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## Pronunciation Mobile Application for Oral Communication

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### ABSTRACT

English is a basic prerequisite for people to achieve accomplishments in various fields. In today's age, students are well-diverse in eclectic mechanisms to enhance one's English skills. The 21st century learners have embraced the new way of acquiring skills through the combination of internet sources and mobile applications. This research was done at the Advance Institute of Technology (AIT) to assess the efficacy of smartphone pronunciation in oral communication for 10 English. For the control and experimental classes, a quasi-experimental design was used. There were 42 students as subjects in the study. The students answered a twenty-five (25) item oral production questionnaire as a research instrument. Using the required statistical instrument, based on the result of the analysis, the control group had a very good performance on the pretest while a bigger proportion of the experimental group also performs the same while there was one who performed excellently. Hence, with today's young learners who are digital savvy, oral literary skills are best improved when English teachers make use of the most utilized and enjoyed simulations for visual and auditory to enhance pronunciation skill development.

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### 1. Introduction

English is a basic prerequisite for people to achieve accomplishments in various fields. In today's age, students are well-diverse in eclectic mechanisms to enhance one's English skills. In doing so, the printed materials have been supplanted with electronic devices and the existence identified with paper perusing have experienced changes. The 21<sup>st</sup> century learners have embraced the new way of acquiring skills through the combination of internet sources and mobile applications. One of the most significant concepts that emerged inside this setting has been the use of mobile application. Along with its ubiquity and versatility, the mobile phone provides potential benefits for learning foreign languages. First, the device's simplicity, familiarity and practicality pledge successful learning by enabling students to quickly access learning (Hsu, 2012). Also, Oberg and Daniels (2013) have indicated that it allows for self-paced learning, which would increase the amount of personally meaningful discipline, self-efficacy, commitment, and learning.

The internet has gotten one of the most significant sources to give learning references to students to share and get data. Students today are considered "advanced locals" in other words, internet-users who have grown up utilizing innovations. PCs, smart phones and the internet are the examples. In connection, E-learning is an idea that covers a different application, procedure and learning techniques. According to Kumar (2009), e-learning is additionally alluded to the utilization of data and communication advancements to encourage the access to web-based learning and offers a lot of devices and utilities that influence communication and acquiring new learning. Thus, the interest of the students is enhanced through the use of technology since it stimulates one's senses. It gives more freedom to students where access and updates are ubiquitous.

According to Ahn and Lee (2015), the development of the internet technology innovation has given the students an avenue to carry a ton of comfort to their scholarly life. Students can figure out how to adapt such a large number of various things and with the assistance of mobile application. This aims to overcome many difficulties and barriers faced by the English as a Foreign Language (EFL) face-to-face classroom, such as a lack of language acquisition tools, individualized instruction, reviews and collaborations.

The study plays a big importance since the researcher observed that students have difficulty in shifting their medium of communication from Sinugbuanung-Bisaya (L1) to English language (L2). This reality has awakened the interest of the researcher to direct a formal research keeping in mind the end goal of an answer to the issue. The researcher believes that the school assumes an imperative part in getting the students ready in a responsive and compelling individual.

Moreover, pronunciation plays a role to the students to better bridge one's idea to the listener. Having good pronunciation can eradicate ambiguity in the communication process and give better transition of the topic. As a second language speakers, pronunciation is one of the many skills to be mastered in order to be understood and comprehended by the audience. By knowing this fact, one of the chances to have this study is to enhance the pronunciation of the students as a second language learner. Thus, this study determines the effectiveness of pronunciation mobile application for oral communication.

## **2. Theoretical Background**

This study is anchored on the stages of skill acquisition model by J.R. Anderson. Anderson theorized that it is a function of cognitive control of running processes to cultivate a skill. He segments the systems into three phases: the independent, the associative, and the cognitive. Students remember a number of realities important to their potential in the psychological process. He responds to these facts as declarative learning. In the first instance when they act out the skill, students become acquainted with these concepts. The associations between the components needed for fruitful execution are reinforced in the associated stage; errors are separated and dispensed with. The learners carry out the skill easier, quicker, and all the more as a result in the autonomous process. Over decisive data, students have changed into what is called procedural learning, which involves a lower handling cap. The gifted demonstration is controlled by methodical, not revelatory (Anderson, 1995). Thus, this first theory suggested that students best learn through familiarization. By that, students quickly get the processes on how to do it with less assistance of teacher.

The second theory that supports skill acquisition is Virginia Collier's language acquisition for school. Virginia Collier's language acquisition has four parts. These are: sociocultural, scholastic, cognitive, and phonetics. In the case that one is produced to ignore another, this could impede the general creation and potential accomplishment of an understudy. The academic, analytical, and etymological segments must be seen as formative, as well as the systematic tutoring phase for the tyke, youthful and youthful grown-up. The development of one of these three components is basically dependent on the synchronous transformation of the other two, both in the first and second languages (Collier, 1995).

In sociocultural scholastic, Collier (1995), the learning of language by the student is all of the social and cultural phenomena that exist in daily life in the context, present and future of the student, in all contexts at home, education, culture and the larger society. As the second component of the theory of language learning, linguistic structures consist of the tacit elements of the production of language (the fundamental ability of all people to acquire oral language), as well as the metalinguistic, active, standardized teaching of language at school and the acquisition of a written system of language.

This entails acquiring the first and second languages of the student's oral and written systems across both language fields, such as the different macro linguistics. The first language structure of a student, oral and written, must be built to a high cognitive standard, at least during the primary school years, to ensure cognitive and academic performance in a second language (Collier, 1995).

The model's third dimension, academic progress, involves all school work at each grade level in language arts, mathematics, science, and social sciences. K-12 grades and beyond. Academic research significantly extends the vocabulary, sociolinguistic, and discourse aspects of language to greater cognitive levels for each subsequent ranking. The change from the first language to the second language in cognitive learning and student growth is even more successful when studying the second language by substantive learning exercises at other times of the school day, to enhance academic work through the first language of the students.

Thus, this theory focused on developing one's cognitive level thru practice from what is learned in first language to second language. Align with this, the use of pronunciation mobile application enhances the oral communication of the students.

The third theory that supports skill acquisition is observational learning by Albert Bandura. It is fundamental to a range of significant issues related to the degree to which individuals simply learn by watching others' behaviour. Three basic models of observational adaptation were recognised by Bandura and Walter (1977): (1) a live model involving a specific participant exhibiting or showing a behavior; (2) a verbal teaching model featuring representations and examples of a behavior; and (3) a symbolic model involving actual or anecdotal characters displaying acts in books and movies.

Observational experience, which should be apparent, does not even fundamentally involve observing someone else taking part in an event. Hearing verbal instructions will prompt learning, for instance, tuning in to a data communication. We may also learn by examining, listening to, or witnessing the actions of characters in books and films.

According to Stone (2017), the first condition for observational learning is attention. If a person is going to learn more from a model, he or she must pay attention to it and the actions it demonstrates, and there are many variables that may influence the attention of its observer. Thus, making motivation as the most aspect of observational learning.

Thus, this theory gives a logical explanation that students learn in looking and observing different illustrations and ways presented by the mobile application with teacher's assistance. With this, the strategy used give accurate ways in pronouncing the given words to have a better oral context.

Hence, the cited theories are valid based on the formulation of the problem and implications of findings. With this premise, the pronunciation mobile application as teaching strategy in oral communication by the three theories cited above.

### **3. Research Problem**

This study determined the effectiveness of pronunciation mobile application for oral communication, grade 10 students, Advance Institute of Technology (AIT), Lapu-Lapu City, S.Y. 2018-2019. The results of the study were the bases for a proposed action plan.

Specifically, this study sought to address the following questions:

- a. What are the control and experimental groups' pretest performances?
- b. What are the control and experimental groups' posttest performances?
- c. Is there a significant difference between the control and experimental groups' the pretest performances?
- d. Is there a significant difference between the control and experimental groups' pretest and posttest performances?
- e. Is there a significant difference between the control and experimental groups' the posttest performances?
- f. What action plan may be proposed on the basis of the findings?

### **4. Literature Review**

Mobile technology has been rising rapidly. More than ever, it must be conceived as a complex, and cumulative process that takes place during life in correlation with learning. According to Falk and Dierking (2000), learning is an aggregation of real-life experiences, not an abstract experience that occurs in isolation. It is anchored on the construction of collated knowledge and assimilation of information through observations or mobile applications. Ergo, people learn through direct experience with both intrinsic and extrinsic motivations to activate learning process.

Mobile learning concerns the production of knowledge using a mobile device (m-learning). This technology has created the ability to create learning environments in line with the standards of constructivism, in which learners are relational and self-managed. (2003, Mayer).

According to Fransen (2008), the possible benefits and drawbacks of mobile learning are discussed in an outline. One of the biggest benefits is knowing what, where, when and how can a mobile device be of an integration in learning process. In doing so, Norbrook and Scott (2003) elucidate that the fact that device is still accessible anywhere you choose to use, it is the most inviting attribute when using mobile devices.

The efficiency of mobile apps is well known by Kukulska-Hulme and Shield (2008). In explicit and implicit settings, mobile learning, both in the classroom and outdoors, can take place. In contrast, however, we find that these are mainly text-based when we look at existing mobile applications for language learning (Kukulska-Hulme & Shield, 2008) and the application of the intellectual tutoring model (Bull, 1994; Chen & Chung, 2008; Collins, 2005; Thornton & Houser, 2005). The mobile applications are optimized at the high school level for adult users.

The cited related literature gives an overview of the existence of mobile application in learning process. It presents eclectic advantages and disadvantages of the trend in the education. Hence, mobile devices direct an active role in honing one student's pronunciation to oral communication.

Pronunciation mobile application is a specific tool in developing students' pronunciation towards effective oral communication. It utilizes both mobile cellular phones and internet connection. According to Tan and Liu (2004) on the mobile-based digital learning experience (MOBILE) and a case study to support English elementary school learning, cell phones were used to enable students to learn articulation efficiently. There are a few highlights, for example, the revision, an intriguing user interface (UI), and

the reasonable direction that causes the students to do oneself learning. The students need not bother with an educator to manage them. Learning the elocution utilizing a cell phone will help the students since it facilitates them to learn and rehearse the articulation all over the place and anyplace.

In the study of Thornton and Houser (2005) on using mobile phones in English education in Japan revealed that getting data about their classes by means of cell phones is of significant potential use. At the point when really utilizing instructive materials intended for cell phones, students assessed them decidedly, and test outcomes demonstrated that they had the option to learn by means of this medium. One's examinations propose cell phones can be compelling instruments for an expansive scope of instructive exercises.

Also, another study that expresses the effectiveness of mobile application is from Saran, Seferoglu and Cagiltay (2009) on mobile assisted language learning: English pronunciation at learners' fingertips expressed that students claim and every now and again utilize cell phones in their lives. This study broadens the utilization of cell phones, which are as of now utilized for correspondence and stimulation, to instruction. The results of this study suggest that using mobile phones in classroom contexts will help students feel more empowered and promote the experience of the teacher or parent to tackle the shortcomings in order to get students to start training.

According to Baleghizadeh and Oladrostam (2010) on their study, the effect of mobile assisted language learning (MALL) on grammatical accuracy of students from the EFL have concluded that cell phones will play a key role in enhancing students' speech content. Another factor worth noting is an effort to assist teachers, especially English teachers in developed countries, who do not have ample opportunities in their classrooms to use advanced technology. Teachers will be able to give their students input and draw about their speech concerns outside the classroom in this manner.

A study of Kim and Kwon (2012) on exploring smartphone applications for effective mobile-assisted language learning utilized cell phone applications for ESL classes. First, the larger part of users manage short language information data, for example, word records, elocutions, syntactic components, or test discourse or papers and so on. In this way, a large portion of the applications present language learning of lexical level or encourage the clients with glossaries regularly including one-sentence models or articulation sound records. The successful plan and utilization of ESL versatile applications should keep on being contemplated so as to propose the correct course to powerful mobile assisted language learning.

Yang (2013) on mobile assisted language learning: review of the recent applications of emerging mobile technologies believed that stationary learning assistants are moved to mobile devices, enabling language learning to be independent of any time and venue. Both PCs and apps for mobile devices will potentially take place concurrently. Multi-functional mobile devices can lead to a more comprehensive instructional experience for language learners, as can be seen above in examples of mobile aided language learning (MALL) apps.

Kim (2013) on emerging mobile apps to improve English listening skills stated that a large portion of the educators come up short on the capacity to adjust cell phones on showing materials or create easy to use m-learning instruments or advanced mobile phone applications for educational purposes. In light of that, in this way, a well-structured instructional devices and applications ought to be created.

According to Ahn and Lee (2015) on their study, a mobile-based English-speaking application described by the user interface of a mobile-speaking application with automated speech recognition for EFL learning extended the possibilities for communicating beyond the face-to-face-speaking practice of the classroom. The smartphone app, which made the process of speaking more interactive, fun and inspiring. By using contextualized language learning, the scenario-based exercises engaged the students and provided more authentic chances for communicating. Wang (2015) also concluded on a constructivism-based smartphone framework for EFL vocabulary learning that it is obvious that the using mobile application enabled learners to be actively involved in the learning process of constructing word knowledge and the review parts based on spaced encounters promoted learners' language enhancement both in pronunciation and vocabulary.

According to Cavus (2016) on development of an intelligent mobile application for teaching English pronunciation, advances in innovation has brought about the improvement of intelligent cell phones. This has attracted the enthusiasm of scientists' studying in the field of education uniquely in showing unknown dialects. What's more, the students who need to improve their pronunciation may locate the created intelligent portable application valuable and pleasant to utilize. In doing so, Bradley (2015) on the mobile language learner-use of technology in language learning observed that cell phones have a bearing on the instruction.

Mutqiyah and Muhammad (2016) on developing mobile app of English pronunciation test using android studio utilized a mobile application as a back to back work process, a great of lay-trip content situation, and it has an unmistakable direction to run the application. Students like to learn elocution through application than direct from the educator or site.

According to Hazaea and Alzubi (2016) on their study, the effectiveness of using mobile on EFL learners' reading practices in Najran University observed that the pedagogical use of cell phones and the availability of unique language learning experiences is pedagogical. Students are no longer limited to the conventional classroom, but due to smartphone features, they have advantageously spread their learning beyond the classroom; mobile online and offline dictionaries have been used for pronunciation within and outside the classroom.

Further, a study of Gangaiamaran and Pasupathi (2017) on review on use of mobile apps for language learning discovered cell phones, iPods, and iPads have improved self-managed learning. These gadgets are effective for their utilization in learning the language. Future studies should include how, from the viewpoint of self-getting to studying, flexible implementations should be considered. Students chose what they understand, how they read, and how they interpret their own learning for themselves. The students will decide when and where to learn through the use of online assets by self-getting to learning.

The cited related studies give a clinching idea of the use of mobile application in teaching-learning process. This insinuates a conclusive idea that enhancing new skill is through the incorporation of innovation such as mobile phones and tablets. In line with this, the results above confirm that adapting a new way of learning is beneficial in honing ones' skill like in pronunciation. However, there are existing gaps in the body of literature and the researcher wants to fill in these academic gaps. With this notion, the researcher wants to determine the effectiveness of pronunciation mobile application in enhancing students' oral communication among junior high school students. In doing so, the study further gives an insight in venturing on the "Pronunciation Mobile Application for Oral communication. Therefore, the realization of this study will be beneficial to both students and English teachers. They may utilize pronunciation mobile application in eclectic speaking activities to further enhance one's oral communication.

## 5. Methodology

This study utilized a quasi-experimental design under quantitative approach using pronunciation mobile application. The subjects of the study were forty-two (42) grade 10 students and were divided equally based on their age, gender, and grade 9 final English grades in Advance Institute of Technology (AIT). Twenty-one (21) students served as control group and the other twenty-one (21) students as the experimental group. The researcher utilized a researcher-made pronunciation test. Words and phrases were selected from a story entitled "A Letter to an Unborn Son" by an unknown Yugoslavian soldier. There were twenty-five (25) items in the test questionnaire. The 3 inter-raters will accumulate the scores to seventy-five (75) as a perfect score.

A letter requesting for authorization to conduct this study was sent to the school registrar, junior high school coordinator, and high school principal. The request was affirmed by the said party which likewise empowered the researcher to gain access to students' records and different documents supportive to the procedure. The teacher had a diagnostic examination about the fourteen vowel sounds. As research proceeded until conducting the pretest and posttest to the control and experimental subjects, the weakest produced sounds became the objective. The pronunciation mobile application named Pronounce was personally given to the experimental group and had been integrated within the students' regular English course. The selected students in experimental group had given a task to introduce the pronunciation mobile application to the students who were in the control groups. A posttest using the same tool in the pretest was administered in the quasi-experimental study.

In point one, the experimental group was engaged in oral production test. Students produced the proper sound using their understanding of the fourteen vowel sounds with their schema on the difference of [i] from [ɪ], [e] from [ɛ], [a] from [æ], [ɔ] from [o], [u] from [ʊ], stressed schwa [ʌ] from unstressed schwa [ə], and hooked stressed schwa [ɔ̃] from hooked unstressed schwa [ə̃]. In point two of the quasi-experimental study was the actual implementation of the pronunciation mobile application in improving pronunciation. The teacher introduced an integration of the pronunciation mobile application in improving pronunciation of the students. The goal was to let them master the vowel sounds based on the pilot test. After, the students were assessed through oral test with the same questionnaire. The result served as basis for the proposed action plan. The data gathered were treated for tabulation, statistical analyses and interpretation. The result served as a basis for a proposed action plan.



**6. Results and Discussion**

*Control and Experimental Group's Pretest Performance*

Table 1. Control and Experimental Group's Pretest Performance

Range of Scores	Control Group			Experimental Group		
	No. of Students	%	Level of Performance	No. of Students	%	Level of Performance
61-75				1	5	<i>Excellent</i>
46-60	13	62	<i>Very Good</i>	15	71	<i>Very Good</i>
31-45	6	29	<i>Good</i>	5	24	<i>Good</i>
16-30	2	9	<i>Poor</i>			
1-15						

Table 1 shows that a greater majority (62%) of the students in control group has a *very good* performances on the pretest while a bigger proportion (71%) of the experimental group also performs the same while one (5%) performs excellently. The results of pretest performances of control and experimental groups is supported by Anderson (1995), where the students have a schema of the lesson that applies real-life context situation. Also, in their learning, the teacher gives procedures on how to handle the given information.

*Control and Experimental Group's Posttest Performance*

Table 2. Control and Experimental Group's Posttest Performance

Range of Scores	Control Group			Experimental Group		
	No. of Students	%	Level of Performance	No. of Students	%	Level of Performance
61-75	5	24	<i>Excellent</i>	19	86	<i>Excellent</i>
46-60	12	57	<i>Very Good</i>	2	14	<i>Very Good</i>
31-45	4	19	<i>Good</i>			
16-30			<i>Poor</i>			
1-15						

Table 2 shows that majority (57%) of the control group has a *very good* performances on the pretest and a noticeable (24%) proportion performs excellently while 86% of the experimental group perform excellently and 14% perform *very good*.

Most of the students in the experimental group performed well because they were exposed on the aide of pronunciation mobile application where students are engaged now in new ways of acquiring and enhancing new learning. On the other hand, the students in control group had an independent learning which is less teacher-student centered. This idea can be supported by Perez (2002) who cited that innovation in acquiring learning is one of the effective instructional viabilities. These catch students' advantage, support cooperation and continued consideration, hence coming about to effective communication among students and instructors. Also, the result is supported by Hazaea and Alzubi (2016) who strongly believed that it is advantageous for the students to extend their learning outside the classroom thru the use of mobile application.

