appears that none of the previous studies have fully discussed *Wardah* cosmetics advertising in terms of semiotic linguistics. In order to remedy this lack, the authors conducted research to investigate the relationship between the marking of Representament (R) and Object (O) signs of beauty icons in *Wardah* Cosmetics commercial TV advertising, with a particular focus on the iconic beauty of the eyes and the lips..

II. Methodology

This study aimed to examine the relationship between representaments and iconic objects in *Wardah*'s cosmetic commercial television advertisements for products including shampoo, BB cream, mascara, and lipstick, and their relation with social activities. There are four parts of the head which are icons of beauty for a young woman, namely 1) the hair, 2) the face/facial skin, 3) the eyes, and 4) the lips. Meanwhile, psychic beauty is the inner beauty that is manifested in the form of a woman's attitude during her daily social activities.

Data were collected from primary and secondary sources. Primary sources include data obtained by downloading information on *YouTube* channels and / or commercial television related to *Wardah* cosmetic products, especially shampoo, powder, mascara, and lipstick. Secondary sources (supporting) data were collected through observation, questionnaires by using *Google forms*, as well as other documentation such as brochure, leaflet and online promotion.

Once the data had been collected, the researcher used several observation techniques. The listening technique involved watching TV commercials of about 30-40 seconds. After downloading TV commercials on the videos, researchers make observations for retrieval of both verbal and nonverbal text data by means of screen captures. The data were then sorted and grouped according to this classification. Once the data were classified, the final step was to analyze the data based on semiotics theory.

III. Literature Review

The semiotic theory can be used to analyze advertising materials because it is considered appropriate for studying the various verbal and nonverbal signs contained in advertisements. Charles Sanders Peirce's semiotic theory emphasizes the logic and philosophy of the signs present in a given society. According to Peirce, logic must learn how people reason. Fundamental reasoning is done through signs relating to other people, and giving meaning to what the universe displays.

Furthermore, Peirce identified the elementary particles of the sign and recombined all the components in a single structure. A sign or representament is something that represents something else in some way or capacity. That something else is called the interpretant, and refers to a particular object. Thus, a direct sign has its interpretant and object (Wibowo, 2013) and is a combination of entity processes (in the form of representations) with other entities called objects.

Peirce calls it the triangle meaning theory. (1) A sign is something that has a physical form that can be grasped by the five human senses and is something that refers (represents) other things outside the sign itself. This reference sign is called an object; (2) The reference to the sign (object) is the social context that becomes the reference of the sign or something that the sign refers to; (3) The user of a sign (interpretant) is the concept of thinking of people who use a sign and lower it to a certain meaning or meaning that is in someone's mind about the object referred to by a sign (Peirce, in Situmeang, 2015).

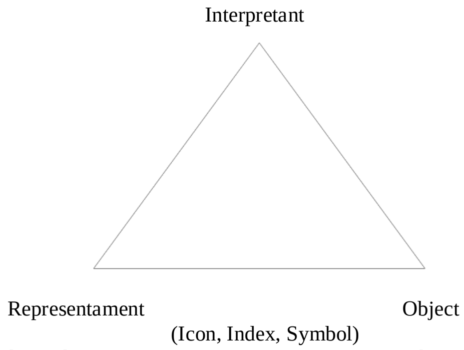


Figure 1: The relation between Representament, Interpretant and Pierce of Semiotics

Icons are sign whose markers and markers indicate that they exist or are natural, that is, the markers are the same as the markers. The relationship is a relationship of equality, for example a picture of a person, a portrait or a painting. This study uses Charles Sanders Pierce's semiotic approach as a theoretical basis. Pierce's theory of semiotics is pragmatic, namely semiotics which studies the relationship between signs and their interpreters or users (Budiman, 2011, p.4).

Icons are sign whose relationship between the signifier and the signifier is simultaneous in its natural form. In other words, an icon is a relationship between a sign and an object or a reference that is similar (Sobur, 2004, p.41). Basically, an icon is a sign that can describe the main characteristic of something. An icon is a physical object (two or three dimensions) that resembles what it represents. Pierce's interpretant object sign model is an icon in his attempt to reproduce in concrete the abstract relation structure between its elements.

The marking relationship is a sign (representament is something that replaces something for someone in some way or in its capacity. It agrees to someone, meaning that in that person's mind another equivalent sign / a sign that is more developed is created (Budiman, 2011, p.73; Rahman & Weda, 2019).

The verbal and nonverbal texts presented in the ad tagline are very constructive when compared to the types of products and can be used as a reflection of what is happening in society, such as the use of *Wardah's* cosmetics. This social phenomenon is often captured as social codes to serve as the background for the reality of relationships in advertising representations. Each advertisement has its own way of representing and forming an icon to be conveyed to consumers. It is hoped that this will lead to suggestions for consuming the advertised products.

The benefits that can be obtained from this research include 1) theoretical benefits and 2) practical benefits.

IV. Discussion

A. Analysis of the Relationship between the Representament and Object Iconicity

The analysis of the relationship between the representament and its object of iconicity in *Wardah's* Cosmetics TV advertisement has a correlation with body organs on the head. The relationship between RO icons, indexes, and symbols in social activities show that there are several RO relationships between icons, indexes and symbols:

(1) The icons in *Wardah's* cosmetic advertisements are: 1) the beauty icon in the hair section; 2) the beauty icon for the face; 3) the beauty icon for the eyes; and 4) the beauty icon for the lips.

(2) Index in *Wardah's* cosmetic advertisements includes: 1) the hair care behavior index; 2) the facial skin care index; 3) the eyelash care index; 4) the lifestyle index of upper and lower strata of society; and 5) a health index (symptoms of acne, lip care).

(3) In the *Wardah's* cosmetic advertisements, there are several symbol types: 1) beauty symbols, 2) religious symbols, 3) corporate symbols, and 4) social symbols.

Iconicity is an important phenomenon in semiotics. For Pierce, the icon is a sign based on similarity (resemblance) between the representament and the object, whether the object actually exists or not. However, in fact icons do not merely include realistic images such as paintings or photographs, but also expressions such as graphics, schemes, geographic maps, mathematical equations, even metaphors (Budiman, 2011. p. 56). Pierce characterizes the icon as "a sign that (stands for) something simply because it resembles it", as a sign "partaking in the characters of the object"; or as a sign whose "quality reflects the object, evokes analogous sensations in the mind because of the likeness" (Budiman, 2011, p.62). Various iconic signs are scattered around us in everyday life. In *Wardah's* cosmetic advertisements, hair, facial skin, eyes and lips are the icons of a woman's beauty. What an iconic, but sometimes unthinkable, sign of our life.

Icons are signs that are based on the similarity between the sign (*representament*) and the object, although they do not rely solely on "naturalistic" imagery as it is, because graphical schemes or maps are also considered icons (Budiman, 2011, p.23). The type of sign that is based on the *resemblance* is an iconic sign, and the symptoms can be called iconicity (Sari, 2014). Icons are not only signs found in visual communication (Weda, et al., 2021), but also in almost all semiotic fields, including in language (Budiman, 2011, p. 62).