*Control and Experimental Groups' Difference between the Pretest Performances*

Table 3. Control and Experimental Groups' Difference between the Pretest Performances

Pretest Scores	Computed t-test	p-Value	Decision of Ho	Interpretation
Control Group				No significant difference
Experimental Group	-1.84	.07	Accept Ho	

Table 3 indicates that there is no substantial gap in the results of the oral speech pre-test performed by the control and experimental classes. It was also observed that the pre-test performance of the control subjects did not vary substantially from the pre-test performance of the experimental group. Because their pre-test performance does not differ substantially, the two

groups are paired in terms of entry qualifications, and hence the pre-post quasi-experimental method is optimal for the control group.

#### *Control and Experimental Groups' Difference between the Pretest and Posttest Performances*

Table 4. Control and Experimental Groups' Difference between the Pretest and Posttest Performances

<b>Variables</b>	<b>Computed t</b>	<b>p-value</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
• Pretest of the control and experimental groups	-1.84	.07	Accept	No significant difference
• Pretest and posttest of the control group	-11.35	$3.63E - 10$	Reject	Significant difference
• Pretest and posttest of the experimental group	-16.51	$4.05E - 13$	Reject	Significant difference
• Posttest of the control and experimental groups	-5.80	$3.15E - 06$	Reject	Significant difference

$\alpha = .05$

Table 4 shows that the pre-test performance of the control and experimental groups does not differ substantially, as previously stated; it shows that in terms of entry performance, the two groups are equal. This is important to ensure that the matching remains accurate and that the design is still applicable to a control group being presented. In this case, it is relevant.

On the other hand, the pretest and posttest performances of the control group significantly differ. So, despite not experiencing the Pronounce mobile application, they were able to get better in the posttest. This implies familiarity of the test.

But it is found that there is a substantial improvement in the experimental group's posttest scores. This indicates that the smartphone device Pronounce has helped a lot in optimizing the scores of the experimental group subjects.

Likewise, the post-test gains of the control and experimental classes vary considerably. Thus, the Pronounce mobile application is effective in improving oral communication.

The results of the pretest and posttest performances of experimental group is supported by Mutqiyyah and Muhammad (2016), where the utilization of mobile application in learning process create an invitation to the students to learn and explore than a teacher-centered discussion. Also, Gangaiamaran and Pasupathi (2017) believed that using innovation such as mobile application in learning pronunciation is effective for students' utilization in learning correct pronunciation. Moreover, students can have an access anytime and anywhere since it is readily available in the smartphones. Thus, using the Pronounce mobile application can really make an impact in improving the efficacy of oral communication.

#### *Control and Experimental Groups' Difference between the Posttest Performance*

Tables 5. Control and Experimental Groups' Difference between the Posttest Performance

<b>Posttest Scores</b>	<b>Computed t-test</b>	<b>p-Value</b>	<b>Decision of Ho</b>	<b>Interpretation</b>
Control Group				Significantly different
Experimental Group	-5.80	$-3.15E-10$	Reject Ho	

Table 5 indicates that the research findings showed that there is a substantial gap between the control and experimental groups' posttest performance. The finding on the conclusions suggested that it should be rejected.

The significant difference of the two groups' performances would prove consistent of Yang (2013) in which he believed that stationary learning can be transferred to new innovation which is mobile application which enable the students to have an independent learning from any time and location. Also, this is supported by Wang (2015) who concluded that smartphone application encourages students to be fully engaged in the learning process and to develop their pronunciation skills in English. It is noted that the post-test scores of the experimental group have substantially improved. This indicates that the smartphone device Pronounce has helped a lot in boosting the scores of the experimental subjects. Likewise, the post-test gains of the control and experimental groups vary considerably.

This also shows that the smartphone application of Pronounce is successful in improving students' oral communication skills. This may be further repeated in other speech classes.

## 7. Conclusion

This study determined the effectiveness of pronunciation mobile application for oral communication, grade 10 students, Advance Institute of Technology (AIT), Lapu-Lapu City, S.Y. 2018-2019. The results of the study were the bases for a proposed action plan. This study utilized a quasi-experimental design under quantitative approach using pronunciation mobile application. The subjects of the study were forty-two (42) grade 10 students and were divided equally based on their age, gender, and grade 9 final English grades in Advance Institute of Technology (AIT). Twenty-one (21) students served as control group and the other twenty-one (21) students as the experimental group. The researcher utilized a researcher-made pronunciation test. Words and phrases were selected from a story entitled "A Letter to an Unborn Son" by an unknown Yugoslavian soldier. There were twenty-five (25) items in the test questionnaire. The 3 inter-raters will accumulate the scores to seventy-five (75) as a perfect score.

Using the required statistical instrument, based on the result of the analysis, the control group had a *very good* performance on the pretest while a bigger proportion of the experimental group also performs the same while there was one who performed *excellently*. The result signifies that the result is fit to enhance student's oral communication skills. Therefore, the result of this study leads to identification of more innovative methods in teaching English speech and communication classes, which is expected to increase students' participation and interest.

Limitations attempt to recognize the study's possible weakness. The lack of literature showed that there was no prior local and national analysis of this subject. This limitation had an effect on the pacing of the researcher as the researcher needed ideas to help its reliability and validity. For the study's success, the researcher ensured that he was versatile and sensitive to the situation.

Thus, the researcher concluded with today's young learners who are digital savvy, oral literary skills are best improved when English teachers make use of the most utilized and enjoyed simulations for visual and auditory to enhance pronunciation skill development.

## 8. Recommendation

Based on the findings, the researcher recommends a pronunciation mobile applications workshop for teachers. This will be a great help for teachers who want to make their students love pronunciation and speaking classes or activities and at the same time be engaged in the fullness of academic learning outcome. The pronunciation mobile applications are the following:

- a. Pronounce mobile application
- b. English Pronunciation: Offline, Pitch, Speech Rate
- c. Speak English Pronunciation
- d. American English Pronunciation
- e. Pronounce English Correctly

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## Breaking the Silence of Homer's Women in Pat Barker's the Silence of The Girls

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### ABSTRACT

Since time immemorial, women have been silenced by patriarchal societies in most, if not all, cultures. Women voices are ignored, belittled, mocked, interrupted or shouted down. The aim of this study examines how the contemporary writer Pat Barker breaks the silence of Homer's women in her novel *The Silence of The Girl* (2018). A semantic interplay will be conducted with the themes in an attempt to show how Pat Barker's novel fit into the Greek context of the Trojan War. The Trojan War begins with the conflict between the kingdoms of Troy and Mycenaean Greece. Homer's *The Iliad*, a popular story in the mythological of ancient Greece, gives us the story from the perspective of the Greeks, whereas Pat Barker's new novel gives us the story from the perspective of the queen- turned slave Briseis. Pat Barker's, *The Silence of the Girls*, written in 2018, readdresses *The Iliad* to uncover the unvoiced tale of Achilles' captive, who is none other than Briseis. In the Greek saga, Briseis is the wife of King Mynes of Lyrnessus, an ally of Troy. Pat Barker as a Postmodernist writer, readdresses the Trojan War in his novel through the representation of World War One, with dominant ideologies. The novel illustrates not only how Briseis's has tolerated and survived her traumatic experiences, but also, how she has healed and composed her fragmented life together. Homer's poem prognosticates the fall of Troy, whereas Barker's novel begins with the fall Lyrnessus, Briseis' home that was destroyed by Achilles and his men. Hence, Pat Barker uses intertextuality in her novel, engages both the tradition of the great epic and the brutality of the contemporary world. She revives the Trojan War with graphic pictorial vividness by fictionalizing World War in her novel. Through her novel, she gives Briseis a voice, illuminates the passiveness of women and exposes the negative traits of a patriarchal society.

### 1. Introduction

'You know how European literature begins?' says the teacher in *The Human Stain*. 'With a quarrel. All European literature springs from a fight... And what are they quarrelling about? It's as basic as a barroom brawl. They are quarrelling over a woman. A girl, really. A girl stolen from her father. A girl abducted in a war.'

From *The Human Stain* by Philip Roth.

The introduction of Pat Barker's novel *The Silence of the Girls* starts with an epigraph from *The Human Stain* by Philip Roth. Philip Roth argues that all of European literature springs from a fight, and his novel is set in the midst of America's "culture wars." Similarly, Pat Barker's novel *The Silence of the Girls* is set at the very beginning of the twenty first century, adapts and appropriates *The Iliad* with World War I. Pat Barker is an English novelist born in Yorkshire, England, on 8<sup>th</sup> May 1943. She starts to write in her mid-twenties, and Angela Carter, a novelist, has encouraged her to pursue her career as a writer. Her early novels illustrate the struggling lives and conditions of women living in the north of England. Her first book, *Union Street* written in 1982, won the Fawcett Society Book Prize. She has been awarded a CBE in 2000. Her recent novels are *Toby's Room* (2012), *Returning to the First World War*, *Noonday* (2015) and *The Silence of the Girls* (2018). *The Silence of the Girls* is shortlisted for Costa Book Award for Best Novel and Women's Prize for Fiction.

In an interview with Pat Barker, Martha Greengrass writes that the novel, *The Silence of the Girls* is a dazzling re-imagining of *The Iliad*, as alleged by the miserable women of the Trojan War. Here, Barker relates for what reason she goes back to the mythology, who tells the stories and why it matters to her. In the interview, Pat Barker suggests many writers adapt the Greek epic and focus on the heroic spaces. What Pat Barker does in her novel is that, she manages in looking at the unheroic spaces in the epic that other writers have previously ignored. She says that most of the writers focus on the brilliant characters, 'Achilles and Agamemnon' throughout history, and that is what writers have been doing by adapting and appropriating *The Iliad*. For Pat Barker, it was the silence of the girls, the limitation placed by the patriarchal society, and, the fact that Briseis is being quarreled over by these two great distinguished men and yet the girl is tongue-tied. Briseis has no opinion; she has no power; and she has no voice. It was the urge to fill that vacuum that made her go back and start retelling the myth yet again.<sup>1</sup>

*The Silence of the Girls* gives her sufficient justification to portray that, even though the women are victims or exiled in the patriarchal society, they can shape identity. The novel's epigraph is taken from Philip Roth's novel *The Human Stain* that stresses the way in which 'European literature' begins with something as basic as a 'barroom brawl.' Pat Barker's *The Silence of the Girls* begins when the Greeks have sacked Lyrnessus and abducts women including Briseis, and these women are made slaves or concubines. Pat Barker retells *The Iliad* in her novel from the perspective of a female slave, Briseis, who is fought over by two Greek heroes, Achilles and Agamemnon. Pat Barker gives voice not only to Briseis but also to the other women of their conflict and plight.

## 2. Literature Review

This research breaks the silence of Homer's women in Pat Barker's novel *The Silence of the Girls*. It gives a voice to the silenced women. There are many studies that deal with Pat Barker, but few deal with this contemporary novel written in 2018. Bethanne Patrick, an author and editor writes in *The Washington Post* that *The Silence of the Girls* is a novel that allows those who were dismissed as girls- the women trapped in a celebrated chronicled war- to speak, to be heard, to bear witness. In doing so, Barker has once again written something surprising and expressive, that speaks to our times while describing those bygone days.

Another source related to this paper is an article entitled "Pat Barker's *The Silence of the Girls* and the State of Exception." In this article, Catherine Lanone (2020) elaborates that, *The Silence of the Girls* written in 2018 comes as a surprise, at the apex of World-War-One commemorations. She argues that rather than turning to *The Iliad*, Pat Barker has returned to the war archive. She adds that, Barker has adapted Homer's epic, and at the same time she has explored another aspect, that of the female captive: 'I was astonished by that silence. The eloquence of the men, the absolute silence of the women they are quarrelling about' (Barker 2019b, 17). In this article, Catherine Lanone also introduces Margaret Atwood's *Penelopiad* and Natalie Haynes' *A Thousand Ships*. Written in 2005 and 2019, *Penelopiad* focuses on Penelope's sacrificed maidens, and *A Thousand Ships* focuses on the many women involved- these two are retellings of the Trojan War from the perspectives of female characters.

A blog in Critical Essays entitled "*Fighting Muteness in Pat Barker's The Silence of the Girls*," Kat Solomon (Jan 2020) writes that, throughout the novel, the girls and women find support in one another, sharing news and ministering to the wounds inflicted during the course of their nightly duties. In the novel's concluding chapters, the captured women of Lyrnessus try to comfort the newly enslaved women of Troy, although they are again hapless to alter their fates. In a particularly cruel turn taken from Trojan Women, Agamemnon orders that Polyxena, Andromache's daughter, must be sacrificed on Achilles's tomb. Briseis with a brave heart accompanies the girl to her awful end, because, Briseis has promised Andromache to be on Polyxena's side till the end. When the Greek ships depart, Briseis hurries back to the tomb to remove the bindings and gags from Polyxena's corpse that were inserted before she was slain by the son of Achilles. It can't bring the girl back from the dead, but as a symbolic gesture it still matters—at least to Briseis. Of Polyxena, Barker writes, "The deep gash in her throat made her look as if she had two mouths, both silent."

In Kirkus review issued on July 15, 2018, it states that the novel, *The Silence of the Girls* opens as Achilles and his soldiers sack Lyrnessus, closing in on the women and children hiding in the citadel. Briseis, the local queen narrates their terrifying approach, who sees her husband and brothers slaughtered in front of her. She makes a fateful choice not to follow her cousin over the parapet to her death. She becomes instead Achilles' war trophy. Briseis calls herself "a disappointment...a skinny little thing, all hair and eyes and scarcely a curve in sight." Barker's innovation rests in the silenced female frame of reference, something she has woven masterfully into her *Regeneration* and *Life Class* trilogies about World War I. Here she gives Briseis a satirical voice; she likens herself as a mouse to Achilles' hawk. Even as the men boast and drink, and fight their way toward immortality, the camp women live outwardly by Barker's title.

<sup>1</sup> GreenGrass, Martha. (2019, April 29). The Waterstones Interview: Pat Barker on *The Silence of the Girls*. Available at: <https://www.waterstones.com/blog/the-interview-pat-barker-on-the-silence-of-the-girls>.

One more source is that is related to the paper is by Anna Eklund, University Book Store, Seattle, WA. She argues in Indie Next List, September 2018: "The women in Homer's *Iliad* hardly ever speak; we are not privy to their thoughts, feelings, or anguish as expressed in their own words. Until now, *The Silence of the Girls* depicts moments of the Trojan War through the eyes of the female captives at the mercy of the men, who have slaughtered their husbands, fathers, brothers, and sons, as they carve out a space among themselves in their new lives, in the wake of war's devastation. The focus of Barker's novel is Briseis, through whose eyes we see, up close, the rift between Agamemnon and Achilles, the bond between Achilles and Patroclus, and the complex, beautiful support system the captured women weave together. Barker's novel is a masterpiece of resilience, determination, fury, healing, and complicated, completely human characters."

Hamish Hamilton in *Women's Prize for Fiction*, 2019, Reading Group Guide, writes that in the Trojan War, there is a significant woman, whose voice has been silent. Hamilton mentions Briseis, the queen, whose city is destroyed by the Greeks. He has butchered her husband and brothers and taken her as a slave. He questions the readers: Trapped in a world defined by men, can she survive to become the author of her own story?

Recommended by Sheila N. in Powells.com, Powell says Barker's retelling of *The Iliad* gives a voice to the powerless, who are made powerless by war. She adds that *The Silence of the Girls* will stand the test of time and illustrates what horrific ordeal of war and slavery can bring, and that the novel is suitable for the purpose.

Stephen Fry, British author and actor when dealing with the best Trojan War books writes, "It is worth remembering of course that Homer's *The Iliad* doesn't cover the causes of the War... the Apple Discord, the Judgement of Paris, abduction of Helen, birth of Achilles and so on- nor the end of the war. The action of *The Iliad* begins in the final year of the ten years siege of Troy and dramatizes the weeks that begin with the feud between Agamemnon and Achilles and end with the death of Hector."<sup>2</sup>

Accordingly, the novel *The Silence of the Girls* by Pat Barker has a very clear feminist message. The women of *The Iliad* were not allowed to define their womanhood. Their womanhood is the body that was treated as commodities in the male dominated society. Pat Barker illustrates the struggle of women to disentangle themselves from male-dominated narratives. A retelling of Homer's epic poem *The Iliad*, Pat Barker focusses Achilles' concubine, Briseis, and give voice to the women who were silenced.

### 3. Research Methodologies

In my research, I include close reading, comparing/ contrasting, interpreting the primary sources chosen for study. I offer to analyze the selected fictional works by Homer's *The Iliad* and Pat Barker's *The Silence of the Girls*, and examine how Pat Barker adapts and appropriates the Silenced Women in her novel and retrieve the tales of unvoiced women. The research starts by affirming the theoretical framework related to the dominant subject. It introduces the focal dimension related to the topic of the research. I support my findings from various sources, comprising of Primary and Secondary sources. Secondary sources are a broad spectrum of critical essay, journals, articles and reviews. The research ends with a concluding assertion on how Pat Barker adapts and appropriates Homer's women, gives voice to Briseis and expose the silenced women represented in *The Iliad*.

### 4. Discussion

*The Iliad* is a fascinating epic and has inspired many authors of all ages to produce a variety of creative and distinctive adaptations and appropriations. Many postmodern novelists adapt the retelling of the events of *The Iliad* from a different point of view. Many Contemporary writers have retold the stories set in a different time period, or in a different setting like Greg Tobin's *The Siege of Troy* (2004), Amanda Elyot's *The Memoirs of Helen of Troy* (2005), Francesca Petrizzo's *Memoirs of a Bitch* (2010), Theodor Kallifatides's *The Siege of Troy* (2019) and many more. Their narratives are either viewed through made up figures or through the eyes of one of the main characters to claim the Homeric account. Bakhtin, the Russian philosopher, literary critic and scholar, argues that adaptation is a way of looking at texts through inter determinations with other texts that all texts share to a greater or lesser degree, rather than a special kind of text that is uniquely inter determined.<sup>33</sup> Combining the skills as writers, Contemporary novelists adapt and bring the energy of contemporary language to this heroic epic and evokes the impact and nuance of *The Iliad*. In 2006, Linda Hutcheon writes an optimistic note in her work *A Theory of Adaptation*, that "The adaptive faculty is the ability to repeat without copying, to embed difference in similarity, to be at once both self and Other" (174).

The Trojan War was fought between the Anatolian city, Troy and its allies against a coalition of Greeks. The story of the Trojan War has progressed through many generations, inspiring artists and authors. The epic saga of the siege of Troy, which was

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<sup>2</sup> Fry, Stephen. (2020). The Best Trojan War Books: A review. <https://fivebooks.com/book/iliad-by-homer/>

<sup>3</sup> Cutchins, Dennis. (2017). *Bakhtin, Intertextuality, and Adaptation*. The oxford handbook of Adaptation Studies, Edited by Thomas Leitch. doi: 10.1093/oxfordhb/9780199331000.013.4.

written in the mid-8th Century BCE, is considered to be the earliest work in the Western literary tradition. Homer's *The Iliad* relates the siege of the city of Troy by Greeks and some of the remarkable events of the final weeks of the Trojan War. Pat Barker engages Intertextuality in her novel, by bringing both the epic tales of Homer and the brutality of today's world. Graham Allen illustrates in *Intertextuality* that 'literary texts' are built from system, codes, and tradition established by previous works of literature and derived from companion art form. Intertextuality theories illustrates that the meaning in one text can be acknowledged in connection to the other texts; but is interlinked with the prior tradition and the context in which it is produced. Allen adds that no work stands alone.

Any written language consists of signs and signifiers and holds out the promise of referentiality. Pat Barker's *The Silence of the Girls* plays with the elements of Intertextuality of *The Iliad* and has a very clear feminist message about the conflict and struggle for women. Through the eyes of the secondary female character Briseis, Pat Barker portrays women's experience of war and to disentangle themselves from male-chauvinistic narratives. Linda Hutcheon's in her work *A Theory of Adaptation*, provides a reason to value adaptation as cultural artifacts, and a holistic theory of analyzing adaptation. Linda Hutcheon argues that adaptations are not derivative or of inferior standard although they are derived from other texts; rather than using "original" or "source." Hutcheon suggests the term "adapted text" to refer to the text/s that an adaptation is "palimpsestic" i.e. stories that have changed over time, and that show evidence of change. They are repetitions of a familiar story, but not replications.

Barker's novel is one out of a million, as she gives a vivid pictorial description of World War One into the Trojan War. Bringing together an evocative wartime setting and relatable themes, Barker revives the Trojan War with the aftermath of war with sensory vividness, bringing the Renaissance era into the modern era and her experience of fictionalizing World War I archives.

#### **4.1 Adaptation of Homer's *The Iliad* in Pat Barker's *The Silence of the Girls*.**

*The Iliad* is an epic tale goes on nearly ten years led by Agamemnon and the Greek forces to siege the city of Troy. The war between the Greeks and the Troy starts with the elopement of Helen, wife of Menelaus of Sparta. Paris, son of king Priam of Troy, seduces Helen and steals her from her husband. Menelaus, Helen's jilted husband, persuades his brother Agamemnon, king of Mycenae, to lead a siege to reclaim Helen. Most of the Greek heroes Odysseus, Achilles etc. join Agamemnon to lay siege to Troy and demand Helen's return. In the meantime, the Greeks have captured Chryses, the daughter of Chryses, a priest of the Geek god Apollo. The Greeks are arguing about whether or not to return the Trojan captive of King Agamemnon, Chryses, to her father.

Agamemnon refuses because she is his war prize, and intimidates to ransom the girl to her father. Apollo gets offended and plagues them with a pestilence. Agamemnon in due course agrees to give her back, but in return he takes Briseis, Achilles's war-prize concubine. As mentioned earlier, Achilles has destroyed Briseis home, the wife of King Mynes of Lyrnessus and keeps her as a concubine for himself. One cannot practically take someone else's commodities because he is crippled by lust and greed. Briseis is a pawn and belongs to Achilles. By taking Briseis, Barker portrays Agamemnon, a powerful man grappling for supremacy. Feeling dishonored and infuriated, Achilles pulls himself back and his Myrmidon warriors from the Trojan War. What we see here is that, both Briseis and Helen's are the cause of dispute between two men that leads to brutal battle. However, women as a cause of all trouble is a common theme for this epic drama.

Pat Barker's novel is told by Briseis, the first-person narrator in the novel but in the final part, the narrative is in the third-person told from the point of view of Achilles. In *The Iliad*, terrible destruction is caused by male behavior that not only harms themselves but also the society as a whole, for example, Hector says in *The Iliad*, "War is men's business." Homer's women lack action; they are either enslaved or sacrificed and are given as war prizes because it was a society of male dominance over women.

Thus, we have seen that men in *The Iliad* struggle with each other for status drawn primarily from women's physiques and pretty faces. Women are shown voiceless but they are not entirely silent. Homer's women speak and lament for their dead sons, dead fathers and husbands; grieve for the city of Troy and for their own freedom. During the war, Andromache, wife of Hector requests her Trojan husband not to fight Achilles and leave her and the infant son all by themselves. She tells her husband that if he gets caught, their child will be thrown like a catapult from the city walls and she will be made the concubine of the son of her husband's killer. But Hector claims that it will be a social humiliation if he does not fight and in order to avoid social humiliation as a battle-shirker before the Trojan men and women, he has to play his part as a warrior.

In the tale, Briseis, the wife of King Mynes of Lyrnessus, and Achilles fall in love with each other. Later Agamemnon takes Briseis from Achilles. As mentioned above, Achilles is enraged and refuses to fight for Agamemnon even after Agamemnon returns Briseis-untouched. Patroclus, Achilles' comrade and friend convinces Achilles to let him lead the Myrmidon army into battle. Patroclus wears Achilles' armor not sensing that he will be killed. When Achilles' wartime friend Patroclus is killed by Hector, Achilles' grief knows no bounds, and determines to get revenge.



Barker's novel follows the time scheme of *The Iliad*. The novel's epigraph is taken from Philip Roth's novel *The Human Stain*, stresses the way in which 'European literature' begins with something as basic as a 'barroom brawl'. The contemporary writer of the post-modern times, Pat Barker brings to life the heroes and the romance of the Bronze Age in the contemporary world with epic capturing readers in his novel *The Silence of the Girls*. Agamemnon's replacement of Briseis for Chryseis jeopardizes the body politic, which is a tyrannical decision. Like *The Iliad*, Barker's novel investigates the trauma and calamity from the viewpoint of Briseis, a secondary character in *The Iliad*. Emily Wilson, translator of *The Odyssey* writes "This is an important, powerful, memorable book that invites us to look differently not only at *The Iliad* but at our own ways of telling stories about the past and the present, and at how anger and hatred play out in our societies. The defeated go down in history and disappear, and their stories die with them. Barker's novel is an invitation to tell those forgotten stories, and to listen for voices silenced by history and power."<sup>4</sup>

Pat Barker starts her story a few months earlier unlike *The Iliad* which starts in the tenth year of the Trojan War. The Greeks are encircling and blockading the settlement of Lyrnessus, home of Briseis. Briseis is the daughter of Briseus, a priest of Apollo in the town of Lyrnessus. Lyrnessus is allied to Troy during the Trojan War, and as a result is captured by Achilles. Briseis watches the Greeks wipe the city, sees Achilles murder her husband and brothers. Briseis's old life is shattered when her city falls to the Greeks. She could not do anything but watch silently the wrath of the Greeks. She falls into the hands of the Greeks and is given to Achilles as his war prize. Captive women are slaves and are traded amongst the warriors but Briseis is taken as Achilles concubine.

From queen to captive, she is transmuted from a free woman to a concubine and is presented to the warrior Achilles as a prize of war. Briseis loses everything with the fall of Lyrnessus and she is taken as a concubine by Achilles and later by Agamemnon. She is conscious of being handed over to Agamemnon like an object and understands that women's bodies have been taken for guarantee sites of patriarchal control. She discovers that the Greeks blame her as the cause of the quarrel between the two leaders. Briseis comments, 'I could feel the same hostility, the same contempt beginning to gather around me. I was Helen now' (110).

On the same day, in the course of the Trojan War, innumerable women have been arrested and taken captives, and given to the warriors. In *The Iliad*, many other female characters fall into similar category such as Chryseis, Briseis, Hecuba and Andromache. They are like pawns that have been exchanged among powerful men. Briseis with her eyes dry she leaves Achilles for Agamemnon. She describes, "Achilles cried as I was taken away. He cried, I didn't." This sentence ends Part I, Briseis as a first person narrator and in Part II, narration starts from the perspective of Achilles, as he takes the readers to his determining fight with Hector, who killed Achilles' friend Patroclus.

In *The Iliad*, fights are caused by women, men possess them because men are in control. The male domination is seen in both public and private spheres. Barker also illustrates how Polyxena, the youngest daughter of Priam and Hecuba is captured and gagged by the Greeks, and then at the end of the Trojan War, she is sacrificed on Achilles' tomb. The girl's gagged mouth evokes a horrifying image for the silenced voices that paints the terror and sorrow suffered by the victims of war. After Hector is killed, King Priam arrives to collect his son's body. He kisses his enemy's hands, the hands of Achilles, in exchange for Hector's body and remarks that he does what no man has done before, "the hands of the man who killed my son." Briseis, who does not have the power to resist, standing and watching, thinks: "And I do what countless women before me have been forced to do. I spread my legs for the man who killed my husband and my brothers."

Barker's novel illustrates the oppression, and exploitation of women, to liberate themselves from male-chauvinistic narratives. The novel has a clear cut feminist message. The endeavor to deliver Briseis with a happy ending is narrow, nevertheless, by retelling the story of Briseis, Pat Barker gives her a voice that was left unheard. The female characters' outrage seems a bit predictable, as when we hear Helen saying: "I'm here. Me. A person, not just an object to be looked at and fought over." Barker paints women as contemplative, diverse, versatile human beings and portrays the emotions of the wounded women, their loneliness, even when they are crying together. At the end of the novel, we see Polyxena, who tries to speak but is gagged, and can only utter muffled screams before her throat is slit (285), a visual image of putting a stop to women voices. Isolation and segregation of women are the major themes of *The Iliad* and *The Silence of the Girls*. Barker's novel is a postulation to the neglected and forgotten stories. Through Briseis, the readers get to listen for voices that are silenced by history and male dominated power. *The Silence of the Girls* is a novel that portrays the silenced and voiceless women, who were trapped in a

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<sup>4</sup> Emily Wilson. (2018, August 22). *The Silence of the Girls* by Pat Barker review – a feminist Iliad. Available at: <https://www.theguardian.com/books/2018/aug/22/silence-of-the-girls-pat-barker-book-review-iliad>

historical war. Pat Barker introduces the listening skills that allow us to hear another's story, the story of Briseis, a secondary female character who neither got a chance speak, heard, nor to bear witness. Thus, Barker has presented something eternal that articulates to our present times while describing those bygone days.

Barker has adapted the First World War in her novel as the Trojan war of our times. Barker adorns the trauma of World War I in her novel to acquaint the readers the nine year-long, 'interminable war' (22). The battlefield is described as a site of animal slaughter that reminds No Man's Land: 'the once fertile plain so churned up with horses' hooves and chariot wheels it had become a wasteland in which nothing grew' (112). The fortified city of Troy that was once prosperous is now a barren land. Agamemnon has strengthened by the building walls and the channels paved with 'duckboards' (117), to protect his ships. Hundreds of men join their hands in the war together although, they are thickly caked in mud and manage to make headway against Troy. During the course of the war, many are wounded and many died. Briseis and the conflicted women takes part in nursing and tending the wounded. They listen for the crackling of infection, watch the impending death silently through violence, aggression, destruction caused by the men: all these elements are similar to war and its affects. Barker laminates the Trojan War with the horror of atrocities, by reflecting the language used for World War I in her novel, thus satirizing Homer's characterization of women in *The Iliad*.

During the siege of Troy and its aftermath, thousands of men and boys are butchered in city streets and homes, and the women and girls are led out either as slaves or as concubines. Pat Barker also illustrates the nature of female bodies that is also a different battlefield on which Homeric men seek for power, strive for status, and accomplish honor and wealth. Women were clearly viewed as commodities argues C. Brian Rose, Professor and gold medalist in Archaeology, in his publication.<sup>5</sup>

## 5. Conclusion

Women are the helpless victims of political violence during the Trojan War. Briseis, the protagonist is being objectified. Briseis is not a virgin, but it does not make any difference between the dispute of Agamemnon and Achilles. Women are subjugated; Men devalue the worth of women. Women are not allowed to fight in the war because of gender inequality. Barker has important messages on what war does to people of all nations and particularly to the "silent girls," because century's later women are often the victims with no voice and go unheard in places of conflicts. The novel has many themes of loss, despair, conflicts etc. and illustrates the darker periods of history. Pat Barker implies that in retelling this story there is some legacy for those who suffered. Briseis becomes the voice of collective memory, bringing back the tales of silenced women, both celebrated and forgotten ones. By adapting Homer, Barker has appropriated today's crisis with the past. Through trans- focalization, Pat Barker successfully integrates a Renaissance literary tradition of storytelling with a rewriting of a Contemporary fiction. While using the act of telling stories, Barker also gives a voice to a silenced historical person and allows the Homeric women to piece together the story of their lives.

## About the author

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## Prediction Chart: A Tool in Enhancing Reading Comprehension

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### ABSTRACT

Reading is considered as one of the essential components of the macro-skills in Linguistics and it is one of the various language skills that a learner must possess. It is an acquired skill for which the individual has the unique ability to pursue meaning from the text. Given this definition, the main purpose therefore of reading is comprehension, and without it, reading does not take place. The study assessed the effectiveness of prediction chart in enhancing the reading comprehension of Grade 12 students of University of Cebu Lapu-lapu Mandaue, Mandaue City, Cebu, S.Y. 2019-2020. The study employed a quasi-experimental design. The research subjects of the study were 46 Grade 12 students. These subjects were grouped into two heterogeneous groups: the control group and experimental group. The experimental group were the only subjects exposed to the use of prediction chart, using the interventional material "My Father Goes to Court" by Carlos Bulosan, while the control group were exposed to the traditional classroom instruction using the same intervention material. A researcher-made questionnaire was utilized to assess the effectiveness of prediction chart. Based on the study results, the control group's pretest performance has a significant difference from their posttest performance. This implies that the use of the traditional classroom instruction or pure lecture does not enhance the reading comprehension of the control group. In contrary, pretest performances of experimental group significantly differ from their posttest performances. Thus, the study concluded that the use of prediction chart in enhancing the reading comprehension of grade 12 students is effective. With this premise, the students can develop higher order thinking skills (HOTS) and camaraderie while learning as they step higher on their level of education.

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### 1. Introduction

Reading is considered as one of the essential components of the macro-skills in Linguistics and it is one of the various language skills that a learner must possess. It is an acquired skill for which the individual has the unique ability to pursue meaning from the text. Given this definition, the main purpose therefore of reading is comprehension, and without it, reading does not take place. Besides, comprehension is characterized as a cognitive process of building understanding that is interconnected with each other from the written material.

However, comprehension is becoming a learning problem among learners. In the Philippines, the 2009 National Achievement Test (NAT) results revealed below mastery level performance of the test takers. One of the compelling reasons is their poor reading comprehension. The head of the DepEd's Bureau of Elementary Education, Dr. Yolanda Quijano said that reading problems are the primary factor for the low performance of some learners in the NAT. Her observation is indeed worrying. Therefore, if the reading comprehension of a student is low, his or her success in other subjects is likely to be affected (Philippine Star, 2010).

To address this alarming problem, teachers must develop the ability of the students to understand the reading material. One of the twenty first century skills that a student must possess is critical thinking. Thus, for them to be a critical thinker and foster reading comprehension, they should learn the ability to predict because making predictions in reading is vital.

Moreover, for more than three years, the researcher has been teaching literature subjects to college and senior high school students. The purpose of Literature is to engage students in the appreciation of its different genres, components, and structure and make a critical study of the various literary masterpieces. However, the researcher strongly believes that a learner cannot appreciate the beauty of literature nor can create a critical study if they have difficulty in comprehending the texts. Based on the actual observations of the researcher, he has noticed that whenever he introduces twenty-first century short stories to the class, the students find it difficult and challenging in understanding the story. This personal experience by the researcher is one of the compelling grounds why such study is viewed important. Thus, comes the interest of the researcher to conduct this study to assess the effectiveness of prediction chart in enhancing the reading comprehension of the senior high school students.

## **2. Theoretical Background**

This research study is mainly anchored on schemata theory by Frederic Bartlett. The schema theory of Frederic Bartlett believes that a person has the unique ability to connect new information to the older knowledge stored in the memory. Schema can be viewed as ordered awareness of the context, which leads us to anticipate or foresee aspects of our discourse understanding. It is a kind of structure, or strategy, or script. These are created by experiencing the world with individuals, artifacts, and events (Ajideh, 2003).

Therefore, it is believed that a student can connect new information to the older knowledge stored in the memory. Thus, this concept can be applied when students give their initial predictions of the story based on their personal experiences and prior knowledge. Furthermore, most discussions of schema theory provide logical evidence of the great importance of one's background knowledge or schema in reading comprehension and it becomes an important variable in the conduct of this study.

The second theory that supports schemata theory is the observational learning theory of Albert Bandura. This theory focuses on analyzing and modeling another person's actions, attitudes, or emotional responses and modeling them. It is generally believed that the observer will copy the model. It is also emphasized that individuals should simply learn from the behavior rather than imitate it. This learning theory is a major component of Bandura's social learning theory. It also stressed that four conditions were important in any form of observing and modeling actions: concentration, conservation, replication, and determination (Stone, 2017).

According to Stone (2017), Attention or focus is the first requirement for observational learning. If a person is going to learn something from a model, he or she must pay attention to it and the conduct it demonstrates, and there are many situations that may influence the attention of the observer. The second criterion for observational learning is to be able to remember the behavior that was witnessed. There is a less than probable chance that if an individual does not remember the behavior, they will imitate it. Moreover, the third condition is replication or reproduction. This criterion includes the physical and mental ability of the person to copy the acts he or she has observed. Lastly, determination or motivation is the fourth condition. This simply means that if the individual does not have a motive to adopt the behavior, the lack of motivation can be overcome by no amount of focus, conservation, or replication. Thus, the most significant aspect of observational learning is motivation.

Thus, this theory gives a logical explanation that students may learn by merely looking and observing the different illustrations presented by the teacher. With this, they may be able to give accurate predictions and help them comprehend the story easily.

The third theory that supports schemata theory is the nine events of instruction by Robert Gagne. The teaching events include nine tasks, according to Wager, Gagne & Briggs (1992), namely: attracting attention, reminding the students of the target or goal, reviewing the prior learning or lessons, introducing the stimuli, giving pedagogical scaffolds, evoking the outcomes, giving input, evaluating the productivity or performance, and improving transition and retention.

The first step is to attract interest, ensuring that students are prepared to understand and engage in various learning activities by providing an opportunity to attract their focus. The second stage is reminding the learner of the goal. It is believed that the target or goal must be provided before instruction begins. The third step is to promote reminders of the previously learned concepts or topics, helping the learners to remember the recent concepts by comparing it to what they already understand or have already encountered. Presenting the stimulus is the fourth step. To provide more effective, efficient teaching, it is the use of techniques to present and cue lesson material. The fifth step is providing learning guidance. This can be done by providing instructional scaffold to the learner as needed. The sixth step is eliciting performance, this can be achieved by asking learners to clarify or describe information and to provide their answers with more complexity. The seventh step is providing feedback, these are the constructive comments, suggestions, and recommendations on the student's performances. The next step is assessing

performance; this can be achieved by utilizing appropriate assessment tools. Enhancing retention and transition is the last step. They must internalize new information to help learners gain expertise. (Wager, Gagne & Briggs, 1992).

To note, in teaching reading with the use of prediction chart, teachers must utilize appropriate instructional materials and facilitate the reading activity so that students can comprehend the story and they must follow a systematic procedure.

The above theories are valid based on the formulation of the problem and implications of findings. With this premise, the prediction chart as strategy in reading is supported by the three theories mentioned above.

### **3. Related Literature and Related Studies**

There are different engaging reading strategies that can be utilized in teaching a short story to the class. Thus, a teacher must utilize different strategies to cater the interests of the students. As cited by Anderson (2008), teacher should utilize effective reading strategy so that the learners can increase their comprehension level.

One of the reading strategies that could be helpful for the learner is through the use of prediction strategy. Before reading, a reader may give initially some predictions of a certain story. Constructing insightful predictions has to do with creating assertions based on the title, images, or charts about what the text is about and then reading verify perceptions. Preparing students to utilize this idea would guarantee their constructive engagement and making it simpler to practice reading (Nuttall, 1982).

Furthermore, according to Bailey (2015), prediction strategy enables students to use details such as descriptions, headings, illustrations, and diagrams from the written text and their own actual interactions in order to anticipate what they will read and what will happen in the plot.

This idea is supported by Durkin (1993) who said that comprehension can also be improved by building on students' prior knowledge or schema. Moreover, a prediction strategy reads the text to find out what happens to trigger context information, peeking or previewing and overlooking or summarizing. This reading technique helps students to produce ideas or findings about how the personalities or characters should behave or respond in accordance to the context, circumstance, or events in the plot. (Thomas-Fair, 2005).