Pierce classified the types of icons in a tripartite manner, namely image icons, diagram icons, and metaphorical icons. The metaphor icon (*metaphor*) is a meta-sign (*metasign*) whose iconicity is based on the similarity or similarity between the objects of two symbolic signs (Budiman, 2011, p.66; Hasyim, 2015). Metaphors are icons based on the similarity between objects of two symbolic signs (Budiman, 2011, p.74). It is usually in the form of a similarity relationship abstract relation such as similarity of properties. Icons are not always based on similarities as in everyday "lay" understanding, but also similarity in terms of abstract relations or structural homology (Budiman, 2011, p. 62). Abstract relations can be similarities of properties. This paper will discuss icons in metaphor, based on the examples shown in Fig.1 which cover the icon, index and symbol classes listed above.

a.

F2

Verbal text in the form of an expression:
Upi, "Udah stop, ga usah pakai *slowmo-slowmo* lagi!

b.

F4

Verbal text in the form of writing: *Wardah* Nutrishine Shampoo. Followed by the speech text which reads: "Bu Hesty…" "Rambut tampak sehat bersinar. Bikin kamu bagai model tenar. Pakai selalu *Wardah Nutrishine Shampoo* yang halal berbahan natural; Mengandung *argan oil* untuk nutrisi rambut agar tampak sehat dan berkilau".

c.

A6

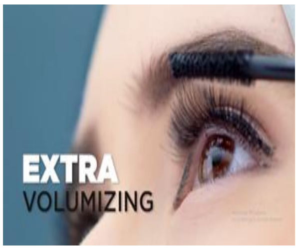
Text:
"OIL CONTROL"
Followed by the Oral language:
"dengan hasil yang matte + oil control, Hight by kilap"

d.

A9

Text:
"OIL CONTROL"
Followed by the Oral language:
"dengan hasil yang matte + oil control, Hight by kilap"

e.



H

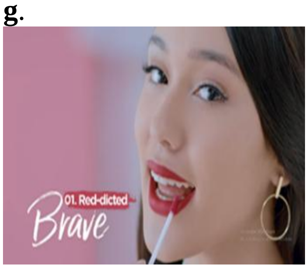
Text:
"*EXTRA VOLUMIZING*"
Narration followed:
Ekstra tebal, Ekstra lebih"

f.

B5

Text:
"Wardah Eyexpert Optimum Hi-Black Liner"
Spoken Language: "*Wardah Feel the intensity"*

g.



E4

Text:
01 Red-dicted Brave
Followed by the verbal narrative:
"Merah, untuk percaya diri"

h.

P3

Verbal text: No Transfer

Figure 2: Verbal Texts of the Ads

B. Beauty Icon on Nutri Shin's Hair Section

The icon of beauty in hair, in pictures 1 and 2, hair as an icon of beauty. *Wardah* products reflect halal products. However, its use is not only focused on Muslim women. This is indicated by the wearing of headscarves and non-veiled costumes on advertising models.

1. Upi in the Picture a) above Is the Icon of Hair Beauty.

The screenshot of this TV commercial shows both verbal and nonverbal text. The verbal text is the expression, Upi, “Stop, don't use *slowmo-slowmo* anymore! Meanwhile, in nonverbal texts, it appears in the picture of a young woman as a canteen server, she is not veiled, is dressed in white, and has a *slowmo* appearance on her hair.

The two figures are Upi as the canteen server, and Mrs. Hesti is the canteen manager. Upi the canteen waitress is characterized as a *slowmo-slowmo* character, in the verbal text. Bu Hesti stopped Upi from continuing her action. She said “*Upi, Udah stop, ga usah pakai slowmo-slowmo lagi!*

The expression above is a form of persuasion sentence, prohibition. Even if it contradicts the principle of promotion in advertising, that statement makes canteen visitors curious. Why was Upi told to stop? The expression “*Upi, Udah stop, ga usah pakai slowmo-slowmo lagi”* is a structure of spoken language consisting of one sentence, but has two clauses, namely: 1) *“Upi, udah aksimu stop*!” (Upi, that is enough, stop your action), and 2) “*kamu ga usah pakai slowmo-slowmo lagi*!” (You don't have to move slowly anymore)

Thus, clauses (1) in common Indonesian expressions are as follows:

TABLE 1
COMMON INDONESIAN EXPRESSIONS (1)

(1.a)	“Upi, sudah, berhentikan aksimu!”
(1.b)	“Upi, sudah, berhenti aksimu!”
(1.c)	“Upi, sudah berhenti!”
(1.d)	“Upi, sudah!”

Meanwhile, the second clause (2) in official Indonesian is as follows:

TABLE 2
COMMON INDONESIAN EXPRESSIONS (2)

(2.a)	“Kamu tidak usah melakukan gerak perlahan lagi!!”
(2.b)	“Kamu tidak usah gerak perlahan lagi!”
(2.c)	“Kamu tidak usah gerak perlahan!”
(2.d)	“Tidak usah gerak perlahan!”

When the two clauses are combined in official Indonesian, they become a command sentence, namely: “*Upi, sudah tidak usah gerak perlahan!”* Thus, the expression “*Upi, Udah stop, ga usah pakai slowmo-slowmo lagi!* is a slang language sentence structure in Indonesian. Meanwhile the official Indonesian structure is different: *“Upi, sudah tidak usah gerak perlahan!”*

In nonverbal texts, young women working as canteen waiters have lively movements. Upi does not wear a head scarf as a symbol of a devout Muslim woman, other than showing the glossiness of her hair that shines black, soft, and sways loosely when blown by the wind or any movement. The flexible softness of her hair is emphasized, whether it is left free or covered by a veil.

The clothes worn by the characters are white clothes. It looks like white was chosen as an intentional color. The meaning of white in general is the same as any other color which functions as a differentiator or characteristic of an object. However, white in this ad has various meanings. White as an object in this advertisement can be a symbol;

a) White as a symbol of simplicity: canteen waitresses do not look luxurious from the clothes they wear because white T-shirt is easier to see and can be accepted by everyone. Likewise, this simplicity appears in the use of the shampoo, easy to obtain and simple in appearance, b) White means holy and/or clean. As a symbol of purity and cleanliness, the canteen servers are more agile because they are free dandruff. The cleanliness is more radiant and the hair is shiny, soft and graceful because of using the *Nutrishine* shampoo. Thus the canteen waitress looks different from the others. c) White as a symbol of courage and innocence;, canteen servers have courage and confidence; Upi is confident because she has a better appearance than others. The shine of her hair and her hair fragrance made the canteen waitress dare to appear with *slowmo-slowmo* and high self-esteem.

Young women as characters in this advertisement do not veil, which indicates modern women. It is used as an index by using the words *slowmo-slowmo.* Thus, in the R-O relationship, Upi has objects occupying the icon, index, and symbol categories: as follows.

Icon	The glossy black flowing hair that Upi shows in a *slowmo-slowmo* movement

2. Nutrishine

In the screenshot of the advertisement, the words “*Wardah* Shampoo Nutri Shin” are shown, followed by a text that reads: “Ms. Hesty…” “Hair looks healthy and shines, making you like a famous model. Always use the halal *Wardah*

Nutrishine Shampoo with natural ingredients. It contains *argan oil* to nourish your hair to make it look healthy and shiny".