According to Magliano, Baggett, Johnson and Graesser (1993), the prediction strategy is believed to include thinking about what could come next in the text. Efficient readers submit it. Before beginning to read, they used photographs, headings, and text as well as personal knowledge to make predictions. Therefore, forecasting includes looking ahead when reading and anticipating data and events in the text.

Likewise, Gaither (2011) believes that it also allows learners to consider what will happen based on the text, the author, and context information, in other words, it lets students evoke their interest, trigger their previous knowledge, or pre-teach vocabulary or concepts that might be difficult. It is also seen as being used in reading tasks. Predicting, in this sense, allows learners to use the text to decide what will happen next. With help from the text, readers confirm or reject predictions (Test Wise Word Association, 2006).

Apparently, predictions are not gullible guesses. They include drawing conclusions, using data in the text and previous information to predict what will happen next. According to Roit (2017), students need to learn to do the following to make thoughtful predictions: find hints in the text and one's background information to support a prediction; determine when to construct a prediction based on the other point in a plot; validate predictions during and after reading; make and analyze alternative predictions; and review predictions and thinking about whether they were confirmed or tested or were not.

In addition, prediction strategy utilizes a prediction chart so that the readers can track their permanent record of what are they thinking before, during, and after reading a short story that leads to understanding the text. With this premise, the students can track their predictions as the story progresses (Raudenbush, 2019). Moreover, prediction charts offer structured opportunities for students to predict what is going to happen in a story and equate their predictions with actual events. As the story progresses, predictions generally become more accurate since students recognize clues and combine their background knowledge with what has already occurred. For primary students, a prediction chart needs to be developed under the teacher's guidance. More able readers can develop it individually or in a small group (Weingarten, 2002).

On the other hand, there are conducted research which are relevant to the efficacy of prediction strategy in improving the reading comprehension of learners. Thus, Research has shown that prediction techniques boost the aggregate or global comprehension of a story (Thomas-Fair, 2005).

In today's generation, students are visual learners, and they make use of different graphic organizers so that they can visualize their ideas properly. According to Lumontad (2014), the use of concept maps is an efficient teaching strategy which develops their structural thinking skills. Thus, concept mapping is proven to be helpful in improving the reading comprehension skills of the students. Through concept mapping, the student's analytical, structural, and creative skills would be gradually enhanced making them better readers.

Likewise, according to Wulandari et al. (2017), after the students were taught in terms of descriptive texts through prediction strategy, the learner's reading comprehension significantly improves. In fact, the outcome of this research study showed that most of the students felt comfortable and they agreed that this method is successful in improving their understanding of the descriptive texts.

Moreover, according to the study conducted by Qué (2012), the test results indicate that predicting strategy has strengthened the understanding of the students' reading ability. In finding the subject of the text, answering the detailed questions with the aid of the image, and anticipating the upcoming details from the textual structure, the students were significantly better. Although the teaching of the predicting strategy has significantly raised the awareness of the students of these reading strategies and allowed them to make use of these strategies in reading, the difference is not important because understanding of reading is affected not only by strategies, but also by other factors such as text and vocabulary of the reader as well as their stored knowledge. Furthermore, predicting techniques are just a fraction of the strategies for language learning.

This reading strategy is also beneficial to the school children. According to Thomas-Fair (2005), This approach has other advantages, such as supporting children who want to use the story's vocabulary in their journal entries. Another advantage was that the kids were highly encouraged to use their imaginative ability for spelling. The overall advantage of this approach was that each time the technique was utilized, the children became more and more inspired to listen and provide their own independent discussion of the plot, the characters and their events. When engaging in center time at the reading center, they also modeled the technique. This method is one that is easy but effective. It allows for optimum involvement and a continuous flow of communication about the story from all members of the community. Research has also found that techniques involving prediction improve a story's overall or global comprehension.

Furthermore, the utilization of the three popular reading strategies (scanning, skimming, and predicting) is a rewarding process to direct students in the ninth grade along the path of independence, specifically in their cognitive aspects and making their school assignments, decision-making, and fostering encouragement. These techniques also helped the learners to understand the reality that they were creators of their personal possibilities and skills. As the learners undergo these processes, they became more open-minded and thoughtful on how to use and apply reading techniques for productive reading and fostering their independence. In addition, their reading abilities have been improved due to the successful use of reading techniques (Izquierdo & Jiménez, 2014).

The cited studies give a conclusive idea that reading is very much essential to the lives of the learners and reading comprehension is vital. Thus, the results of the above studies confirm that prediction as a strategy plays a vital role in enhancing the reading comprehension of the learners. These findings provide convincing evidence for generalizing that it is significant to conduct a study about this reading strategy. However, there are existing gaps in the body of literature and the researcher wants to fill in these academic gaps. With this premise, the researcher wants to assess the effectiveness of this reading strategy among senior high school students because most of the research subjects in the foregoing research are school children and junior high school students. Likewise, the researcher also wants to determine if this reading strategy is applicable and effective in teaching Filipino short story. The study further gives an insight in venturing on the "Prediction Chart in Enhancing Reading Comprehension."

Therefore, the conduct of this study can be very beneficial to teachers who are handling literature subject. They may utilize the prediction chart during their lessons so that this can help stimulate the higher order thinking skills of their students. Thus, this reading strategy can also promote collaboration with their classmates and gain new experiences.

#### **4. Research Problem**

This study assessed the effectiveness of prediction chart in enhancing the reading comprehension of Grade 12 students, University of Cebu Lapu-lapu and Mandaue, Mandaue City, Cebu, S.Y. 2019-2020. The findings served as the basis for a proposed seminar-workshop for English teachers.

Specifically, this study aimed to answer the following:

- a. What are the pretest performances of the control and experimental groups?
- b. What are the posttest performances of the control and experimental groups?
- c. Is there a significant difference between the pretest performances of the control and experimental groups?
- d. Is there a significant difference between the pretest and posttest performances of the control and experimental groups?
- e. Is there a significant difference between the posttest performances of the control and experimental groups?
- f. Based on the findings, what action plan would be proposed?

## 5. Methodology

The study assessed the effectiveness of prediction chart in enhancing the reading comprehension of Grade 12 students at University of Cebu Lapu-lapu Mandaue, Mandaue City, Cebu, S.Y. 2019-2020. The study employed a quasi-experimental design. A researcher-made questionnaire was utilized to assess the effectiveness of prediction chart with a Cronbach's Alpha of .845. Thus, this instrument is valid in the conduct of the study.

To obtain the data, a permission letter to conduct the research study was submitted to the principal of the senior high school department. Upon the approval of the letter of permission, the study was conducted. The class of ST12P2 from Science and Technology, Engineering and Mathematics (STEM) strand with forty-six (46) students were selected as the subjects of the study. Prior to the pre-test that was administered to the two groups, the same questionnaire was given to a group of students who were not directly involved in the study to identify the problems that may occur in the actual examination of the chosen research subjects. With this premise, the researcher can modify or change some questions that make no sense and to some test items that are irrelevant from the purpose of the study. Prior to the conduct of the study, the teacher discussed the elements of short story.

The research subjects were divided into two groups: the control group in Group 1 and the experimental group in Group 2. On the first session, the researcher gave a pretest on the short story entitled "The Legend of the Virgin's Jewel" of Nick Joaquin. The same pretest was given to the subjects of the two groups. However, the teacher introduced another short story entitled "My Father Goes to Court" of Carlos Bulosan to the experimental group for the intervention.

On the second session during the intervention, the experimental group was divided into eight groups. Each group was given with a prediction chart and the teacher explained the mechanics on how to use it. Then, the plot of the story was introduced to the students sequentially with the use of prediction chart.

The prediction chart was divided into three columns. The first column is for the different segments of the story so that the students would be guided on the chronological order of the story. The second column was intended for the prediction of the students. The last column was intended for what actually happened in the story. The teacher utilized different pictures, headings, photographs, and drawings that were all based on the story of Carlos Bulosan. The assigned reading was divided into segments that involved specific action taken by the character(s) in the story. Then, the students from each group together with their groupmates made a prediction as to what they thought would happen in each segment of the story prior to reading that particular segment. Then, they wrote their predictions in the chart.

After the students wrote all their predictions in the second column, they were asked to read the segments of the story. Then, students wrote down what actually happened in the story on the third column and compare it to their predictions. As the story progresses, predictions generally became more accurate since students recognized clues and combined their background knowledge with what had already occurred.

On the third session, the research subjects in the control group were given the traditional way in discussing the short story of Carlos Bulosan. After the whole story was presented, the teacher gave a posttest exam to the experimental and control groups with the same set of questions in the pretest. The data gathered were treated for tabulation, statistical analyses, and interpretation. The result served as basis for the proposed action plan.



## 6. Results and Discussion

### Control and Experimental Groups' Pretest Performance

Table 1. Control and Experimental Groups' Pretest Performance

Range of Scores	Control Group (n = 23)			Experimental Group (n = 23)		
	No. of Students	%	Level of Performance	No. of Students	%	Level of Performance
25.-30						
19-24	16	70	Very Good	12	52	Very Good
13-18	6	26	Good	8	35	Good
7-12	1	4	Fair	3	13	Fair
0-6						

It is shown in table 1 that a greater majority (70%) of the learners in the control group have a *very good* performance in the pretest as compared to the proportion of students in the experimental group (52%). Moreover, a greater proportion (13%) of students in the experimental group had a *fair* performance as compared to the control group (4%).

### Control and Experimental Groups' Posttest Performances

Table 2. Control and Experimental Groups Posttest Performances

Range of Scores	Control Group (n = 23)			Experimental Group (n = 23)		
	No. of Students	%	Level of Performance	No. of Students	%	Level of Performance
25-30				2	9	Excellent
19-24	4	17	Very Good	12	52	Very Good
13-18	13	57	Good	9	39	Good
7-12	6	26	Fair			
0-6						

Comparing their posttest performances, table 2 shows the result that majority (52%) of the learners of the experimental group has a *very good* performance in the posttest, while there are a good number (17%) of the students in the control group who has a *very good* performance in the posttest. Majority (57%) of the learners in the control group perform well.

Most learners performed well in the experimental group because they were taught on how to use their higher order thinking skills with the aid of prediction chart and they were able to collaborate and interact with their groupmates. Unlike with the students in control group, the teacher utilized the traditional or lecture method which is less interactive and teacher centered.

This can be explained by the idea of Nuttall (1982), who emphasized that training learners to utilize prediction as a reading skill would ensure their constructive engagement and making it simpler easier to practice reading. This idea is supported by Thomas-Fair (2005) who strongly believed that research has also found that techniques involving prediction improve a story's overall or global comprehension.

*Difference of the Pretest Performances*

Table 3. Difference of the Pretest Performances of the Control and Experimental Groups

<b>Variables</b>	<b>Computed t</b>	<b>p-value</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
Pretest of the control and experimental groups	1.12	.27	Accept	No significant difference

$$\alpha = .05 \quad df = 41$$

Table 3 shows that the pretest performances of participants in the control group ( $M = 19.26, SD = 3.28$ ) does not significantly differ from the pretest performances of the experimental group ( $M = 18.00, SD = 4.29$ ),  $t(41) = 1.12, p = .27$ . It is very important that prior to the conduct of the study, the entry skills of the participants in the control and experimental groups are checked for matching. Since their pretest performances do not differ greatly, the two groups are balanced in terms of entry skills, so the pretest with control group is ideal for the quasi-experimental design.

*Difference of the Pretest and Posttest Performances*

Table 4. Difference of the Pretest and Posttest Performances of the Control and Experimental Groups

<b>Variables</b>	<b>Computed t</b>	<b>p-value</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
Pretest and Posttest of the Control Group	14.88	$5.8E - 13$	Accept	No Significant difference
Pretest and Posttest of the Experimental Group	-6.67	$1.06E - 06$	Reject	Significant difference

$$\alpha = .05 \quad df = 22$$

Table 4 shows the results whether the use of prediction chart is effective in enhancing the reading comprehension of the respondents in both control and experimental groups.

It is observed that the pretest performance of the control group ( $M = 19.26, SD = 3.28$ ) does not significantly differ from their posttest performance ( $M = 14.69, SD = 3.67$ ),  $t(22) = 14.88, p = 5.8E - 13$ . This means that the use of the traditional classroom instruction or pure lecture, does not enhance the reading comprehension of the control group, it lowers their posttest performances. This is contrary to the results of the pretest and posttest of the experimental group. It is found that the pretest performances of the experimental group ( $M = 18.00, SD = 4.29$ ) significantly differ from their posttest performances ( $M = 19.74, SD = 3.58$ ),  $t(22) = -6.67, p = 1.06E - 16$ . This implies that the utilization of prediction chart enhances the reading comprehension of the experimental group.

The result of the pretest and posttest performances of the experimental group is supported by Wulandari et al. (2017), where it showed that after the students were taught in terms of descriptive texts through prediction strategy, there was a statistically significant increase in student's reading comprehension.

Difference of the Posttest Performances

Table 5. Difference of the Posttest Performances of the Control and Experimental Groups

Variables	Computed t	p-value	Decision on Ho	Interpretation
Posttest of the control and experimental groups	-4.76	2.25E - 05	Reject	Significant difference

$\alpha = .05$   $df = 43$

Table 5 shows the comparison of the control and experimental groups' post-test results, and the results showed that the posttest gain of the control group and the experimental group significantly differ,  $t(43) = -4.76, p = 2.25E - 05$ . This implies that the prediction chart does enhance the reading comprehension of the Grade 12 students.

As emphasized by Anderson (2008), teacher should utilize effective reading strategy so that the learners can increase their comprehension level. In this manner, prediction chart is an effective reading strategy that must be used inside the classroom and this would greatly benefit the teacher and the learners.

In addition, the findings of the study confirm that prediction chart was an effective reading strategy. Moreover, the findings conform to the study conducted by Qué (2012), the test results indicate that predicting strategy has strengthened the understanding of the students' reading ability. In finding the subject of the text, answering the detailed questions with the aid of the image, and anticipating the upcoming details from the textual structure, the students were significantly better.

**7. Conclusion**

One of the twenty-first century skills that a learner must possess is their ability to think critically. This skill can be enhanced through reading for it is considered as one of the essential components of the macro-skills in Linguistics. Hence, this study assessed the effectiveness of prediction chart in enhancing the reading comprehension of grade 12 students at University of Cebu Lapu-lapu and Mandaue, Mandaue City, Cebu, S.Y. 2019-2020. The findings served as the basis for a proposed seminar-workshop for English teachers. In conclusion, prediction chart is an effective strategy in improving student's reading comprehension. The chart is excellent in schemata growth as students share predictions from reading with their peers and gain new experiences.

In the light with the implications of this study, the following are hereby recommended:

1. Topics for future researches:
  - 1.1 The use of Prediction Chart as a strategy in studying other macro-skills in English;
  - 1.2 The use of Prediction Chart in engaging students in technical-vocational, arts and design, and sports track.
2. Adoption of the proposed seminar-workshop for teachers.

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## Construction of Reality in Pakistani English Newspapers: A Semiotic Analysis Study

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### ABSTRACT

Representation of social issues of the society through cartoons is of great importance in Pakistan. The newspapers' cartoonists represent social issues according to their own objectives. They construct satire on these social issues by using images and captions. It is significant to investigate how the newspapers' cartoonists frame reader's opinion about social issues of the society through linguistic choices. The current study was conducted to examine social satire in cartoons in Pakistani English newspapers. The objectives of the current research were to identify the recurring social themes in cartoons, to investigate the semiotic devices used in cartoons and to find out the logical connection developed between linguistic and semiotic devices in cartoons for the reflection of social issues in Pakistani English newspapers. The present research was qualitative in nature. The data were collected from the cartoons published in Pakistani English newspapers i.e. Daily Times (Pakistan), Dawn and The Nation. Barthes' (1974) model of semiological analysis was used for interpretation of social satire in cartoons in Pakistani English newspapers. After analysis, it was found that the newspaper's cartoonists used specific linguistic devices like exaggeration, symbolism, labeling, caption, irony and analogy for construction of social satire in cartoons. They also exposed the social issues like corruption, inflation, explanation, terrorism, poor democracy, wrong policies of the government, thana culture, energy crises, meat adulteration and child brutality. There were also logical connections between linguistic and semiotic devices in cartoons to enhance the reader's understanding of social satire.

### 1. Introduction

Semiotics (semiology) was first employed by the Swiss linguist Ferdinand de Saussure in the early twentieth century. As the study of semiology is connected with the common properties of signs and other signal forms, semiotics deals with science of signs that allowed the production of a number of viewpoints and lined the way to various cultural events that elevated the study of signs in the course of its connotative and denotative meanings.

After getting inspiration from the concept of de Saussure, linguists began to develop new theories of different kinds of signs and its connotative meanings. Roland Barthes was a key player in the French school structuralism semiotics. He developed his approach in denotation and connotation in relation to photographic images as a system of signs. Barthes (1974) claimed that image has two layers: of what and how it is represented. He clearly described that denotation is concrete while connotation is more complex and abstract concept.

With the advancement of semiotics, the media has become a leading communication network that appeals broader community attention using language as an instrument of stating views and thoughts from a specific point of view. This particular feature of language use has made media discourse a practicable and powerful research field. The media plays a significant part in our daily life; it affects us through its different functions and occupies an important part for most people. Linguists over the years have been studying how language is precisely used in different genres to complete communicative tasks. With the study of media language, there has been a substantial research output on cartoons interested in domestic issues across academic disciplines

over the recent years. The increasing interest indicates that cartoons have successfully constituted a distinct multimodal genre within media discourses. Beyond humor, cartoons are crafted to 'bury' the true meanings, and hide the cartoonists' true proposed meanings that represent their logical meaning.

In cartoons, many researchers did work and even a lot of researchers are working on semiotic analysis of cartoons, newspapers and advertisements. Stone (2000) did work on a semiotic analysis of four commercials by employing the two basic theories of semiotics i.e. Ferdinand de Saussure and Peirce theories and resulted that semiotic analysis of commercials was useful for comprehension the basic meanings and object of the adverts. Zheng (2013) also conducted a research on semiotic analysis of a print poster of coca cola bottle and resulted that semiotics gave guideline to the promoters to select according to their requirements and needs and it showed victorious to draw the consumers and made the merchandise publically up to standard. Cartoon is a diagram medium that connects the reader, assists them to understand and interpret the political, social and economic scene in the country. Editorial cartoon has an old tradition of integration of social satire in a society. Cartoons in Pakistani English newspapers reflect present social problems of our society. Apparently, cartoons are supposed to be very simple, but they influence the minds of the reader about social issues of the society. This area had not been explored appropriately yet. So, there was a need of semiotic analysis of the cartoons in order to explore the linguistic and semiotic devices employed by the cartoonists to reveal their objectives. To materialize the objectives of the current research, following research questions were posed.

1. What are the recurring social themes in cartoons for the reflection of social issues in Pakistani English newspapers?
2. What are the semiotics devices which have been used in cartoons for the reflection of social issues in Pakistani English newspapers?

## 2. Literature Review

Satire is a form of humor which is used to express a subject or a person in humoristic behavior. Its aim is to indicate prevailing vices or follies (through humor) which should be corrected. In other words, we can say that satire is a mixture of criticism and humor in order to change that which looks wrong.

According to the Dictionary of Literary Terms (1977) social satire is a fictional work planned to provoke ridicule, scorn and follies of man and his institutions. It is also aimed at correcting misconduct by inspiring both annoyance and laughter with a mixture of wit and. The notion of satire is originated from the act of scorn or ridiculous, to right the harms of the society. Satire is any piece of writing that uses devices such as irony. Social satire is a fact or situation that has the cause of making some person or thing ridiculous. It is engaged to mock or reason the actions of man or his beliefs.

Social satire can be illustrated as the literary art of distinguishing a subject by making it ridiculous and evoking toward it attitudes of amusement, scorn, contempt, or indignation. It differs from the comic in that comedy evokes amusement chiefly as an end in itself, while satire ridicules and it uses laughter as a weapon, and against a bump that exists outside the work itself. Usually, satire has been justified by those who apply it as a reform of human voice and folly. It's mostly claim has been to scorn the failing rather than the entity, and to bound its scorn to corrigible errors, exclusive of those for which a person is not liable.

Satire happens as an incidental part within a lot of works whose generally mode is not satiric in a definite character or condition, or in an exclaimed passage of ironic explanation on some characteristic of the human situation or of current society. But for some literary scripts, prose or verse, the effort to reduce a subject by scorn is the main organizing rule, and these works comprise the proper genre labeled "satires."

According to Kimani (2013) observation, satire is a "militant irony" that has two basic features. First, anger is a crucial constituent of satire. In reality, satire is an assault. Second, Kimani (2013) viewed irony as satire's weapon of choice. He further stressed that irony is itself a dialogic link. By using irony, satirists appeal to interpreters to reshape the connotation of a word in view of its new context. They suppose their readers to make the essential outside connections. Satire is dialogic in at least two ways. First, it submits to another text, which is the subject of the critique. Second, it depends on the viewers to study it as satire. As a result, Njogu(2006) contrasted parody and satire, stating that satire, like parody, is associated to the carnival sense of the world.

In these two genres, the world is twisted inside out because satire depends mainly on the interpreter's capability to identify that the indirect secret expression is in reality an assault with definite goals, it is an undecided genre. But the suitable set of principles against which our failings can be eager to form the baseline of satire has frequently been the point of disappearance between the satirist and his critic.

As a literary manner, social satire is linked with mocking human and institutional follies with the objective of reforming them. Social satire may be shown in the form of allegory and also form of imitation through caricatures and pictures, it is dangerous treatment of subjects in a theatrical fashion, also in the form of Lampon which is defined as the act in which an individual is shown in a dangerous way, and this makes it a subject of amusement. In the form of irony which is defined as a situation whereby the proposed meaning is the opposite of that indicated by the word used. Abrams M. H. (1991) says: "Social satire is the literary art of diminishing a subject by creating it preposterous and suggesting towards, its approach of laughter, indignation, scorn or contempt."

For him, social satire is a scorn going to making an individual or society less as a consequence of the subject's folly, laughter and without due value of the subject Abrams definition of social satire only out to scorn alone and not to reform in as much as satire mocks. It also reforms or moves the subject away from his or her foolishness and harms separately from just being amusing. Although it employs amusement as weapon to scorn, unlike comedy that suggests amusement chiefly as an end in itself the same amusement could also be used to reform harms of the subject.

The view of Margaret Dable (1992) on satire is "... a poem, or a prose work, in which existing vices or follies are held up to scorn". Like Abrams and Emeaba, Margaret Dable considers that the purpose of social satire is merely out to scorn the follies of an individual or the society, either written in poetry or in the type of prose. She fails to disclose the other feature of satire that is satire is a double-edged sword. It scorns, amuses through humor and at the same time reforms the folly and forms the individual in the society. Satire is a variable term.

Samuel Johnson (1921) views that satire is a poem in which badness or censured. Like the earlier scholar, Johnson is of the view that satire tricks or scorns the folly of the individual. All the researchers are of the view that social satire is an art that mocks the folly of the individual and society, and when the plans from the customs of his traditions or society. Not all researchers consent on the notion that social satire also reforms and forms the individual in the society. In conclusion, with all these researchers' view, we can say that social satire is a form of discourse, either in prose or poetry, which creates fun of the foolish or ill behavior of people, society or institutions in general. In other words, the purpose of social satire is not just to criticize, but also to correct the society.

Wole Soyinka (1963) is an author whose attention is a disclosing in depth the socio-political condition of the African society. His works concentrate on examining the nature of his society. For him, a playwright should be a dream of his people, one who will go all the way to plan a purposeful future for his people. By examining the society, Soyinka aims to make the society come to conditions with the nature of their troubles which are a crucial step towards resolving the issue.

Cartoon is a significant and essential part of our societal culture. Comedic, expressive and sometimes political, cartoon appeals to all people both adults and children. "Cartoon" is originated from the Italian word "cartone" which stand for "large paper". In its simplest appearance, cartoons are big, graphic images that provide the purpose of describing a story or remarking on a political or social problem. Simultaneously, one question occurs into our minds: what makes cartoons so effectual in spite of their simplicity? According to Pulitzer Prize winning author and cartoonist Art Spiegel man, "Comic is the technique brain think. You have small groups of words in the brain when you speak to somebody. These groups become iconic, abstracting images representing a visual that becomes real in your mind".

It is significant to know the beginning of cartoons and how they have developed over the centuries to entirely appreciate the animations and cartoons that are shaped today. With this information comes the comprehension that little has changed in the purpose cartoons serve. The cartoon communication in Pakistan had been flourished during military regime of General Zia ul Haq (1977- 1988) of Pakistan which was considered as the era of black laws. There was little press liberty. During that period, a well-known political cartoonist, identified as Nanha, begun to criticize the government's black laws through his cartoons, His cartoons were light in tone but delivered much required mockery for government actions. Later on, many cartoonists like Javed Iqbal, Maxim, Feica, Shahtoon, Nigar Niazi, and Zaidi etc, have been working as political cartoonists in the mainstream newspapers of Pakistan but unfortunately, Pakistani scholars and thinkers did not pay attention on this medium as in the whole world. In Pakistan, the research on social and political cartoons is limited. But now it is thought that social and political cartoons can play a significant role as an important platform of propaganda as the Danish newspapers used this means to criticize the Holy Figure of Muslims. Cartoonists set agendas according to the editors, pressure groups, and their individual interests. But on the other side, there is also supposition that people get this medium as only for amusing and satire to make audience chuckle without any agenda.

Tahreem (2013) tried to investigate face saving and face spoiling in Pakistani political cartoon. According to her, the newspapers cartoonists purposefully designed political cartoon to expose or hide their identities. Saussure (1974) presented a 'dyadic' or two-part model of the sign. He stated a sign as being made of a 'signifier' (signifiant) shows the form which the sign takes and the 'signified' (signifié) shows the concept it symbolizes. The sign is the complete that consequences from the relationship of the signifier with the signified. The association between the signifier and the signified is mentioned to as 'signification', and this is symbolized in the Saussurean diagram by the arrows. A sign must have both a signified and a signifier. We cannot have a completely formless signified or a completely meaningless signifier. A sign is a recognizable mixture of a signifier with a signified. The similar signifier could set for a dissimilar signified. In the same way, many signifiers could stand for the different concept.

### 3. Methodology

The present research was a semiotic analysis of cartoons published in Pakistani English newspapers. The objectives of the current research were to identify the recurring social themes in cartoons, to investigate the semiotic devices used in cartoons, and to find out the logical connection developed between linguistic and semiotic devices in cartoons for the reflection of social issues in Pakistani English newspapers. The present research was qualitative in nature. Barthes' (1974) model of semiological analysis was used for interpretation of social satire in cartoons in Pakistani English newspapers. Barthes' (1974) model of semiological analysis was the latest model in the field of semiotics. This model was also suitable for present research. The current research was based on qualitative approach. The data were collected from the cartoons published in Pakistani English newspapers i.e. Daily Times (Pakistan), Dawn and The Nation. Barthes' (1974) model of semiological analysis was used for interpretation of social satire in cartoons in Pakistani English newspapers. The population of the current study was all the Pakistani English newspapers. The sampling was made representative by selecting twenty images of cartoon of three Pakistani English Newspapers i.e. The Nation, Dawn and Daily Times (Pakistan). These newspapers were selected for data collection due to their high ranking of publication.

#### 3.1 Data Analysis

In the current research, twenty images of cartoons were selected for semiotic analysis. Barthes' (1974) model was employed to analyze these cartoons critically. The identification of signs, their meaning and types of the signs were presented in a table. The research was conducted on the following two levels of Bathes' (1974) model:

##### 2.1.1 The Denotative level of the image

Denotative level interpretation deals with the recognition and type of the signs on surface level of the meanings. In the present research, at denotative level, physical appearance of the signs was identified and described.

##### 3.1.2 The Connotative level of the image

Connotative level interpretation deals with the literal and implied meanings of the whole message. In the present research, at connotative level, implied meanings of the sings were explored and analyzed in the socio-political context of Pakistan.

### 4. Results and Discussion

The present research was based on semiotic analysis of cartoons published in Pakistani English newspapers. The present research was qualitative in nature. The data were collected from the cartoons published in Pakistani English newspapers i.e. Daily Times (Pakistan), Dawn and The Nation. Barthes' (1974) model of semiological analysis was used for interpretation of social satire in cartoons in Pakistani English newspapers. The data were analyzed at two levels i.e. the denotative level and the connotative level. Denotative level dealt with the identification and type of the signs on surface level, while connotative level dealt with the literal and implied meanings of the whole message.

#### 4.1 Analysis of Cartoon image



Image 4.1: Private education, Daily Times, 16-09-2015



This cartoon is a satire on social evil “cruel behavior of private education in the shape of high fees.” After identification of signs in the image, its types and the denotative and connotative meaning of signs have been presented in the below table.

Table 4.1 *Identification, Meaning and Types of the Signs*

No.	Identification of sign	Denotative meaning of sign	Connotative meaning of sign
1	The label	Private Education	Private education getting unfair profit, cruel attitude of private education
2	The mother’s eyes and nose	Stare and aciform	Show her agape and astonish after meeting the principal in the shape of butcher
3	The mother’s mouth	Widely open	Shows her embarrassment after meeting the principal in the shape of butcher
4	The children’s eyes and nose	Stare and flat	Show his agape and astonish after meeting the principal in the shape of butcher
5	The children’s mouth	Widely open	Shows surprised
6	The principal’s dress	Dhoti and waste-coat	Shows principal in the shape of butcher
7	The specific articles- “Burdah and Mudi”	A tool is used to slaughter client	Graving money with cruelty
8	The caption	Goat	Client looks a prey(goat)

#### 4.1.1 The Denotation Level of the Image

There are three persons in this picture a child, mother of a child and a principal. Mother is wearing a very simple dress. A child has also simple dress. A principal is having a very strange dress like “dhoti and open waste coat”. His mouth is open, he has flat nose and bulging eyes. The things which are on the principal’s table are “Mudi and Burdah”. Principal warmly welcomes his client and says to sit on chair with his hand’s notion.

#### 4.1.2 The Connotation Level of the Image

At connotative level, the label “private education” indicates the cruel attitude of the private education. This education system is busy to get unfair profit from the parents. In our society, private institution has gained much importance for providing reasonable education to the children. But now-a-days, they are commercialized. In this image, the clients (mother and children) are present in the office of the principal. Their face expressions express embarrassment and astonishment on the welcome of principal. On seeing

his clients, his mind thinks about his prey (goat). The sign of goat in the caption indicates the mindset of the principal. It also indicates the lust and greed of administration of private education. The articles (burdah and mudi) in the shape of high fees indicate the cruelty of private education. Their aim is to just get money from the children of the parents. Private education institutions get money by adopting fowl or fair means. Due to high fees, the parents are looked embarrassed in our society. They are worried about education expenses of their children. On the other hand, the principal who is wearing butcher's dress indicates his cruelty like butcher man. The physical shape of the principal also points out his lust of something. In this image, high fees show as "the Burdah and Muddi" to slaughter the parents. The principal's room presents as butcher shop, where the people are treated as prey (goat) instead of parents.

#### 4.2 Analysis of Cartoon image

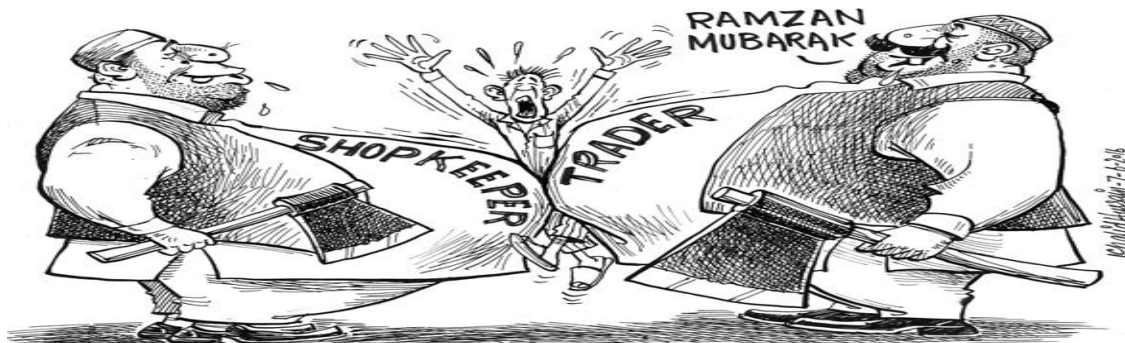


Image 4.2: Ramzan Mubarik, Daily Times, 07-06-2016

This cartoon is a social satire on "price hiking" on the coming of the holy month "Ramzan". After identification of signs in the image, its types and the denotative and connotative meaning of signs have been presented in the below table.

Table 4.2 Identification, Meaning and Types of the Signs

No.	Identification of sign	Denotative meaning of sign	Connotative meaning of sign
1	Label	Ramzan Mubark	The holy month is not pleasant month for public in social reality
2	The trader's nose	Bulging	Shows his humiliation
3	The trader's lips	Large	Show happiness on coming the month of looting i.e. Ramzan
4	The trader's eyes	Closed	Show excitement on coming the month of making money i.e. Ramzan
5	The trader's body	Healthy and chubby	Shows overwhelming, lust and greed in the month of Ramzan
6	The trader's dress	Shalwar kameez and waist coat	Shows business class
7	The shopkeeper's nose	Bulging	Shows his humiliation
8	The shopkeeper's lips	Large	Show happiness on coming the month of looting i.e. Ramzan
9	The shopkeeper's eyes	Closed	Show excitement on coming the month of making money i.e. Ramzan

10	The shopkeeper's body	Healthy and chubby	Shows overwhelming, lust and greed in the month of Ramzan
11	The shopkeeper's dress	Shalwar kameez and waist coat	Shows business class
12	The man	A human being	Shows as purchaser, public and common person
13	The man's eyes	Closed	Show pain which bear in the shape of inflation on the coming of holy month i.e. Ramzan
14	The man's mouth	Widely open	Cry due to inflation on the coming of holy month i.e. Ramzan
15	The man's hands	Standing due to pain	Show helplessness in front of inflation in the month of Ramzan
16	The man's dress	Shalwar kameez	Shows poverty and poor class
17	The cutter	A tool used to cut something	Used to grave money with cruelty

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#### 4.2.1 The Denotation Level of the Image

There are three persons in this picture a shopkeeper, a trader and a man (citizen). Both the shopkeeper and the trader are wearing a business class dress. The size of their faces and bellies shows their good health. Both have bulging eyes. Both wear the holy cap on their heads. Both are in happy mode and wish the holy month of the Muslims "Ramzan". On this occasion, they have a large cutter in their hands to kill someone. On the other side, a man wears old and worn dress. His face and belly size are very weak. Instead to welcome the holy month "Ramzan" he cries loudly by opening his mouth.

#### 4.2.2 The Connotation Level of the Image

At connotative level, the label "Ramzan Mubarak" indicates the holy month as unpleasant month for public in social reality. The month of Ramzan is a holy month for all Muslims of the world. On coming of this month, the prices of the basic commodities are decreased in respect of this month and to give relief to the public. But in our society, this is completely opposite. In this image, both characters trader and shopkeeper indicate this reality beautifully. The bulging noses of shopkeeper and trader expresses the humiliation. Their open lips and ironic smiles disclose their happiness on coming the month of looting. These signs indicate their thinking for this holy month. This month is a month of making money for them instead of the month of blessing. Their healthy and chubby bodies indicate their overwhelming, lust and greed in the month of Ramzan. Their dresses reveal that they are belonged to business class which shows their business mindset. They are concerned only their profit. Their holy caps disclose that they have religious faith. On the coming of this month, they become religious persons by wearing the holy caps. Along with the holy caps, they have cutter in their hands. A cutter expresses their cruelty in the form of price hiking. With this cutter they are ready to slaughter the common man. In this image, a man shows a common person of the society. His closed eyes show his pain which he bears in the shape of inflation on the coming of holy month Ramzan. His open mouth indicates his sob due to inflation on the coming of holy month Ramzan. His standing hands show his helpless in front of price hiking which produces by the trader and the shopkeeper. His thin body and old dress show his poverty and the problem of basic necessities due to inflation. In this way, a cartoonist beautifully presents how a month of Ramzan is become a month of distress for a common person in our society. This image shows a social satire on the business class i.e. a trader and a shopkeeper. For getting unfair profit, they are creating artificial shortage of things and increase the prices of the things. On this occasion, they forget their religious believes as well.

## 4.3 Analysis of Cartoon image 4.3

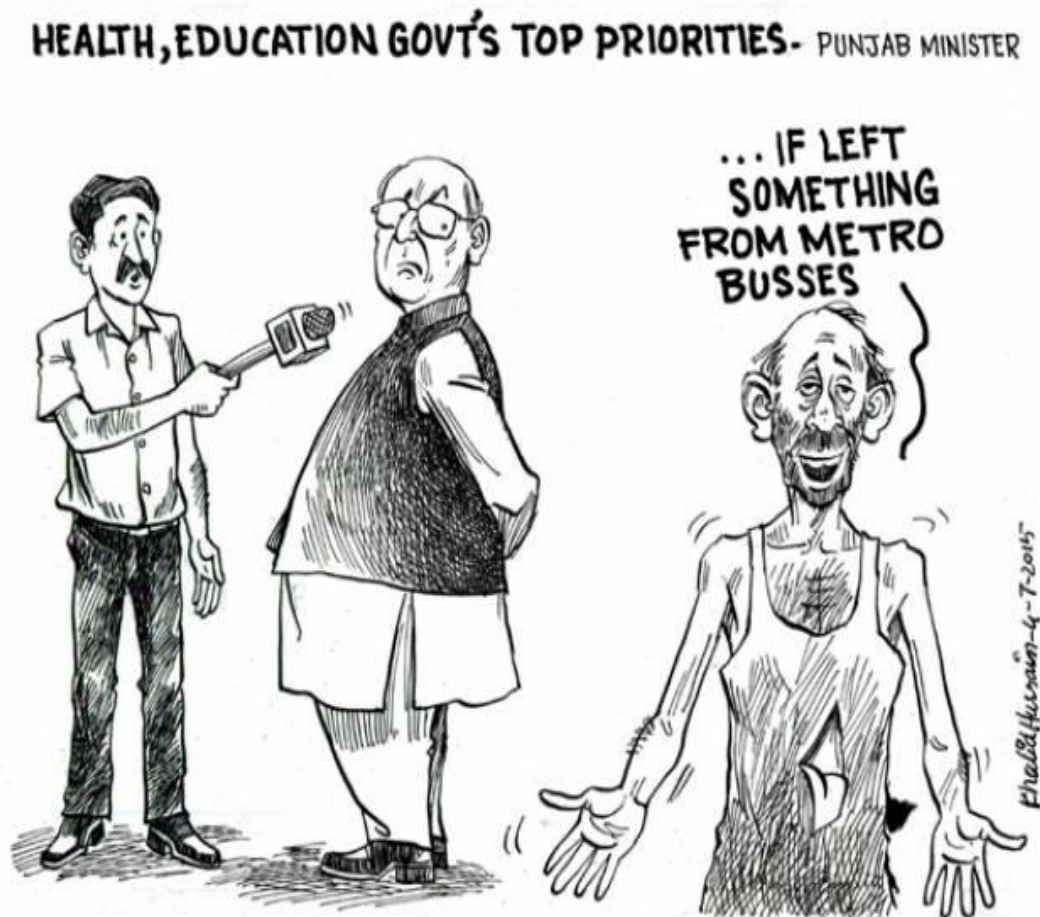


Image 4.3: Health, Education Govt's Top Priorities, Daily Times, 04-07-2015

This cartoon is a social satire on misdirection of budget allocation of the Punjab Government. After identification of signs in the image, its types and the denotative and connotative meaning of signs have been presented in the below table.