The nonverbal text depicts a young woman. She wears a light blue hijab. She also has a serious face. The end of the headscarf was blown away and the headscarf reads *Wardah Nutrishine Shampoo*, and at the end there is a pack of *Nutrishine shampoo*.

In the description above, the verbal text only says *"Wardah Nutrishine Shampoo"*. The text only shows the shampoo brand. However, the text is followed by a speech which reads:

"Mrs. Hesty ...". The call from Upi, the canteen waitress to her boss, is a familiar greeting. Then, Mrs. Hesti looked back while walking. This is to show the *slowmo-slowmo* displayed by Bu Hesti. In such a display followed by a narrative by the advertiser in the form of an expression in a few sentences as below:

TABLE 3
NARRATIVE EXPRESSION IN INDONESIAN SENTENCES

(1)	Rambut tampak sehat bersinar.
(2)	Bikin kamu bagai model tenar.
(3)	Pakai selalu *Wardah Nutrishine Shampoo* yang halal dengan kandungan bahan natural.
(4)	Mengandung *argan oil* untuk nutrisi rambutmu agar tampak sehat dan berkilau".

The sentences mentioned in table above is a popular variety sentence which can be normally in Indonesia comment expression as follows.

TABLE 4
POPULAR VARIETY SENTENCE IN INDONESIAN VARIETY

(1.a)	Rambut (Bu Hesti) tampak sehat bersinar (Ibu Hesti's hair is glossy)
(2.a)	Tampilan rambut (Bu Hesti) seperti model tenar (her hair makes her look like a model)
(3.a)	Pakailah *Wardah* Nutrishine shampoo selalu. Shampoo ini halal dengan kandungan bahan natural (Always use Nutrishine shampoo, it is halal with natural ingredients)
(4.a)	*Wardah* Nutrishine shampoo mengandung argan oil untuk menutrisi rambutmu agar tampak sehat dan berkilau (*Wardah* Nutrishine shampoo contains argan oil to make your hair healthy and glossy)

Thus, in sentence (1.a) "*Rambut (Bu Hesti) tampak sehat bersinar*" is a perfect sentence. Sentence on no. 1 does not have a straightforward subject matter like official Indonesian. Meanwhile in sentence 2) "*Bikin kamu bagai model tenar*" is a news sentence (declarative). The second sentence uses slang language, which is actually from the formation (2.a) "*Tampilan rambut (Bu Hesti) seperti model tenar*". Sentence 3) "Pakai selalu *Wardah Nutrishine Shampoo* yang halal dengan kandungan bahan natural" is a sentence of persuasion. The sentence has the form (3.a) "*Pakailah Wardah Nutrishine Shampoo selalu. Shampoo ini halal dengan kandungan bahan natural*!". Meanwhile, the fourth sentence is an imperfect sentence because it does not have a subject. 4) *Mengandung argan oil untuk nutrisi rambutmu agar tampak sehat dan berkilau*". This sentence can be corrected by adding a subject, namely (4.a) "*Wardah Nutrishine shampoo mengandung argan oil untuk menutrisi rambutmu agar tampak sehat dan berkilau".*

Therefore, in the sentences above it can be stated that the sentence structure and the choice of words made by the advertiser are consonant with teenage slang language usage.

Meanwhile, the nonverbal text section shows the picture of a young woman wearing a light blue headscarf. She appeared with a serious face and stepped back after the dialogue. In her steps, Mrs. Hesti also did *slowmo-slowmo*. The end of the hijab blows in the wind and at the end is the *Nutrishine Shampoo* packaging. Thus, the iconic relationship to *Nutrishine*

Icon	Image of a young woman in a veil blowing in the wind indicates bright, glossy hair; even when covered with a head scarf, her hair feels healthy, fresh and glossy.

C. Iconicity on the Face / Facial Skin

With respect to the facial skin, there is iconicity, in that beauty is marked iconically by the condition of the facial skin. There is the sense that a beautiful person is always marked by refinement, cleanliness, and joy shown on the face.

1. Oil Control

The beauty icon of the face / facial skin can be seen in the data for young women who are veiled and those who are not veiled. This is reflected in the advertisements, so the researchers used screenshots of women who are veiled and not veiled. In the screenshot, there is the text: "OIL CONTROL" followed by spoken language "with a matte finish + oil control".

Nonverbal text: the image of a young woman holding a paper, with a bright and smiling face, depicting after using light blue BB cream paper as the oil control tool is opened.

In the verbal text, there is *"Oil Control"* followed by the speech text: "with a matte finish + oil control". The phrases and expressions in this advertisement use a mixture of English and Indonesian.

TABLE 5
A MIXTURE EXPRESSION IN INDONESIAN-ENGLISH PHRASE

(1)	*"Oil Control"* in written form is in the form of a phrase, namely (a tool to control skin oil) a tool used to determine whether a person's face is oily or not. Because there are various types of faces, some are oily and some have dry skin.
(2)	"*Dengan hasil yang matte + oil control, hight by kilap*" (With a matte finish, controlling oil, and avoiding make-up that contains oil so that the skin doesn't get more shiny)

Even though the final result is *matte*, this make up product will not make your skin look dry, because this product is claimed to contain active minerals that can keep skin moist even when in an air-conditioned room. This product also protects the skin from being exposed to direct sunlight.

The use of make-up is different for each person, depending on their skin type. The messaging is that, especially for those of you who have oily skin types, you should avoid make up that contains ingredients such as mineral oil or petroleum jelly so that your skin doesn't get shiny. These ingredients can even cause a dull face and spots/ acne breakouts. So, to avoid this, use *Wardah* make-up products. This product is perfect for oily faces.

In nonverbal texts, a young woman with a bright face is holding a blue paper as a test for oil on the face. The paper functions as an "Oil Control". The woman is smiling, describing the result of using *BB cream.* Thus, the R-O *oil control* relationship has the objects occupying its icon, index, and symbol components, as follows:

Icon The use of *BB cream* results in a bright, matte and non-oily facial skin, as evidenced by the facial oil tester shown in the picture.

2. Feel the Brighter You

TABLE 6
KIND OF TEXT, NONVERBAL AND VERBAL TEXT OF THE TEXT

Text	*Feel The Brighter You*! Followed by spoken language: *"Feel the brighter you"*
Nonverbal Text	A9.1 Image of two young women A9.2 A young woman with a headscarf, light blue dress, bright smiling face, and pure white face. A9.3 Young women not veiled, dressed in light blue, loose hair, clean white faces, cheerful laughter.
The Verbal Text of The Text	*"Feel The Brighter You!"* (Feel the joy and brightness of your face), followed by the phrase: *"Feel The Brighter You".* (Feel the joy and brightness of your face).

In verbal texts, both spoken and written language, there is a repetition of concepts. In Indonesian, a repetition is used to emphasize something / key information to be conveyed. The text is in full English. This expression is used to convince speech partners or customers to want to use the *BB cream* products offered.

Feel The Brighter You can hide acne scars, also known as dark spots. These scars arise due to the habit of squeezing or peeling pimples. *Dark spots* (blemishes) caused by acne scars are very disturbing for young women. The advertisement implies that this make up is able to disguise the acne scars.

In the nonverbal text, it shows two cheerful young women with different costumes, one wearing a head scarf, one not. The young woman wearing a headscarf has a light blue dress, bright smiling face, and pure white face. Meanwhile, the model who was not veiled, is dressed in light blue, has loose hair, and a white face. Both were clean and laughed cheerfully.

Thus, the R-O relationship, *Feel The Bright You* has the objects occupying its icon, index and symbol categories as follows:

Icon Feel the joy of confidence about your face after using the *BB cream* treatment.

D. Wardah Advertisement Iconicity about the Eyes

The first example on the iconicity of *Wardah's* cosmetic advertisements on eye make-up in relation with mascara might be found in the following table:

TABLE 7
WARDAH'S COSMETIC ADVERTISEMENTS ON EYE MAKE-UP (1)

Text	*"EXTRA VOLUMIZING"*
Narration followed	*Ekstra tebal, ekstra lebih*". The verbal text shows that 1) *"Extra Volumizing"* (extra) followed by speech, and 2). "*Ekstra tebal, Ekstra lebih*". (Extra thick and more extra) This means that with the use of *extra volumizing* the eyelashes can be thicker and darker.

In verbal text number 1 is English. Meanwhile the spoken language (number 2) is the Indonesian language translation of number 1. The use of writing and expressions is in the form of phrases, with written verbal texts using English, meanwhile the spoken language expressions use Indonesian The text is written *"Extra Volumizing"* in English, meaning extra thick eyelashes.

The use of nonverbal text shows how to use mascara correctly, so that the eyes look perfect. The image background uses a dark blue color and highlights the contrast with the black mascara and eyelashes. In addition, the white color of the face also appears clearer. The color composition in the image shows blacker, thicker eyelashes. Thus, the R-O, *Extra Volumizing* relationship has objects occupying its icon, index, and symbol components as follows.

Icon	The use of Extra Volumizing mascara makes eyelashes look blacker and thicker.

E. Hi-Black Liner

With respect to the iconicity of *Wardah's* cosmetic advertisements on eye make-up, the second example used for analysis is an advertisement for eye-liner:

TABLE 8
WARDAH'S COSMETIC ADVERTISEMENTS ON EYE MAKE-UP (2)

Verbal Text	*"Wardah Eye expert Optimum Hi-Black Liner"*. Followed by the spoken language text: *"Wardah Feel the intensity"*
Nonverbal Text	1. The face of a young woman is shown in full 2. Bright gaze 3. Clear eyes 4. Eye light intact 5. Optimum Hi-Black Liner

The use of verbal text in the form of writing,

(1) "*Wardah* Eye Expert Optimum Hi-Black Liner" (the name of a product from *Wardah* cosmetics), followed by speech
(2) “*Wardah* Feel the intensity” (*Wardah* has intensity)

Both written and spoken texts use a mixture of language between Indonesian and English or just English. This kind of vocabulary is the language of “millennial” teenage girls.

Meanwhile, in the nonverbal text the appearance of a beautiful, elegant young woman's face is show against the background of the inscription *"Wardah Eye Expert Optimum Hi-Black Liner"*. Besides that, the color combination is very harmonious between the clothes, the face and the background. This is considered a perfect beauty.

Thus, the R-O, *Hi-Black Liner* relationship has the Objects occupying its icon, index, and symbol components as follows:

Icon	The young woman wearing the Optimum Hi-Black Liner looks beautiful and perfect

F. The Iconicity of Lips as Female Beauty

1) Brave Lipstick

TABLE 9
THE ICONICITY OF LIPS AS FEMALE BEAUTY

Text	Red-dicted Brave
Verbal Narrative	“Merah, untuk percaya diri”
Nonverbal Text	E4.1 Image of a young woman E4.2 Not veiled E4.3 Wearing red lipstick

In the verbal text there is writing: 1) "Red-dicted Brave" (this equates the red “red-dicted” lipstick line with bravery) followed by speech, and 2) “*Merah, untuk percaya diri*” (red, for confidence)

This expression is a translation of the concept from English into Indonesian. .This repetition of the concept using text with a similar meaning in different languages serves to emphasize the meaning or message of the text, which is "wear red, to be confident". This expression is an advertising language directed at young women in the hope that they will want to feel confident and immediately buy and use *Wardah* products.

In the nonverbal text, a young woman is shown wearing red lipstick, to be "confident". The young woman feels brave after wearing red lipstick. In addition, the confidence in young women is more visible because when they wear lipstick correctly their lips can appear to be more perfect in shape. For young women, the perfect color and shape of the lips is a symbol of beauty for their people. Thus, the R-O, *Lipstick Brave* relationship has the objects occupying its icon, index and symbol components as follows:

Icon	Young women feel confident when they wear red lipstick

2) No Transfer

TABLE 10
VERBAL AND NONVERBAL TEXT OF "NO TRANSFER"

Verbal text	No Transfer
Nonverbal Text	P3.1 Picture of a young woman's lower face P3.2 Eating a sponge cake P3.3 She has already put on lipstick P3.4 The lipstick does not smudge or transfer onto the cake

Verbal use is only written text *"No Transfer"* (does not fade). The message that the new *Lip Cream* formula [P], not fade is written in English. The use of English is dominant in the advertising language. Thus it can be concluded that the target of advertising is young women so that the use of the language is English.

The nonverbal text in the image is a visual proof that, even when eating a sponge cake, this lipstick still does not fade. The color of the lipstick on the lips does not diminish and does not fade. In the picture, a young woman demonstrates that her lipstick doesn't fade when she eats a sponge cake. Thus, the R-O, *No Transfer* relationship has the objects occupying its icon, index, and symbol components as seen as follows;

Icon This lipstick does not fade on young women even when eating cake.

V. CONCLUSION

This paper sets out to interpret *Wardah's* advertisements by identifying the signs contained in the text (both verbal and nonverbal). This research is significant for the study of the concept of beauty "*Beauty from the Heart*" in *Wardah's* cosmetic advertisements. The concepts of being beautiful from inside and beauty from the outside are two distinct concepts of beauty that *Wardah's* cosmetic advertisements attempt to put together – implying that both arise as the result of the use of cosmetic tools. Beauty from the inside is inner beauty manifested in attitudes and behavior, while beauty that results from using cosmetics is purely physical beauty. Furthermore, examining the relationship between representaments and iconic objects in *Wardah's* cosmetic commercial television advertisements for shampoo, BB cream, mascara, lipstick, and the social activities portrayed, this study found that there are several RO relationships including icons, indexes and symbols: 1) The beauty icons in *Wardah's* cosmetic advertisements are found in the hair, the face, the eyes and the lips; 2) Index signs in *Wardah's* cosmetic advertisements include the hair care behavior index, the facial skin care index, the eyelash care index, a lifestyle index of upper and lower strata of society, and a health index; and 3) Symbols in *Wardah's* cosmetic advertisements are comprised of (1) beauty symbology, (2) religious symbology, (3) corporate symbology, and (4) social symbology.