Table 4.3 Identification, Meaning and Types of the Signs

No.	Identification of sign	Denotative meaning of sign	Connotative meaning of sign
1	The label	Health, education govt's top priorities	The main priority of present government is metro project and it neglects the basic needs of a common man i.e. health and education
2	The eyes, nose and face of the reporter	Opened, flat and sad	Seriousness and suspense
3	The reporter's dress	Pent and shirt	Employee class
4	The Punjab Minister's eyes	Frowning	Show his irritation

5	The Punjab Minister's face	Healthy	Shows his anger and tension
6	The Punjab Minister's dress	Shalwar kameez and waist coat	Politician class
7	The man's eyes	Opened	Tired, exhausted
8	The man's lips	Closed	Show his sadness
9	The man's hands	Opened	Questioning, upset, languid
10	The man's short beard	Old man	Neglected
11	The man's body	Half naked and skinny	Lack of basic facilities, starvation
12	The mic	A tool	Interview
13	The caption	Question	To be sure

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#### 4.3.1 The Denotation Level of the Image

There are three persons in this picture a reporter, a Punjab minister and a man (citizen). The reporter is wearing a pent shirt. He has a mick in his hand. The P.M. is wearing a business class dress. He looks like a chubby person. He gives comments to the reporter that "Health, Education Govt's Top Priorities". The man wears an old and worn dress. He has a weak phasic. He has not been shaving, which is obvious from his beard. On hearing the comment of the Prime minister, he opens his hands to show his helplessness and languid and thinks that "...If left something from Metro buses". On the reaction, the P.M. turns his face from the reporter towards the man.

#### 4.3.2 The Connotation Level of the Image

At connotative level, the label "Health, Education Govt's top priorities" indicates that the main priority of present government is "Metro Buses Project" and it neglects the basic needs of a common man i.e. health and education. Health and education are the basic needs of a common man. In our society, the condition of our hospitals and schools is very miserable. There is a hard need to improve them and it is a responsibility of the present government to take step and fix a high budget for the improvements of these two departments. Instead of this, the main intention of the present government is on "Metro Buses Project". The statement of the Punjab Minister indicates that he knows the real need of the public and he declares his government top priorities that are health and education. The reporter's open eyes and sad face show his seriousness on taking the interview. The Punjab minister frowning' eyes show his irritation on listing the comments from the common man after giving his statement. The Punjab minister's dress shows that he is belonged to politician family. In this image, the man indicates a common person. His open eyes show his tiresome and exhaust by facing the problems of the basic facilities. The man's closed lips show his sadness and silence on the problems of the basic needs. His open hands express his upset mind and questioning which he wants to ask against the present government. His half naked and skinny body reveals that he is the victim of lack of basic necessities. The man's short beard indicates that he is neglected by the government in the society. The caption "...If left something from Metro buses" expresses his question from the Punjab minister after his statement that he is to be sure about his statement or not. This image is a social satire on the present government to give a main focus on traveling and roads facilities and neglects the basic facilities of health and education.

## 5. Conclusion

The present research was a semiotic analysis of cartoons published in Pakistani English newspapers. The objectives of the research were to identify the recurring social themes in cartoons, to investigate the semiotic devices used in cartoons, and to find out the logical connection between linguistic and semiotic devices in cartoons for the reflection of social issues in Pakistani English newspapers. After analysis, it was found that the newspaper's cartoonists used specific linguistic devices like exaggeration, symbolism, labeling, caption, irony and analogy for construction of social satire in cartoons. They also exposed the social issues like corruption, inflation, explanation, terrorism, poor democracy, wrong policies of the government, thana culture, energy crises, meat adulteration and child brutality. There were also logical connections between linguistic and semiotic devices in cartoons to enhance the reader's understanding of social satire. The analysis of the research shows that social issues of the society and politicians are the subjects of cartoons in newspapers. So, the semiotic discourses like cartoons are very powerful means in shaping people's perceptions. They have two-fold appeals. On one hand, they amuse us and on the other, provide us a current social commentary on the issues around us. The current research will open a new window for the future researcher to conduct research in these similar areas. The study also will pave the way of young language learners to conduct research on social satire to explore more realities in form newspaper cartoons.

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## Strategies of Subtitling the Word Fuck in *The Wolf of Wall Street* Movie

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### ABSTRACT

To determine the appropriate strategy for the translation of the word fuck and its variants in audio visual translation is indeed problematic. On the one hand, the translator is required to maintain the beauty of the literary value as reflected in the dialogues, including the usage of offensive swear words; on the other hand, he is obliged to comply with the provisions stipulated in government regulation number 13 year 2014 concerning film censorship agency, especially paragraph 6 article 25 which forbids the usage of vulgar, offensive, racist words that have the potential to ignite public unrest. This research is intended to investigate the choice of translation strategy made by the translator. The method used in this research is descriptive qualitative using data in the form of the word fuck and its variants with *The Wolf of Wall Street* movie as the data source. This study is also intended to compare the results of a similar study conducted by Hawel (2019) which is about the strategy of audiovisual translation from English to Arabic. The results showed that there are similarities in the frequency of the strategies used, namely omission and softening strategies, which reached 75% and 25% respectively in Hawel's research (2019), and omission and mollification strategies which reached 72.9% and 27.1% consecutively in this study. The word mollification in this research is similar to the word softening in Hawel's (2019).

### 1. Introduction

The translation of the word fuck and the strategy used by the audiovisual translators to translate the word into Indonesian is problematic as it involves two conflicting views. The first view states that the audiovisual translation must not contain words that are obscene and violate moral norms; while the second one insists that the audiovisual translator is must translate whatever words as they are, with the sole purpose of maintaining the strength of the selected words by the author in the source language (Hjort, 2009).

Apart from these two conflicting views, there are still internal conflicts faced internally by the audiovisual translators. On the one hand, they wish to express their freedom to translate any word that is regarded as the strength of a film (Allan and Burridge, 2006, p 13); on the other hand, their hearts remind them of other things that must be considered, such as the cultural values of politeness in the communities where they live (Hjort, 2009). This clash of values put translators into a dilemmatic situation in which they have to decide what strategy to use.

Censoring the word fuck or other inappropriate words in the audiovisual translation which are practised in different parts of the world (Rabadan , 2000; Hjort 2009; ternuda , 2004; Roca , 2004) indicates the high attention in the translation of that kind. For example, during Franco's reign in Italy, it is only a literary work by foreign writer and/ or harmless authors which was widely published, such as Richmal Crompton's Just William series or Agatha Christie's detective stories. These series do not contain any taboo words. The concern about censorship of swear words was also shown by the audiovisual translators in Finland. These translators have a natural censorship strategy, namely strong self-control against the presence of words that are inappropriate to speak in the source language that are deemed inappropriate for their culture. They believe that words that are inappropriate to utter and have no significance to the plot, especially if the information conveyed can be inferred from facial expressions or tone

of voice, should be omitted from the text. They also believe that words whose meaning do not significantly affect the information presented in the dialogue can be censored and do not need to be translated (Zawanda, 2011).

Similar situation also occurred in Indonesia. The Film Censorship Agency in Indonesia carries out strict censorship of utterances that have the potential to raise moral and national integrity issues.

The Republic of Indonesia Government Regulation of 2014 Number 18 of Lembaga Sensor Film (LSF) or the Film Censorship Agency (in Chapter II Part Three containing about Functions and Powers of LSF Article 6 states that LSF has several duties including: a) censoring film and film advertisement before they are circulated and/or shown to the public; and b) conducting research and assessment of the title, theme, image, scene, sound, and text of the translation of a film and film advertisement that will be circulated and/or shown to public. In the same Chapter and Part, Article 25 section 1, 2, and 3 mentions the means and the purposes of censorship. Article 25 (1) Censorship of films and film advertisement is carried out based on the principle of dialogue with the owner of the censored film and film advertisement. (2) Apart from the matters referred to verse (1), censorship is also intended as a means of preserving the values and culture of the nation so that it can be maintained and developed in accordance with the personality of the Indonesian nation. (3) Censorship as a chain of guidance is directed at fostering the ability to self-control among filmmakers in their work as an embodiment of their responsibility to the nation's dignity. Those are the provisions that must be considered by filmmakers, including the translators. If there is a violation of the articles stipulated in Government Regulation No. 18 of 2013, the film will be withdrawn from circulation (Chapter III Part 5 article 38).

This LSF policy has an impact on the attitudes of Indonesian audiovisual translators in translating extreme words such as the word fuck and other offensive words from English into Indonesian. The translators do not translate the word as it is, but it is adapted to the context and follows the provisions that apply in Indonesia.

From the above description, it can be concluded that the word fuck is indeed not an ordinary word. In translation, this word requires caution as there are national cultural values that must be considered on the one hand, and there are demands for freedom of expression on the other hand. In terms of research, this study on the audiovisual translation strategy for the Word Fuck in *The Wolf of Wall Street* was inspired by a similar study in Iraq which examined the use of audiovisual translation strategies from English to Arabic. Arabic and Indonesian language do not have similarity in grammar, but the majority of people from those countries share the same Islamic values. In Islamic values, every Muslim must have akhlaq or morals that teach them to do good deeds and avoid bad deeds including saying bad words. Otherwise, they will sin. However, if the translators use taboo words for translation, they actually merely transfer the word from the source language to the target language. It does not necessarily mean they say taboo words for their own wishes. The translator's internal conflict in choosing a translation strategy is assumed to affect the translation results. In the Indonesian context, translators will be bound by the Government Institution Regulations on film censorship in terms of both the language in the film and the language in the film translation. This factor makes audiovisual translation in Indonesia, especially for films that use a lot of vulgar or taboo words, very challenging. Therefore, this research requires a clear problem formulation related to the word fuck in the source language and the strategies used by the audiovisual translator to transfer the word into the target language: (1) what causes someone to say the word fuck and what is the intention?; and (2) what strategy does the translator use to translate the word fuck and phrases containing the word fuck in it?

## 2. Theoretical framework

The word fuck and translation strategy in audiovisual translation are keywords that require theoretical explanations so that this research can provide a comprehensive picture as well as being the main foundation of this research. Therefore, this section discusses the words fuck, translation strategy, and audiovisual translation respectively.

### 2.1. The word fuck

The word fuck and phrases which contains the word fuck are words and phrases standings in the most offensive insults gradation, according to Ofcom research in 2016 in the UK (Mitchell, 2018). From a survey conducted on 200 people in England, Ofcom mapped swear words into four gradations, namely: mild, medium, strong, and strongest. Included in the level (a) mild are arse, bloody, damn, God, Jesus Christ, and goddamn; (b) medium includes: arsehole, bitch, bollocks, bullshit, pissed/pissed off, shit, son of a bitch, and tits; (c) strong includes bastard, bellend, cock, dick, dickhead, prick, pussy, snatch, and twat; and the most offensive or (d) the strongest is fuck, and motherfucker (Mitchell, 2018).

Even though the word fuck is included as the most offensive word (Mitchell I 2018), in pragmatic studies this word is not always offensive. According to Wajnryb (2005: 26), fuck words and other swear words can be classified based on the basic functions, namely: (1) cathartic, (2) abusive, and (3) social. Cathartic swear word can be defined as an emotional outburst of anger or an expression of intense hurt feelings; abusive swear word is directed at a specific target to either a person or an object; and social swear word can be defined as a way of expressing intimacy in the form of a joke.



Previously, Trudgill and Andersson (1990: 61) categorized the word fuck and other swear words also in the same three basic functions but in slightly different terms, namely: (1) expletive, (2) abusive, and (3) humorous. Expletive swear word is used to express a burst of emotion and is not aimed at others. Abusive swear word is meant to hurt the person being targeted. Humorous swear word is similar to abusive one, but it is meant for joking.

The taxonomy of swear words based on pragmatic functions is also expressed by Ljung (1986, in Stenström et al. 2002: 77) and Pinker (2007). Ljung divides the word fuck and other swear words into two groups, namely: (1) aggressive swearing which expresses an explosive emotion, and (2) social swearing for the purpose of familiarizing; while Pinker describes the word swearing into five types: (1) descriptive swearing (2) idiomatic swearing, (3) abusive swearing, (4) emphatic swearing, and (5) cathartic swearing.

In pragmatic standpoint, it is safe to say that the word fuck not merely represent an offensive swear word. It can be very offensive when used to attack interlocutors or is often referred to as an abusive act (Trudgill and Anderson, 1990; Wajnryb, 2005; Pinker, 2007). However, it also has other meanings when used in different contexts, such as in social or humorous swearing which is often used when joking (Trudgill and Anderson, 1990; Wajnryb 2005); or in emphatic swearing (Pinker, 2007) which is used to emphasize certain words, such as That is fucking amazing painting (the painting was really amazing). Thus, the translation strategy of the word fuck and its variants in audiovisual translation will affect the quality of the translation in the target language. What is a translation strategy?

## 2.2. Translation strategy

In general, strategy can be said as certain steps that are prepared to get the desired results (Bandler, 2008). In relation to translation, the strategy can be said to be a mechanism that exists within the translator to deal with the concrete translation problems faced by translator in transferring the source text into the target text in order to get the expected results. (see Krings, 1986: 18). In line with Krings' view, Loesch (1991: 8) defines a translation strategy as a conscious and measured mechanism or step to overcome the problems faced in translating a text, or part of a text. Thus, the translation strategy is an effort made consciously by the translator to overcome the problem of translation from the source text into the target text by using considerations that are believed to get the expected results. According to Cohen (2014: 4), this conscious effort is what distinguishes the strategy from other translation processes that do not consider a particular strategy.

In translation studies, there are several views on translation strategies that are used as a theoretical basis for analyzing problems in translation, including Sequinot (1989), Baker (2018), Jaaskelainen (2005), Federici & Federici (2011), and Hjort (2009). Among these views, Baker (2018) and Hjort's (2009) are most frequently used in translation studies. Both of them also share the essential similarities. The difference between the two is Baker outlines the translation strategies in detail, while Hjort describes them in general. Baker's (2018) translation strategies are as follows:

- Translation by a more general word
- Translation by a more neutral/less expressive word
- Translation by cultural substitution
- Translation using a loan word or loan word plus explanation
- Translation by paraphrase using a related word
- Translation by paraphrase using unrelated words
- Translation by omission
- Translation by illustration

These strategies are widely used in translation studies, including as a basis for writing an undergraduate thesis and a graduate thesis in Indonesia; especially a thesis that discusses translation strategies. However, this study does not use Baker's specifically to analyze the findings of the research. It is only used as an explanation when needed. The translation strategies used in the analysis of this research is the strategies by Hjort (2009). Hjort (2009) used these strategies to analyze the translation of swear words in audiovisual translation, namely omission and mollification. Omission is a translation strategy to eliminate certain parts of the sentence, either words or phrases, that are considered potentially cause culture shock when translated into the target language; while mollification is a translation strategy by using words or phrases that are not the same as the words used in the source text with the intention to mollify (mollification) the translation results so that they do not conflict with the culture or values that exist in society where the target language is used.

## 2.3 Audiovisual translation

Chiaro (2020) explains that audiovisual translation is the process of transferring a verbal component from one language to another that is contained in an audiovisual work or product. Thus, audiovisual translation is not the same as ordinary translation

because in audiovisual translation there are additional conditions that must be considered. One of the conditions is the fact that one line in an audiovisual screen contains only 35 characters with a reading speed of 12 characters per second (Ivarsson and Carrol, 1998). This means that translators must be very careful in choosing the audiovisual translation strategy used so that they can transfer the source text into the target text appropriately. In this audiovisual translation process, a translator is usually given a script or dialogue in the source language.

According to Zubiria (2013: 93-98) in audiovisual products, the most commonly displayed feature is dialogue. The dialogue contains data complexity that could make audiovisual translators work extra hard, such as the appearance of interjection words, culturally different rhymes in jokes, elliptical sentence forms, and grammatical distortion. Translators must be able to capture and render all of them into the target language using relatively equivalent without reducing the meaning contained in the dialogue.

### 3. Previous research

A research on audiovisual translation strategies of swear words was conducted by Hawel (2019) focusing on translation of the word fuck and its variants in The Wolf of Wall Street movie. The main objective of this research is to investigate how translator get around the strategies used to translate these swear words from English into Arabic. The challenges faced by the translators of this film are manifold. First, The Wolf of Wall Street was recorded as the box office movie containing the most of swear words. The film was produced in 2013 by director Martin Scorsese, a well-known film director in the United States. Second, the subtitles of the film are translated into Arabic for the consumption of viewers in Arab countries. In these countries the population adheres to the Islamic religion which in their daily life highly upholds Islamic values. These two things put the translator in a problematic situation. On one hand this film contains a lot of swear words, on the other hand the translator must consider the values of Arab society in his translation. Table 1 shows an example of the strategy used in audiovisual translation from English into Arabic.

	Source Text	Target Text	Back Translation	Strategy
1	You can save the <i>fuck</i> spotted with money.	يمكنك أن تنقذ اليوم المهدد بالانقراض بالمال	You can save endangered owls with money	Omission
2	I <i>fuck</i> love that	يعجبني هذا	I like this.	Omission
3	Nobody knows if a stock's going up, down or <i>fuck</i> circles	لا احد يعرف إن كانت الأسهم ستصعد أو تنزل أو تدور في دوائر.	Nobody knows if a stock's going up, down or circles	Omission
4	We are taking home cold heart cash via commission mother <i>fuck</i>	نقبض المال نقدا من خلال العمولة أيها الوغد	Receive money in cash through commission, you stupid	Softening
5	Holy <i>fuck</i> you did just say that.	اللجنة لقد قلت هذا لتوك.	Damn it, you did just say that.	Softening

Table 1 The translation strategies of audiovisual texts containing the word *fuck* from English into Arabic

Table 1 shows the choice of strategies used by the translator in translating the swear words represented by the word fuck and its variants. The translator removes the word fuck/fucking in sentences 1, 2, and 3. In sentences 4 and 5, the translator does not remove the word fuck/fucking but translates it using a word that has a lower degree than the word fuck/fucking in the target language. The results of Hawel's research show that the most widely used strategies are the deletion/omission strategy which is 75% and the softening strategy as much as 25%.

#### 4. Methods

The descriptive qualitative method was used in this study to explain and analyze research data. The data of this research are the words and phrases fuck taken from the audiovisual translation of the film The Wolf of Wall Street as the data source. As the movie with the most swear words based on the Guinness World Records (Park, 2018), the number of the word fuck in this movie is abundant. The source language of the data is English; while the target language is Indonesian. The film was downloaded from <https://nonton.movie/online/the-wolf-of-wall-street-262013-subtitle-indonesia-2aae/play> and from DVD. English subtitle was downloaded from <https://subscene.com/subtitles/the-wolf-of-wallstreet/english/1247746> and Indonesian subtitle was downloaded from <https://subscene.com/subtitles/the-wolf-of-wallstreet/indonesian/881991>.

The research procedure was carried out as follows: (1) watching carefully the film The Wolf of Wall Street to get a complete picture of the contents of the film; (2) watching the film The Wolf of Wall Street again while observing the use of words and phrases fuck; (3) reading the film script in English; (4) recording words or phrases fuck; (5) reading the Indonesian translated text while identifying the translation of words and phrases fuck; (6) identifying the translation strategies by comparing the source text and the target text and grouping them into tables; and (7) interpreting the data and concluding.