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E-assessment: Wash-Back Effects and Challenges (Examining Students' and Teachers' Attitudes Towards E-tests)

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***Abstract*—Online testing that includes multiple-choice tests and assessment of problem-solving skills is considered to be the main form of e-assessment. In comparing e-tests to paper-based tests, it is found that e-tests are more accurate and faster than the traditional method. Many obstacles represent challenges for applying electronic tests. Both teachers and students are affected by these challenges. The current paper examines both students' and teachers' perceptions towards e-tests in addition to students' wash-back effects of e-tests. It also reviews and discusses obstacles and challenges that may not only affect students and teachers but also may result from the institution, infrastructure, and curriculum. The sample of the study includes a group of secondary school students (n=75) enrolled in the schools of Al-Dawadmi directorate, KSA, and a sample of EFL teachers (N=41) working in the same governorate. Instruments include students' perception questionnaires and teachers' perceptions questionnaires to examine their attitudes towards e-tests. Results of the questionnaires were analyzed statistically using the SPSS program. Findings indicated moderate washback effects and attitudes towards e-tests students' perspectives as well as a high level of students' perceptions towards e-tests. But teachers' perceptions proved to be below average.**

***Index Terms*—Wash-back effect, Negative wash-back, E-tests, electronic assessment**

I. Introduction

In EFL classes, students show a convenient level and participation represented in their engagement with the teacher. But when examined, the level shown indicates a different predictor for success. So, in examining and searching for reasons that hinder getting high scores in exams, studies showed many effects of exams whether negative or positive. Most factors are psychological and others are logical. Effects of having exams are called washback effects. Hence, exams have different effects on both teachers and learners. The washback effect is defined as " the influence of testing on teaching and learning (Alderson & Wall, 1993). "The extent to which the implementation and usage of a test encourage language teachers and learners to do things they would not otherwise do that enhance or restrict language learning," writes Messick (1996, p. 241). According to Wall (1997, p.11), test impact refers to any of a test's consequences on persons, policies, or practises in the classroom, school, learning environment, and community as a whole. Tests can have both adverse effects, as well as wash-back. The term "positive wash-back" refers to the expected results of a test. A test, for example, may motivate learners to study more or establish a link between norms and education. Negative wash-back refers to a test's unintended and detrimental consequences. For instance, the training may place an excessive emphasis on test preparation at the expense of other activities. Individual teachers and students, as well as entire courses and programmes, might be involved in test wash-back. E-testing is a fast increasing area of e-assessment that entails delivering tests and assessments on a computer display, either utilising local or web-based technology. The current paper will examine and address obstacles and problems that may arise from the organization, facilities, and curriculum, as well as from students and teachers. The paper also discusses the wash-back impact of e-tests from the viewpoints of both students and instructors.

According to Cheng and Watanabe (2008), there are at least two major types of washback studies: those relating to traditional, objective tests, which are perceived to have had primarily negative effects on the quality of teaching and learning, and those relating to other types or areas of washback or backwash studies. The second sort of research, on the other hand, has found no impact on teaching and learning. Moreover, many of these researches have shifted their focus to figuring out how washback or backwash is employed to alter teaching and learning. The concept is rooted in the notion that tests or examinations can and should drive teaching, and hence learning.

II. Background

Tests, especially large-scale, high-stakes ones, tend to exert more influence on their stakeholders, such as learners, teachers, and school administrators (Zou & Xu, 2017).In secondary school, online assessments are becoming increasingly important. The nature of a test can have an immediate impact on the participants' expectations and attitudes toward their teaching and learning tasks. These expectations and attitudes, in turn, can influence what participants do in the course of their work (process), such as practising the types of things that will appear on the test, affecting learning outcomes.

Cheng and Curtis (2004) agree that who performs the investigation in a specific situation determines whether the results of tests are positive or negative. They also say that it is important to consider where the investigation takes place – school or university settings; were – the period and length of utilizing those evaluation practices; and how the investigation is conducted. *Why* – the rationale; and *how* – the different approaches used by different participants within the context (p. 8)

III. Studies

Han's paper (2021) examines the backwash of reformed English, drawing on theoretical models and empirical evidence from both at home and abroad. CET-6 used a questionnaire to assess learners' listening skills. The paper was surveyed using quantitative analysis techniques with 60 samples in many public universities to conduct the study. Following data collection and analysis, the authors concluded that this test has a substantial washback impact on student learning.

Ali and Hamid (2020) investigated the factors that lead to a negative washback impact on English language teaching (ELT) in Bangladeshi secondary schools. It was suggested in the study that maintaining a testing-teaching causal relationship may be too simplistic since testing and teaching are intertwined, a complex of social psychological, political, economic, and data-driven accountability variables that influence language instruction. In cases where language evaluations are assumed to impede language instruction, these findings have implications for language testing and evaluation researchers, policymakers, programme designers, and administrators.

In a Turkish EAP background, Saglam (2018) published a mixed-method study that looked at the washback effect from a locally generated, theme-based, high-stakes English language proficiency test in tertiary education. The aim was to see how much washback on teaching could be caused by an interactive theme-based English proficiency test that was designed to represent authentic language usage in Turkey's tertiary education system. Classroom observations and focus group interviews with 14 teachers from the Preparatory English Language Program were used to collect data (PEP). Observations in the classroom were also carried out. The results revealed that test effects on teaching were both positive and negative. The findings have suggested that both material and teaching methodology are affected.

The study by Hungs (2012) examined the positive and negative washback effects of e-portfolio tests on learning. This evaluation project included eighteen English as a Foreign Language (EFL) student teachers enrolled in a Master's program in Teaching English to Speakers of Other Languages. Multiple instruments were used to collect data, including interviews, observations, text analysis, and reflective journals. The results indicate that e-portfolio evaluations have positive learning washback effects, such as creating a community of practice, promoting peer learning, and improving content awareness learning. E-portfolio evaluations, on the other hand, have certain undesirable side effects, such as learning anxiety caused by wider audiences and hostility to technology.

Allen (2016) examined the IELTS Academic exam's consequential validity, concentrating on the impact of washback on learners' test preparation strategies and score gains, as well as the mediating factors affecting washback when learners in an EFL setting are not enrolled in test preparation courses. The results of the tests showed that the IELTS Test had a positive impact on learners' language abilities and test preparation strategies, especially in terms of productive skills, which learners had previously ignored in their language studies. However, to ensure positive washback in EFL situations and the absence of guidance, many mediating factors must be discussed.

Qi (2005) found that testing procedure (the format of tests) can influence the material of student learning regardless of the test designers' intentions, and that key stakeholders' goals, as well as test stakes, play a key role in the body of student learning.

Tayeb et al (2014) investigated the *washback* effect of the General Secondary English Examination in Yemen. They wanted to get a better understanding of the relationship between the washback effect and teaching and learning aspects. The study focused on eight pedagogical dimensions: four of them concerned the teachers (teaching methods, teaching experiences, content assessment, and beliefs) and four concerned the students (learning styles, learning activities, attitudes, and motivation). Instruments used included a questionnaire and a semi-structured interview. According to the findings, the test had a significant impact on learners and teachers, particularly on teaching techniques and learning styles. The study shows that the exam has a washback effect on the components of Yemen's language teaching and learning processes.

IV. Problem

COVID-19 pandemic resulted in serious problems and critical situations in all fields of life since its emergence in 2020. The field of education is affected greatly whether in giving regular sessions or in exams. As for school teaching periods, the experiment was successful to a great extent when applying the online- sessions through the platform of Madrasty and Research Teams. Still, secondary school students, as well as teachers, face the difficulty of applying the e-tests during formative and summative exams. The current research examines and uncovers the negative and positive washback effects, challenges, and attitudes towards e-tests among both teachers and students. That is to evaluate the situation and suggest solutions for more benefits and improvements.

V. Aims of Research

The current research aims at the following:

1. Examining secondary school students towards e-tests. Examining secondary school students washback effects of e-tests.
2. Examining teachers' attitudes towards e-tests.
3. Uncovering challenges and promises that face the e-tests through reviewing the literature concerning e-learning and e-assessment.

VI. Questions of the Study

1. What are secondary school students' attitudes and perceptions towards e-tests?
2. What are the washback effects of e-tests among secondary school students?
3. What are teachers' attitudes and perceptions towards e-tests?
4. What are the challenges and promises of e-tests during the phase of the COVID-19 pandemic?

VII. Hypotheses

a. There are positive attitudes towards e-tests among students of Dawadmi secondary schools
b. There are positive attitudes towards e-tests among teachers of Dawadmi secondary schools
c. There are positive washback effects of e-tests among Dawadmi secondary schools students

VIII. Method

Participants

1. Female secondary school students (n.= 47) in Al-Dawadmi city, Riyadh Province, KSA
2. Female secondary school teachers (n=9) in Al-Dawadmi city, Riyadh Province, KSA

Instruments

1. Teachers' Perceptions and Attitudes Survey (TPAS).

The survey was adopted from Da'asin (2016) and adapted to meet the data required in the current study. The TPAS was presented to several jury members (n=6) who specialized in teaching English as a foreign language and had experience in teaching online through the COVID-19 pandemic. They were asked to modify and validate the survey.

For the sake of measuring reliability, the survey was applied to a group of teachers (n=5) different from the study sample. Responses were analyzed using SPSS. Alpha Chronbach's reliability was (0.831) which means it has high reliability.

2. Students' Perceptions, and washback effects Survey (SPACES).

The survey was adopted from Meseke et al (2010) and Tayeb et al (2014) and was adapted and modified to match the data required in the present study.

The SPACES was presented to several jury members (n=6) who specialized in teaching English as a foreign language and had experience in teaching online through the COVID-19 pandemic. They were asked to modify and validate the survey.

For the sake of measuring reliability, the survey was applied to a group of students (n=30) different from the study sample. The alpha Cronbach reliability was measured using the SPSS program. It was (0.781) which means acceptable reliability.

IX. Results

Question 1:

1. What are secondary school students' attitudes and perceptions towards e-tests?

TABLE (1)
STUDENTS' PERCEPTIONS, ATTITUDES TOWARDS ONLINE TESTING.

Items	Freq	S. disagree	Disagree	Neutral	Agree	S. Agree	M.	SD	(Rank)	degree
I feel confident taking an online test.	N %	8 10.66	5 6.66	19 25.33	29 38.66	14 18.66	3.48	1.18	3	H
I feel confident using the LMS for taking different types of online test	N %	6 12	11 14.66	18 24.0	28 37.33	12 16	3.38	1.16	6	M
I do not feel anxious before the test is taken through e-learning environments.	N %	10 13.33	21 28	17 22.66	18 24	9 12	2.93	1.16	9	M
I enjoy using computers as a testing-taking assistive	N %	7 9.33	6 8	19 25.33	30 40.00	13 17.33	3.48	1.15	3	H
I enjoy using an e-learning environment for testing purposes.	N %	6 8	11 14.66	12 16s	31 41.33	15 0.2	3.50	1.20	2	H
I enjoy using the platform Madrasty as Grade Centre for testing-taking.	N %	8 10.66	10 13.33	23 30.66	24 32	10 13.33	3.24	1.17	7	M
I believe using e-learning environments is helpful for language assessment	N %	4 5.33	12 16	15 20	32 42.66	12 16	3.48	1.10	3	H
I believe using e-learning environments is helpful for e-testing	N %	8 10.66	10 13.33	10 13.33	33 44	14 18.66	3.46	1.24	4	H
I believe the online assessment is useful for taking language tests.	N %	8 10.66	5 6.66	19 25.33	34 45.33	9 12	3.41	1.12	5	H
There are Internet connectivity problems/technical hitches that may interrupt the test-taking process.	N %	6 8	6 8	11 14.66	19 25.33	33 44	3.89	1.27	1	H
I rarely receive help from the test administrators in the e-testing labs	N %	7 9.33	15 20	24 32	22 29.33	7 9.33	3.09	1.11	8	M
Weighted mean							3.40			
Std. Deviation							0.62			

Table (1) shows descriptive statistics for Students' Perceptions, Attitudes towards Online Testing, from which we find that the highest average was awarded to the items receiving ranks from 1 to 7.

Items receiving ranks from 8 to 9 were awarded a moderate level with means; 03.09, 2.93, and Std. 1.11 and 1.16. The weighted average of this section entitled: Students' Perceptions, Attitudes towards Online Testing, was 3.40 with Std. D. 0.62, which is regarded as high; since the intervals of levels are as follows:

Low level : [1-2.59]

Moderate : [2.60-3.39]

High level: [3.40-5]

Question 2:

What are the washback effects of e-tests among secondary school students?

TABLE (2)
STUDENTS' WASHBACK EFFECTS TOWARDS ONLINE TESTING

Items	Freq	S. disagree	Disagree	Neutral	Agree	S. Agree	M.	SD	Rank	degree
e-tests leads teachers to use a teaching-to-the-test approach in the class	N %	5 6.66	28 1.33	22 29.33	15 20.00	5 6.66	2.82	1.04	10	M
e-tests prevent teachers from explaining grammatical rules deductively in class	N %	10 13.33	15 20.00	13 17.33	26 34.66	11 14.66	3.17	1.28	4	M
The teacher may not pay enough attention to vocabulary instruction	N %	10 13.33	22 29.33	16 21.33	20 26.66	7 9.33	2.89	1.21	7	M
E-tests creates a huge gap between the educational curriculum and students" creativity	N %	13 17.33	14 18.66	13 17.33	24 0.32	11 14.66	3.08	1.34	6	M
The teacher uses extra-curricular materials besides textbooks to help students	N %	5 6.66	15 20	21 0.28	31 41.33	3 4.00	3.16	1.01	5	M
Students ask for learning tactics to answer multiple-choice questions	N %	5 6.66	20 26.66	15 20..00	25 33.33	10 13.33	3.20	1.17	3	M
Teachers tend to teach only the points similar to those included in the e-test	N %	12 16.00	22 29.33	20 26.66	15 20.00	6 8.00	2.74	1.17	11	M
e-tests motivate teachers to improve their methodology in teaching English	N %	6 8.00	12 16	19 25.33	30 40.00	8 10.66	2.86	1.18	9	M
e-tests discourage the use of advanced teaching methods	N %	6 8.00	12 16	19 25.33	30 40.00	8 10.66	2.88	1.17	8	M
e-tests cause dread and fear among students	N %	11 14.66	17 22.66	23 30.66	18 24	6 8.00	2.86	1.18	9	M
Students need an educational counselor for e-tests	N %	9 12.00	12 16.00	15 20.00	30 40.00	9 12.00	3.24	1.21	2	M
There is a great deal of stress on e-tests applicants	N %	9 12.00	17 22.66	14 18.66	22 29.33	13 17.33	3.17	1.29	4	M
Students are mentally dominated by e-tests thinking about how to succeed in the test	N %	7 9.33	10 13.33	18 24.00	29 38.66	11 14.66	3.36	1.16	1	M
Weighted mean							3.06			
Std. Deviation							0.58			

Table 2 shows descriptive statistics for Students' washback effects towards Online Testing. We can see that all items received a moderate average with a general weighted mean of 3.06. It is considered as a moderate average.