#### 5. Results

The identification results of the research data indicate a high rate of the use of the words or phrase fuck. No less than 506 fuck words and their variants are found in the film The Wolf of Wall Street. The data analysis shows that not all of these words and phrases are offensive. The word fuck can be very offensive when used against other people, as in the expression Fuck you! but in a different context this word only acts as an intensifier or a word that gives emphasis on following word, like in the utterance Well, isn't that just fucking convenient for you? These two different samples of the use show that what makes someone say the word fuck is the situation created in a speech event. A student may say fuck all of sudden as he gets angry at himself after realizing that today is the due date of an assignment and he hasn't even started yet; someone could also say fuck/fucking when commenting on a beautiful goal created by his favorite football player, such as in the expression That goal is fucking fantastic. Thus, what underlies a person saying the word fuck or its variants is a stimulus that is present on his mind or something that appears unexpectedly before his eyes that makes him angry at himself (expletive/cathartic), angry at others (abusive), or just to express closeness with the interlocutor (social), to joke (humorous), and to give emphasis on what he is saying (intensifying/emphasizing).

The data analysis shows that 21% of the words and phrases fuck in the film The Wolf of Wall Street have abusive function; 75% of them express social function; while the rest function as catharsis as much as 4%. The findings show the variety of the word fuck meanings contained in the film The Wolf of Wall Street.

This pragmatic analysis gives the translator choices in opting for translation strategy that is considered appropriate. How is the translation strategy of the word fuck used in the audiovisual translation of the film The Wolf of Wall Street from English to Indonesian? Are there any similarities in the choice of strategies used by the audiovisual translators from English to Arabic and English to Indonesian?

As described in the previous research on audiovisual translation strategy from English to Arabic, the most frequently used strategy is deletion/omission. This strategy is considered the most realistic and is in favor of the values of religiosity of the Arab society which uphold morals or maintain good attitudes and good speech (Hawel, 2019). In the process of translation, the translator decides to remove the word fuck and its variants as much as 75%. The remaining 25% are translated using softening strategy or by reducing the degree of offensiveness of the word fuck and its variants. What about the audiovisual translation strategy carried out in the same film with translation from English to Indonesian?

The results show that there are similarities between the English to Arabic and English to Indonesian translations.

	Source Text	Target Text	Back Translation	Strategy
1	Get your <i>fucking</i> hands off me!	Lepaskan tanganmu!	Get your hands off me.	Omission
2	Shut the <i>fuck</i> up.	Tutup mulutmu.	Shut up.	Omission
3	Well, isn't that just <i>fucking</i> convenient for you!	Bukankah <i>sungguh</i> nyaman bagimu?	Well, isn't that just convenient for you!	Omission
4	<i>Fuck</i> .	Sial.	Damn.	Cultural substitution

5	Nobody gives a <i>fuck</i> .	Tiada yang peduli.	Nobody cares.	Neutral
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Table 2 Audiovisual translation strategies from English to Indonesian

Table 2 shows the strategies used by the translator in the film *The Wolf of Wall Street* from English to Indonesian. Deletion/omission strategy is more widely adopted than mollification strategy. Out of 506 the words and phrases *fuck*, 368 (72.9%) of them are translated using the omission strategy and 137 using the mollification strategy.

## 6. Discussion

	Source Text	Target Text	Back Translation	Strategy
1	Get your <i>fucking</i> hands off me!	Lepaskan tanganmu!	Get your hands off me.	Omission
2	Shut the <i>fuck</i> up.	Tutup mulutmu.	Shut up.	Omission
3	Well, isn't that just <i>fucking</i> convenient for you!	Bukankah <i>sungguh</i> nyaman bagimu?	Well, isn't that just convenient for you!	Omission
4	<i>Fuck</i> .	Sial.	Damn.	Cultural substitution
5	Nobody gives a <i>fuck</i> .	Tiada yang peduli.	Nobody cares.	Neutral

Table 3 Audiovisual translation strategies of the text containing the word *fuck* from English into Indonesian

The examples shown in table 3 present the translator's caution in selecting translation strategy to use. The omission strategy is used to translate the word *fuck* and its variants in utterances 1, 2 and 3. Utterances 1 and 2 have similarities in terms of the moods. There is a sense of anger in utterance 1 which is indicated by the presence of the word *fucking* and the exclamation mark. In this translation, the translator uses omission strategy by eliminating the word *fucking* in *Get your fucking hands off me* into *Lepaskan tanganmu!* This translation is understandable and close to its original meaning, but it still leaves something less revealed. The choice of the word *lepaskan* highly depends on the syllable stress that is applied to the utterance (strong stress) as a means of compensating for the sense of anger that is expressed in the word *fucking* and the exclamation mark. The translator may be able to use another word that reflects someone's displeasure or anger when it is uttered, such as *Get rid of your hand!* It means that the translator actually has two choices, namely using the omission or mollification strategy with a cultural substitution strategy and the translator chooses the former. Utterance 2 also contains a tone of anger which is reflected in the use of imperative sentence coupled with the word *fucking*. Omission strategy is used in this utterance to eliminate the word *fucking* which then becomes *Tutup mulutmu!* When this utterance is delivered in the right tone, between English utterance that uses the word *fuck* and Indonesian utterance that eliminates the word *fuck* can still be felt equivalent. A different nuance occurs in the utterance 3 that is *Well, isn't that fucking convenient for you*. The presence of the word *fucking* in this utterance is intended to emphasize the word *convenient*. As there is no strong impression of anger, offensiveness does not appear clearly in this utterance. Interestingly, in the source language the word *fucking* is also used in that context. The translator omits the word *fucking* in the translation without reducing the meaning of the utterance.

Even though omission does not interfere the lexical meaning of a sentence, it could eliminate emotive value of the sentence (Molina & Hurtado Albir, 2002). The emotion of the swear word is not conveyed when omitted. The abusive function of the word *fuck* loses the most when this strategy is implemented. When the word *fuck* that has abusive function is omitted in the target language, it will become an ordinary sentence with no emotion. In greater frequency, it could alter the mood of the film. Whereas, *The Wall of Wall Street* film relies a lot on swear words because these words are used to portray the glamorous yet violent life on Wall Street.

In utterances 4 and 5, the translator uses mollification strategy. This strategy is used when a translator does not want to take risks when he has to translate vulgar words that have the potential to violate the provisions stipulated in Government Regulation Number 13 of 2014 concerning censorship by the Film Censorship Institution, or moral values such as maintaining attitudes and speech for not utter bad words. In utterance 4, *fuck* is difficult for the translator to remove because there are no other words to accompany it. If the word *fuck* is omitted, nothing can be said in the translation, thereby reducing the intensity in the dynamics of the dialogue. The translator uses a mollification strategy that is by having equivalents which offensive level is below the word *fuck*. In this case, the word *sial* is chosen as a translation of the word *fuck*. This is a cultural substitution. Utterance 5 that is *Nobody gives a fuck* was also transferred to Indonesian using the mollification strategy. This strategy is used to soften the word *fuck* in the sentence. Mollification strategy is used to neutralize the utterance by using the phrase with the same basic idea in the target language, namely *Tiada yang peduli* which when translated back into *Nobody cares*. This strategy is an attempt by the

translator to avoid the risk of violating Government Regulation No. 13 of 2014 Chapter II Article 6, and Chapter III Article 25 section 2 and 3.

Mollification can be done in various ways, one of which is cultural substitution. This is a way that can provide the translation results that are closest to the meaning of the original swear word, because cultural substitution puts forward the similarity in the impact of the word being translated (Baker, 2018: 30). Therefore, the function of the translated swear word can still be conveyed even though it is not completely. Even though the frequency of omission outnumbers mollification, the use of cultural substitution could help to preserve the mood and emotion of the film.

The use of neutral word also appears in the translation of the word fuck in The Wolf of Wall Street film. Even though the lexical meaning is preserved well by this strategy, the function of the translated swear word disappears when this strategy is used. Whereas, the beauty of film is not merely reflected on the screen but also on the dialogue the audience heard. The Wolf of Wall Street film stands out and is remembered for one thing because it dares to use a lot of swear words; something that many other films do not.

## 7. Conclusion

Translation strategies of the word fuck in audiovisual translation of The Wolf of Wall Street movie included omission and mollification strategy to replace vulgar and offensive words with relatively safe words. The main consideration in choosing these strategies is because LSF prohibits translators from using vulgar, offensive, and racist words as well as words that have the potential to destabilize security. The findings in this study are in agreement with those conducted in Iraq, namely the high frequency of use of omission strategy. In the previous research on the strategies used in audiovisual translation from English to Arabic, it was found that there are 75% omission strategies and 25% softening or mollification strategies; meanwhile, in the research strategy used in the audiovisual translation from English to Indonesian using the same data source, there are 72.9% omission strategies and 25.1% mollification strategies. The similar results from these two studies confirm that the same social background of the target language society can actually result in the same translation form and orientation. This is even more so if these social values are maintained by legislation. For future research, another kind of research on the word fuck will be challenging. For instance, it will be interesting to investigate the prosodic features of the word fuck whether it is showing anger or just demonstrating the degree of closeness among the interlocutors. The data can be taken from movies which display quite a many swearwords, especially the word fuck. For this purpose, natural language processing can be proposed. This future researcher may collect the verbal data of the word fuck as much as he can, and apply machine learning algorithms on the verbal data to figure out whether the verbal data is related to "anger" or not. By this, evidence that the word fuck does not always represent anger can enrich people understanding about the word fuck. If that is to happen, subtitling the word fuck will become much easier.

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## Factors Influencing ESL Primary School Teacher's Readiness in Implementing CEFR-aligned Curriculum

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### ABSTRACT

English as a Second Language (ESL) teachers in Malaysia, as in many other countries, are anxious to exploit the potential of Common European Framework of Reference (CEFR) –aligned curriculum to enhance the teaching and learning process. Given the increasing pressure exerted by various stakeholders on language education, it is important to understand the underlying factors behind primary school teachers' readiness regarding CEFR-aligned curriculum. Even though there are studies conducted in local contexts, it is still very limited. This study seeks to find out the level of ESL primary teachers' readiness to implement CEFR-aligned curriculum. This study also investigates the factors that can influence teachers' readiness towards the implementation of CEFR-aligned curriculum. Data was collected via questionnaire survey from ESL primary school teachers in Pasir Gudang, Johor. The questionnaire data was analysed using descriptive statistics. The findings revealed that most of the teachers have high level of readiness in implementing CEFR-aligned curriculum. Several factors are also highlighted in this study. Teachers' training, competency, materials as well as school-based assessment are some of the main challenges identified in this study. In conclusion, the implementation of CEFR-aligned curriculum is seen as inevitable but more preparation and support should be provided by the ministry to ensure that teachers are fully prepared and familiar with the implementation of CEFR-aligned curriculum.

### 1. Introduction

The alignment of CEFR was seen as vital and significant as it would elevate the standard of Malaysia's syllabus and curricula to be at par with the international level because it conforms to the CEFR standard and requirement. Nevertheless, Aziz (2016) argued that the execution of CEFR will present multiple challenges for it to be adapted in the Malaysian education system. He mentioned that there are concerns that anything new could face the same outcome as previous well-intentioned programmes because of poor records in policy making. Based on a study conducted by Uri and Aziz (2018), despite the implementation plan of CEFR has entered its second phase, lack of readiness is still an issue among majority of the teachers although they have attended CEFR familiarization workshop and other CEFR-related in house-training. Hence, an extensive understanding of how CEFR-aligned syllabus, curricula and assessment are implemented by the teachers will provide the insights needed by other stakeholders to come up with better suggestions or recommendations that can further improve the effectiveness of CEFR.

Since CEFR-aligned syllabus and curricula were introduced in 2017, there has been lack of local studies that investigated the issues and challenges regarding CEFR in Malaysia. There are only a handful of studies that have been conducted locally and these studies are mostly small-scale studies with minimal impact to be used as a guide to help the authorities with the implementation of CEFR (Farehah, 2017). Lo (2018) indicated that the role of a teacher is a crucial factor that can influence the curriculum change process. Hence, it is desirable to look at factors related to teacher before a curriculum innovation is implemented. Howard and Mozejko (2015) argued that for significant changes to happen in schools, teachers must be able to take risks and experiment with how they design different tasks and classroom interactions

Therefore, it is deemed pertinent to understand the perspective of the teachers in Malaysia for their respective work. In this regard, the goal of this study is two-fold. First, the researchers focus to determine ESL primary school teachers' level of readiness on the implementation of CEFR-aligned curriculum. Second, the aim is to identify factors influencing teachers' readiness to implement CEFR, particularly based on their understanding of how CEFR-aligned curriculum is applied in the classroom. It is hoped that the results of this study could provide insights into the efficacy of CEFR-aligned syllabus and curricula towards English education in Malaysia. Apart from that, the results from this study could also provide more information and feedback to other future researchers in conducting their study. The main purpose of this study is to investigate level of ESL primary school teachers' readiness to implement CEFR-aligned curriculum.

## **2. Literature Review**

### **2.1 CEFR in Malaysia**

By 2020, Malaysia has long aspired to be recognised internationally as an advanced high-income nation. Therefore, in order to change the aspiration into reality, a clearly defined agenda is needed. In order to improve employment prospects of young people; enable learners to participate fully in academic, professional and life; and take advantage of economic opportunities created by the formation of the Association of South East Asian Nations (ASEAN), the Ministry of Education (MOE) is driven to ensure quality in its teaching and learning in schools and higher learning institutions especially with regards to English. These aspirations have spurred the decision to benchmark the English language programme in Malaysia (Ahmad Afip et al., 2019).

Uri and Aziz, (2019) stated that it is still difficult to predict the impact of CEFR integration onto the education system due to the short period of time. However, past studies have revealed some expected or unexpected problems or issues that will affect the implementation of CEFR in Malaysia. Hence, it is imperative that a CEFR related study be conducted locally to address teachers' readiness in implementing CEFR in Malaysia. This study also seeks to discover the possible factors encountered by the teachers specifically in the process of adopting CEFR.

### **2.2 Teachers' Readiness**

Based on a study conducted by Uri and Aziz (2018), ministry officials revealed that the biggest challenge faced by the ministry is the teachers. This is a major concern as teachers' lack of readiness could hamper the integration of CEFR-aligned curriculum. It needs to be acknowledged that teachers are at the centre of any innovations within national education systems and, therefore, studies involving the teachers and the relevant contexts should be carried out (Hayes, 2000).

Armenakis and Harris (2002) believes that change plays a crucial role as well as the ability possessed by the organization to implement the change successfully. They also added that the employee's role in the organization can be positively affected by applying the correct response to a situation and necessary support is provided by the organization involved.

In the context of this study, teachers play a central role in the implementation of a successful language policy or programme. Inandi and Gilic (2016) agreed with this idea as teachers are the most important shareholders of educational organizations. Hence, their thoughts and attitudes should be taken into consideration to ensure that the purposed change can be accomplished successfully.

### **2.3 Factors' influencing teachers' readiness**

#### **Lack of Training**

Uri and Aziz (2018) argued that despite the implementation plan of CEFR has entered its second phase, majority of the teachers are still not ready although they have attended CEFR familiarization workshop and other CEFR-related in house-training. Farehah (2017) indicated that this could be due to the lack of teachers' competency. Lack of qualified local English teachers who have the capability of adopting the CEFR-aligned curriculum and assessment system is still an issue in Malaysia. They analysed that most of them are still not sufficiently trained and in some cases, English teachers are selected to attend CEFR workshops because of their minimal pre-existing knowledge, not because they are specifically trained in Teaching English as Second Language (TESL). It was also revealed that 18 hours of training have been reduced to 6 hours by many schools due to time constraints, lack of qualified CEFR trainers and other contributing factors (Uri & Aziz, 2018). Kok and Azlina Abdul Aziz (2019) in their study examined that there is a serious need for more training among the teachers. Similarly, Aziz et al. (2018) in their study suggested that Ministry of Education (MOE) should provide more training as well as support as a form of initiative for the teachers to help each other on any platform, especially online. According to Crawford (1996), learning takes place in this zone whereby the people and social culture context bonded in shared experience. Aziz et al. (2018) further suggested that parts of the training need to be aligned with the local context so that teachers could find the input provided to be more relevant to them, and to the students specifically.



### **Teachers' Incompetency**

By 2025, the council needs to ensure that all English teachers would be at CEFR Level 1 because they are required to be one band higher than the students. This can be particularly challenging as according to a study done by Farehah (2017), it was found that only 25% of primary school teachers are qualified to teach English. Majority of the teachers fall under B1 and B2 categories. The Education Director-General issued a circular stating that English option teachers should have a minimum of CEFR, C1 level of qualification as 20,534 teachers had not yet taken any test to examine their level of English proficiency (Foley, 2019). This relatively poor performance of the teachers is a main concern as they are the main contributor to the successful implementation of any program.

### **Lack of Localised Content and Learning Materials**

According to Ali et al. (2018), much of the criticism towards CEFR revolves around the neglect of localised contexts. It was revealed that the "English" way of setting in the textbook was seen as alien to both teachers and students thus created problems in the classroom (Ishak and Mohamad, 2018)

As stated by Aziz et al. (2018) previously, teachers were having difficulties in using the textbook due to the lack of localised content as well as suitable learning materials. They further mentioned that the arrangement of the textbook does not in sync with the curriculum and scheme of work. Hence, teachers were pressured to be flexible and must be ready to adapt to the needs and situation in the classroom, including during the planning of teaching and learning. However, in reality, teachers are not allowed to do so. Certain topics in the textbook are also considered to be unsuitable and insensitive to the local context. It was proposed that local context should be incorporated into textbooks as contextual learning facilitates more effective learning (Star, 2018). As a result, many teachers have to come up with their own initiatives and ideas such as finding materials via online, prepare their own materials, discussing and sharing resources with others (Kok and Azlina Abdul Aziz, 2019).

### **School-Based Assessment**

There are several challenges that could hamper the successful implementation of school-based assessment. They are teachers' readiness due to limited understanding behind the implementation of school-based assessment, the additional burden to the teachers' workload, time constraints due to clerical work and large class size as well as the lack of supporting materials in implementing school-based assessment (Chin et al. 2019, Sidhu et al. 2018, Mohamed et al. 2018)

It is imperative that more attention should be given on the teachers as this new assessment system will require greater demand on teachers' role in assessing their students. This is aligned with Ong (2010) who argued that the success of the assessment system depends on the professional development of as well as the support provided to the teachers.

## **3. Methodology**

This is a descriptive research which will determine the ESL primary school teachers' level of readiness and factors influencing the readiness regarding the implementation of CEFR-aligned curriculum. A quantitative-based study is conducted whereby the data are collected from previous questionnaires that have been adapted. A pilot test was carried out to ensure the reliability of the instrument. The questionnaire consisted of demographic details as well as information relating to need analysis in terms of level of readiness and factors influencing the readiness towards the implementation of CEFR-aligned curriculum. Opened-ended questions are used in this questionnaire as it would lead to a greater discovery and wide range of responses as compared to closed-ended questions (Uri and Aziz, 2018). Responses were recorded in the form of Likert scale, ranging from 1(Strongly disagree), 2 (Disagree), 3(Not sure), 4(Agree) and 5(Strongly agree).

The respondents for this study consisted of 79 English Language primary school teachers who are currently teaching Year 1 to Year 5 in Pasir Gudang, Johor. The reason they were selected is because they have fulfilled the certain criteria that were established for this study, which are certified in-service English teachers and have at least one year of teaching experience. Aside from that, the reason Pasir Gudang was chosen is because this area has a diverse background of rural, sub-urban and urban areas which could provide more insights and understanding regarding teachers' readiness.