Question 3

What are teachers' attitudes and perceptions towards e-tests?

TABLE (3)
DESCRIPTIVE STATISTICS FOR "TEACHERS' ATTITUDES AND PERCEPTIONS TOWARDS E-TESTS".

Items	**Freq**	**S. disagree**	**Disagree**	**Neutral**	**Agree**	**S. Agree**	**M.**	**SD**	**Rank**	**degree**
I think it is appropriate to allow students to try before they finally attend the E-exam.	N %	16 39.02	2 4.87	4 9.75	11 26.82	8 19.51	**2.82**	**1.64**	1	M
Drafting the paragraphs of the E-exam in the form of multiple-choice questions is appropriate.	N %	15 36.58	7 17.07	5 12.19	9 21.95	4 9.75	**2.46**	**1.45**	10	L
The number of electronic exam questions is sufficient.	N %	19 46.34	3 7.31	4 9.75	10 25.39	5 12.19	**2.48**	**1.56**	9	L
The electronic exam system is clear and specific.	N %	16 39.02	3 7.31	7 17.07	11 26.82	4 9.75	**2.60**	**1.48**	5	M
Students do not feel worried when using the computer.	N %	16 39.02	6 14.63	2 4.87	12 29.26	5 12.19	**2.60**	**1.54**	5	M
E-exam helps extract results quickly.	N %	17 41.46	2 4.87	24.87	11 26.82	9 21.95	**2.82**	**1.70**	1	M
E-exam is serious.	N %	15 36.58	6 14.63	6 14.63	10 25.39	4 9.75	**2.56**	**1.44**	6	L
E-exam regulations are clear and easy to understand.	N %	16 39.02	0	5 12.19	1843.9	2 4.87	**2.75**	**1.47**	2	M
E-exam times are suitable for students.	N %	17 41.46	4 9.75	5 12.19	13 31.7	2 4.87	**2.48**	**1.43**	9	L
E-exam results are reliable.	N %	16 39.02	8 19.51	4 9.75	12	1 2.43	**2.36**	**1.33**	13	L
E-exam does not affect students' success in the comprehensive exam.	N %	17 41.46	6 14.63	5 12.19	13 31.7	0	**2.34**	**1.31**	15	L
E-exam measures what it is intended to measure(valid).	N %	17 17.07	6 14.63	5 12.19	13 31.7	0	**2.51**	**1.45**	8	L
E-exam is effective.	N %	17 17.07	3 7.31	7 17.07	11 26.82	3 7.31	**2.51**	**1.48**	8	L
Students do not need external help when using the computer.	N %	18 43.9	3 7.31	3 7.31	15 36.58	2 4.87	**2.41**	**1.46**	11	L
E-exam enjoys consensus.	N %	19 46.34	3 7.31	4 9.75	13 31.7	2 4.87	**2.53**	**1.38**	7	L
E-exam helps control the quality of the comprehensive exam.	N %	16 39.02	2 4.87	10 25.39	1126.8 2	2 4.87	**2.51**	**1.46**	8	L
E-exam limits cheating attempts.	N %	17 17.07	5 12.19	2 4.87	15 36.58	2 4.87	**2.07**	**1.33**	16	L
The distribution of scores on E-exam papers is fair.	N %	23 56.09	2 4.87	7 17.07	8 36.58	1 2.43	**2.65**	**1.55**	4	M
The philosophy of shifting towards an E-exam is justified.	N %	17 17.07	3 7.31	2 4.87	15 36.58	4 9.75	**2.70**	**1.47**	3	M
The exam time is enough to answer all questions.	N %	15 36.58	3 7.31	5 12.19	15 36.58	3 7.31	**2.48**	**1.45**	9	L
E-exam does not raise the level of anxiety and stress	N %	17 17.07	5 12.19	3 7.31	14 3.5	2 4.87	**2.39**	**1.46**	12	L
E-exam helps raise the efficiency of student achievement	N %	18 43.9	6 14.63	3 7.31	11 26.82	3 7.31	**2.46**	**1.39**	10	L
Weighted mean							2.52			
Std. Deviation							1.33			

Table (3) shows descriptive statistics for "teachers' attitudes and perceptions towards e-tests". The moderate averages were awarded to the items which occupied ranks from 1 to 5 . While a Low average was awarded to items that occupied ranks from 6 to 12. The weighted means of teachers' attitudes and perceptions towards e-tests was 2.52 with Std. 1.33, which means low level.

X. Discussion

As learners and teachers are the principal focus of washback studies (Johnson & Shaw, 2019), the current research examines students' perceptions and washback effects of e-tests towards e-tests as well as the teachers' perceptions towards e-tests. Figure 1 shows the means of students' Perceptions, Attitudes towards Online Testing. The general and weighted mean was high. This result answers the first question of the study.

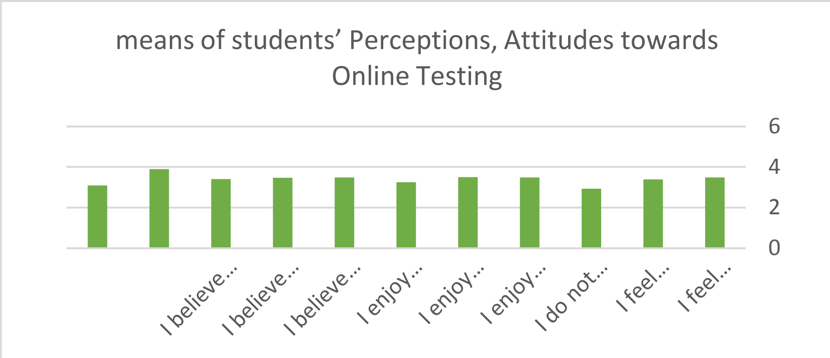

Figure 1 . Students' Perceptions, Attitudes towards Online Testing

Figure 2 shows the means of washback effects of e-tests from students' perspectives. The weighted mean was 3.06 which proved to be moderate.

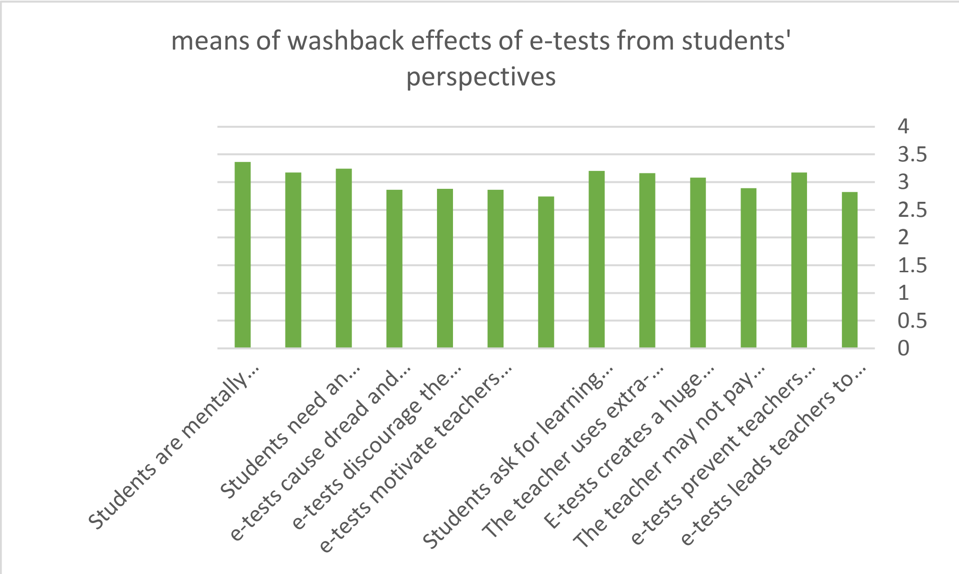

Figure 2. Students' washback effects towards Online Testing

Figure 3. shows the teachers' attitudes and perceptions towards e-tests with a weighted mean of 2.52 which proved to be below.

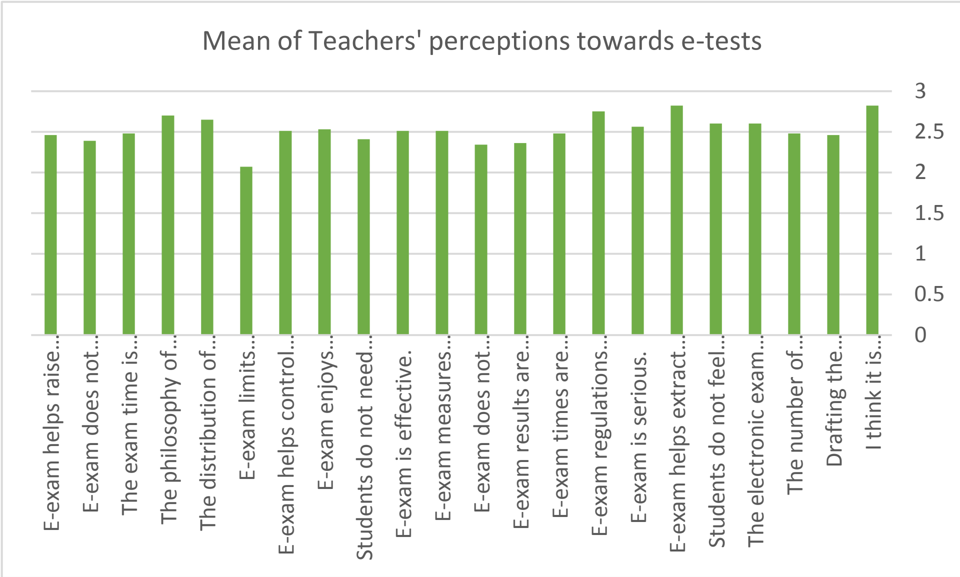

Figure 3. mean of Teachers' perceptions towards e-tests

The results of the current study agree with Jiamin et al (2021) and Saglam (2018). Although around 26% of students expressed their suffering from internet connectivity, 57% felt confident with online testing and 57 % enjoyed using computers and e-learning environments in testing and about 62% of views enjoyed and recommended using e-learning environments in testing language.

Considering washback effects of e-tests, we find that 8 % of views disagreed with the point that e-tests lead teachers to use a teaching-to-the-test approach in the class which is regarded as a negative washback effect. While 29.33% of responses were neutral and only 26.66 % agreed. This means that the effect of e-tests here is positive, not negative. In addition, 24% of students view that e-tests motivate teachers to improve their methodology in teaching English. In terms of other behaviors of teachers that are affected by the e-tests, about 45.33 % of students agreed that teachers tend to teach only the points similar to that of the exam. As for students, they expressed their fear and stress of online tests with about 32%. This means that e-tests affect both students and teachers ' behaviors even if they have no problems in using e-learning environments or platforms.

Teachers showed varied views towards e-tests. The highest rank was given to the items (I think it is appropriate to allow students to try before they finally attend the E-exam & E-exam helps extract results quickly) while the lowest rank was given to the items (E-exam does not affect students’ success in the comprehensive exam & E-exam limits cheating attempts.) A high percentage of teachers' views (42%) agreed with that of students that they enjoy using computer and e-learning environments.

Good washback effects will be achieved, according to Cheng and Curtis (2004), when teachers and learners have a positive mindset toward testing and engage proactively and cooperatively toward evaluation and learning goals.

According to Hughes' (1989) definition, the washback effect has been used to refer to the way a test affects teaching materials and classroom management. Negative washback effects refer to undesired impacts on teaching and learning in the traditional testing setting, such as an increasing focus on memory, rehearsing exam strategies rather than language learning tasks, excessive test anxiety, and inability to build broad knowledge (Curtis,2004). Washback has also been formulated as the influence of tests which lead “teachers and learners to do things they would not necessarily otherwise do” (Alderson & Wall, 1993, p.17). Positive washback occurs when a testing procedure brings about good teaching practice (Taylor, 2005) and more focused teaching (Johnson & Shaw, 2019).

Hughes' (1994) washback trichotomy model divides test effects into three categories: participants, procedure, and product. Participants, for starters, refer to stakeholders like students, teachers, administrators, materials writers, and publishers, whose perspectives of the teaching and learning process may be influenced by exams. Switching exams from paper-based to electronic tests affected the participants' behaviors to achieve the highest outcomes. Teachers were affected greatly as they tried to change methods to decrease the gap between instruction and exams. About 30% of responses agreed that the teacher used teaching to the test strategy, while more than 55% of responses agreed that teachers explained grammatical rules directly the be familiar with the e-tests MCQs strategies. This process led students to ask continuously about tactics that facilitate answering multiple choices questions (about 49% 0f responses). As for the psychological impact of tests generally and of e-tests specifically, there was a prominent low impact of the later one. A low percentage of responses (38%) agreed that e-tests cause anxiety and worry on them.

The practice that relates to initiatives in teaching and learning such as materials development, syllabi design, instructional adjustments, and method is the second sort of washback effect. Implementing e-tests affects students' creativity because of the nature of questions. All questions are based on MCQs which force students not to train themselves on creative and high-level answers. So this creates a gap between curriculum and creativity. According to

Johnson and Shaw (2019), prioritising test achievement over knowledge and comprehension has negative effects for instructors; that is, teachers believe exams are insufficient and that there is a disconnect between what is tested and what is taught. Answers in the exam make students similar in abilities except for essay questions. Teachers are motivated to use different methods but they were not advanced. The methods used were to meet the demands of the e-tests.

Finally, the product considers students' intake, competencies, and learning quality (Bailey, 1996, p. 262). Tests have two effects: they impact participants (teaching staff, students, and materials writers involved in test preparation, as well as the perceptions and attitudes they bring to the assignment), and they cause them to change their processes (teaching and learning behaviours). As a result, these have an impact on learning outcomes (Green, 2007a, p.78). Since the nature of e-tests focuses on some low and intermediate levels and skills ignoring sometimes high levels and creative skills, the product is affected; some skills are developed while others are neglected.

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