The findings from the study were analysed using percentage and mean count based on results from SPSS version 26. In order to measure the level of readiness, mean scores were used. As for the factors influencing the level of readiness, a descriptive analysis was obtained by calculating the percentage. The results were then presented in the form of tables.

#### 4. Findings

Table 1 displays the respondent distribution by gender with 13 males and 66 females were involved in the study.

Table 1: Distribution of Respondents Frequency by Gender

	Frequency	Percent (%)
<b>Male</b>	13	16.5
<b>Female</b>	66	83.5
<b>Total</b>	79	100.0

Table 2: Mean of Teachers' Level of Readiness in Implementing CEFR-aligned Curriculum

No.	Item	Mean
A1	I know what CEFR-aligned curriculum is all about (history/objectives/plan)	4.01
A2	I can confidently explain about CEFR-aligned curriculum to anyone	3.80
A3	I believe that I can help my colleague to understand more about CEFR	3.78
A4	CEFR-aligned curriculum is relevant to my profession	4.06
A5	The CEFR-aligned curriculum helps me to plan lesson and set objectives	3.97
A6	I am ready to conduct the assessment to evaluate the pupils' progress formatively	3.91
A7	I am ready to use the CEFR-aligned textbook during teaching	4.08
A8	My pupils respond positively during the teaching and learning session	3.85
A9	The CEFR-aligned curriculum covers topics that are interesting and engaging to my pupils	3.99
A10	The language functions and uses from the CEFR-aligned curriculum are appropriate and necessary for my pupils to learn	3.94
A11	The CEFR-aligned curriculum supports me to teach all four language skills equally (speaking, writing, listening, reading)	4.04
<b>Mean Average</b>		<b>3.95</b>

Based on Table 2, the highest mean score was recorded by the statement related to the usage of CEFR-aligned textbook during teaching (m – 4.08) which indicates teachers' preference to use CEFR-based materials. The relevancy of CEFR-aligned curriculum is also recognised by the teachers and this is clearly stated from a relatively high mean score (m – 4.06). On the other hand, the teachers did admit that CEFR-aligned curriculum supports them to teach all four language skills based on the mean score obtained (m – 4.04). In regard to teachers' understanding of CEFR-aligned curriculum, it obtained mean score of 4.01 which is considered to be high. Meanwhile, the lowest mean score recorded is at 3.78 which is related to teachers' perception in assisting their colleagues to have better understanding regarding the CEFR. Nevertheless, it is still considered to be moderately high.

Table 3: Percentage of Teachers' Training

Item	Statements	SD	D	N	A	SA
<b>B1</b>	I received plenty of training on CEFR-aligned curriculum from courses and trainings.	1.3	12.7	26.6	45.6	13.9
<b>B2</b>	My supervisor and colleagues have helped me a lot in training me to become a better practitioner of CEFR-aligned curriculum.	0	11.04	25.3	49.4	13.9
<b>B3</b>	I am confident that training and courses can open new chances in my career prospect.	0	6.3	22.8	53.2	17.17
<b>B4</b>	The contents of the training are related to my profession as a teacher.	0	1.3	15.2	57.0	26.6
<b>B5</b>	Other teachers in my school also believe that they will gain more values from training.	0	1.3	24.1	53.2	21.5
<b>B6</b>	If given a choice, I would like to receive more training and courses regarding CEFR-aligned curriculum.	1.3	1.3	21.5	48.1	27.8

<b>B7</b>	I know that I am responsible to increase my own skills and knowledge.	0	0	10.1	46.8	43.0
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\*Note: (n= 79), SD: strongly disagree, SA: strongly agree

Table 3 displays teachers' training as one of the factors influencing level of readiness in implementing CEFR-aligned curriculum. From the table, 57.0% of the respondents agreed that the contents of the training that they received are related to their profession. Nevertheless, it was recorded that less than half of the respondents agreed that they received plenty of training related to CEFR-aligned curriculum, as claimed by 45.6% of the respondents. Regarding teachers' preference towards the training, 48.1% of the respondents agreed to receive more training and courses in the future. When it comes to their professional development, 53.2% respondents were aware that training can open new chances in their career prospect.

Table 4: Percentage of Teachers' Competency

Item	Statements	SD	D	N	A	SA
<b>C1</b>	Result from the Competency Test (CPT/APTIS/CEFR Readiness) mirrors my competency to teach English.	2.5	6.3	27.8	40.5	22.8
<b>C2</b>	I believe I'm competent enough to implement CEFR-aligned curriculum.	0	3.8	22.8	50.6	22.8
<b>C3</b>	I believe the Competency Test is vital to test English teachers' competency in their profession.	1.3	6.3	27.8	38.0	26.6
<b>C4</b>	I believe there is the need to test teachers' competency towards their profession, especially in English language.	2.5	6.3	27.8	35.4	27.8
<b>C5</b>	I would like to undertake more tests to further improve my potential as a competent English teacher.	6.3	11.4	26.6	39.2	16.5

\*Note: (n= 79), SD: strongly disagree, SA: strongly agree

Based on Table 4, item 2 records the highest percentage with 50.6% of respondents believed that they were competent to implement CEFR-aligned curriculum. The role of competency test is also recognized by the teachers as 40.5% agreed that the results from competency test do reflect their competency. Meanwhile, only 35.4% of respondent agreed over the need to test teachers' competency while 27.8% strongly agreed to this statement.

Table 5: Percentage of Content & Learning Materials

Item	Statements	SD	D	N	A	SA
<b>D1</b>	I prefer the usage of imported textbooks over localized textbooks	10.0	21.5	29.1	20.3	19.0
<b>D2</b>	Pupils are more interested to learn from the textbook compared to other materials	0	12.7	35.4	38.0	13.9
<b>D3</b>	Content from the textbook is relevant to the curriculum and scheme of work.	2.5	6.3	24.1	43.0	24.1
<b>D4</b>	I believe the content from the textbooks help pupils to relate with their everyday lives.	3.8	15.2	19.0	44.3	17.7
<b>D5</b>	I believe that the materials provided by the school are sufficient to utilize the materials for me to teach CEFR-aligned curriculum.	3.8	7.6	30.4	44.3	13.9
<b>D6</b>	I have to make some adaptation to the materials to help pupils understand better.	0	1.3	11.4	63.3	24.1

\*Note: (n= 79), SD: strongly disagree, SA: strongly agree

Based on Table 5, the highest percentage was recorded by the statement related to the need for materials' adaptation (63.3%), and thus, indicating teachers' preference to adapt the materials. For the usage of imported textbooks, 29.1% of the respondents were unsure with this statement. This implies teachers' preference to use localized textbooks over the imported ones. This is in contrast with 38.0% of the respondents who claimed that pupils preferred to learn from the textbook compared to other

materials. Results also revealed that 44.3% of respondents believed that the contents from the textbook were relatable to pupils' experience. In regard to sufficiency of the materials, 44.3% respondents agreed that the materials provided were enough.

Table 6: Percentage of School-based Assessment

Item	Statements	SD	D	N	A	SA
E1	I believe that school-based assessment is better than examination-oriented assessment for the students.	2.5	16.5	26.6	30.4	24.1
E2	I believe that school-based assessment puts less pressure on the students and teachers.	3.8	19.0	26.6	29.1	21.5
E3	It is hard for me to effectively evaluate my students due to the time constraints.	6.3	2.5	12.7	46.8	31.6
E4	It is challenging for me to assess my students due to the large class enrolments.	5.1	3.8	11.4	38.0	41.8
E5	It is challenging for me to assess my students due to the heavy workload at school.	1.3	3.8	12.7	35.4	46.8
E6	I believe there is a need to modify/adapt school-based assessment to improve its reliability effectively.	0	2.5	15.2	44.3	38.0

*\*Note: (n= 79), SD: strongly disagree, SA: strongly agree*

Table 6 indicates the percentage of school-based assessment as a contributing factor influencing teachers' level of readiness. Based on the table, 30.4% of the respondents preferred school-based assessment over examination-oriented assessment. Over 44.3% of respondents agreed that they need to modify/adapt school-based assessment. The three remaining items revealed the major challenges that affect the teachers in carrying out the assessment. For instance, 46.8% of the respondents stated time constraints as one of the challenges. Meanwhile, 46.8% and 41.8% of respondents strongly agreed that heavy workload and large class enrolments affect them to assess their pupils effectively.

#### 4. Discussion

In order to determine the readiness level, teachers need to report the perceptions based on the 11 levels of readiness related items with a five-point Likert scale with 1 being "strongly disagree" and 5 being "strongly agree". Konting's (1990) interpretations of score and level was used to interpret the results (see Table 7). It was defined that the mean score of 1.00 to 2.33 is interpreted as low level of readiness while 2.34 to 3.66 is interpreted as moderate level of readiness. On the other hand, mean score of 3.67 to 5.00 need to be achieved to obtain the high level of readiness among the respondents. Similar interpretation scale was also adopted in the past studies by Osman and Hamzah (2017) and Muhammad et al. (2017)

Table 7: Interpretations of Score and Level

Score	Level
1.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

Source: Konting (1990)

Based on the overall average outcome for each construct in Table 7, it is evident that the mean average for teachers' level of readiness in the implementation of CEFR-aligned curriculum is at 3.95 which is within the range of 3.00 (neutral) to 4.00 (agree) of the Likert scale. According to the mean interpretation by Konting (1990), 3.95 falls within the category of high level. This shows that most of the respondents possess high level of readiness towards the implementation of CEFR-aligned curriculum. This is in contrast with the research finding from Lo (2018) which indicates high levels of concern and anxiety towards the implementation of CEFR-aligned curriculum. Thus, this signifies the level of teachers' readiness has increased over the years.

In respect of teachers' training, the outcome of the research showed that majority of the teachers had received training or courses provided by the MOE. It is also clear that teachers are being given assistance and help from their supervisors or colleagues at school. This is in line with Crawford (1996) which states that learning takes place in this zone whereby the people

and social culture context bonded in shared experience. Hence, interaction between the teachers under proper supervision and peer cooperation will further improve their potential in becoming better ESL teachers. In addition to that, it was also discovered that teachers' awareness regarding the importance of training is high as most of them are aware of the potential of training and courses towards their career prospect.

Despite that, findings of this research indicated a serious need for more training as majority of the teachers expressed the need for more training. This could be interpreted that the current training received is inadequate for teachers' professional development. This is in line with findings from a previous study by Farehah (2017) which argued that most of the teachers were still not adequately trained. This is also in accordance with a study by Kok and Azlina Abdul Aziz (2019) who argued that teachers require more courses and training as the current training provided is insufficient to cope with the CEFR-aligned curriculum.

As indicated by Farehah (2017), lack of teachers' competency could lead to teachers' lack of readiness in implementing CEFR-aligned curriculum. Findings from this study showed that majority of the teachers did not agree with this statement as they believed that they were competent enough in regards to the results from the competency test. This indicates that majority of the teachers were satisfied with the results pertaining to the competency test. This is contrary to the finding from Farehah (2017) where it was found that majority of the ESL teachers are not proficient to teach English. However, it should be highlighted that a small majority of teachers felt the need for more competency test in the future while some of them were not sure with this statement. It is important that teachers need to be competent in their respective field. But care must be taken as not to put the teachers in more pressure than it is necessary.

In respect to content and learning materials, it was evident that a large number of the respondents from the survey had mixed views regarding the usage of imported textbooks over localized textbooks. It was revealed that most of them were unsure with this statement. Nevertheless, data also showed that majority of the teachers opined that contents of the textbook were relevant with the curriculum and pupils' environment. The findings contradict the findings from previous studies conducted by Kok and Azlina Abdul Aziz (2019), Aziz et al. (2018), Uri and Aziz (2019) which highlighted the issues of foreign cultural references from the textbook.

However, it should also be highlighted that majority of the teachers expressed the need for adaptation to be made accordingly. This implies that teachers have to take additional measures to adapt the content of the textbook in order to suit the pupils' environment and needs. This correlates with a previous study by Alih et al. (2020) which states that contextualization is the major concern related to textbook prescribed by the ministry. Due to the internalization of the contents, students find it hard for them to comprehend the contents especially those with low English proficiency. Kok and Azlina Abdul Aziz (2019) suggested that a locally based textbook could be developed to suit with the students' socio-cultural experience. Therefore, a review on the content of the textbook should be taken into consideration to ensure a more effective learning to take place.

As for the assessment method is concerned, the findings showed that there were three major challenges and issues highlighted by the teachers. These issues were time constraints, large class enrolments and heavy workload at school. These findings coincide to the discovery made by Sidhu et al. (2018) which attributed time constraints, classroom enrolment and heavy workload as main challenges that can hamper the effectiveness of school-based assessment. Chin et al. (2019) and Mohamed et al. (2018) also concurred with the findings mentioned above. In order to solve these issues, MOE or administrators are urged to provide more time, lessen the number of pupils in each class and reduce teachers' workload. More priority should be allocated on the teachers' and pupils' needs and wellbeing instead of focusing on other less significant field like clerical work.

## 6. Conclusion

This study aimed to examine the level of teachers' readiness and factors that can influence the teachers' readiness in implementing CEFR-aligned curriculum. Arising from the findings of this study, one major conclusion that could be drawn is the CEFR-aligned curriculum is moving in a positive direction and has gained wide support from the teachers. However, the present study is focused on a small sample of teacher corpus that is particularly gathered for the research. Hence, the results might not be appropriate to be applied and generalised on bigger population. Nevertheless, the findings revealed several factors or issues raised by the teachers during the implementation of CEFR-aligned curriculum. The evidence from the study suggests the needs of improvement and adaptation that could be raised for the future research. Further studies could also be conducted to identify the level of teachers' readiness among secondary schools since this research only applies to primary school ESL teachers.

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## American English in Teaching English as a Second Language

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### ABSTRACT

With the lapse of time the two nations- Americans and British always blamed each other for "ruining" English. In this article we aim to trace historical "real culprit" and try to break stereotypes about American English status in teaching English as a second language. In comparison with Great Britain the USA has very short and contemporary history; nevertheless, in today's world American English exceeds British and other variants of English in so many ways, as well as in the choices of language learners. American English differs from other variants of the English language by 4 specific features: Inclusiveness, Flexibility, Innovativeness and Conservativeness. Notwithstanding, British disapprove of Americans taking so many liberties with their common tongue, linguistic researcher Daniela Popescu in her research mentions the fields of activities in which American words penetrated into British English. She classifies those words under 2 categories: everyday vocabulary (480 terms) and functional varieties (313 terms). In the case of functional varieties, the American influence is present in the areas of computing (10 %), journalism (15 %), broadcasting (24%), advertising and sales (5 %), politics and economics (24%), and travelling and transport (22%). Further on, the words and phrases in the broadcasting area have been grouped as belonging to two areas: film, TV, radio and theatre (83%), and music (17%). The purpose of the research paper is to create safe and reliable image of American English in the field of teaching English as a second language. Americans are accused in "ruining" English and for that reason learners are not apt to learn American English. The combination of qualitative and quantitative methods is used while collecting the data. The study concluded that the real culprits are British who started out to ruin English mainly in in the age of Shakespeare and consequently, Americans inherited this ruin from the British as a result of colonization. Luckily, in the Victorian Age British saved their language from the ruins. The paper discusses how prejudices about American English effect the choices of English learners.

### 1. Introduction

Admittedly, English is not a language of communication used with uniformity only in Britain, but also in Australia, in the USA and in New Zealand, in Canada and in India, etc. In every part of the world this language has its own peculiarities significantly different in the sound system, vocabulary and in own literary norms. For the first time such kind of spread of English is captured by Braj Kachru in terms of "Three Concentric Circles of the Language": The Inner Circle, the Outer Circle, and the Expanding Circle (Kachru, 1992). Only these two main variants, British and American English was discussed and debated over half a century. Only these two variants have been linguistically studied well in comparison with other variants. The reason is that the English language was institutionalized only in the USA and UK. Colonization of Great Britain spread English to every corner of the world and made it a global and international language. To some experts, on the other hand it spoiled the pureness of the language and made it difficult to become a standard language because of its variants. So, for these reasons, British English was always considered to be more prestigious variant in comparison with the other ones, and for some unknown reasons American English is very often thought to be incorrect variant of British English, however it is the one of the widespread and most recognized variant of English which owns an individual grammar, lexicology and distinctive phonetics. Having peculiar grammatical structure is enough to

prove American English to be not only a variant, but also language from our point of view. American English reckoned to be more concise and much more economical in comparison with British English.

The paper focuses on academic usage of American English in teaching English as a second language. In the first step it is necessary to briefly review some general assumptions about the history of American English. Secondly, in order to demonstrate the influential status of American English I will introduce a classification of English words offered by Daniela Popescu that penetrated to British English from American English. In the chapter named "Who is the real culprit, Americans or British?" I will present close analysis of claims made against Americans and draw positive conclusions which will be decisive in favor of American English. Subsequently, based on explanations I will have a brief discussion in order to give an outlook on why educators don't prefer American English in the teaching process of English.

## 1.2 American English and its formation

Americans represents the majority of world's native speakers of the English language which is approximately 240 million people in comparison with Britain's native speakers (57 million people) (Tottie ,2002) The English has been official and de facto language in the 32 states of the USA used by federal government Obviously, in comparison with the history of the English Language American English is relatively short. Throughout the centuries as a result of continuous process "Americanism" was formed and changed and developed from other British words and terms to create a standardized language system which significantly differs from ancestors symbolizing uniqueness and independence. American Revolution had a paramount influence on the creation of separate and standard American English. People were determined to gain their independence in every respect. At one point even they yearned for adopting a totally new language which was proposed to be French, German and, surprisingly Hebrew. Since implementation of these languages was virtually impossible, they came to the common ground about adopting English as a de-facto language of the USA. Creation of unique English in America full of new words with new way of spelling and new structures fueled with American patriotism ( who really felt that American English was much superior to British English) and at the same time Declaration of Independence paved a way to so many innovative ideas and their implementations and it gave an impetus to an innovator and fierce patriot lexicographer Noah Webster who always advocated the idea of using different spelling system from that of British English. He succeeded to compile "Spelling Book" in 1783 which was one of the volumes of his great "A Grammatical Institute of the English Language". Webster reflected his fierce patriotism in his quote like this; "As an independent nation, our honor requires us to have a system of our own, in language as well as government." (Webster,1789 quoted in Tottie, 2002) So, the formation and development processes of American English fall into three periods which coincides with the factors which Strevens explains on its difference from British English. The first Englishmen set his foot upon American soil 400 years ago, to say it exactly in the beginnings of 17th century as a consequence of colonization. The people who constituted the early colonies were strongly in opposition with the Church of England or couldn't make a better living there and obviously they were not the cream of Britain society. When tobacco caught on, for this time America became more attractive for those with money who were owners with insufficient servants and slaves. Consequently, the earliest American English was strongly influenced by the dialect of the people who were still British, nevertheless, currently that sort of language is not highly esteemed by those with money in America. Some words which British consider "Americanism" were actually British originally spoken in the colonies while lost for some period in Britain. (for instance, mad for angry, fall for autumn, trash for rubbish.) All the processes began in 1607 and this is called "Colonial Period" in the history of American English. The formation of colonies was continuous process and came to an end with the formation of 12 colonies in 1776. This period is distinguished for the birth of distinctive American English.

The USA is a large country and every group of immigrants brought distinct flavors to English now spoken and written in America. In addition to British settlers, immigrants from different European countries steadily moved to New World. Dutch, French, Scots-Irish and Germans once inhabited there, their speech started to get localized. Surprisingly, the influence of Africans brought through Slave Trade was relatively small on the formation of American English. It is important at this point to mention that, besides this enormous flux of immigrants America had its own indigenous people speaking in Native American Languages which were Algonquian, Muskoghian and Penutian. These languages contained nasal, pharyngialised and glottalised sounds which were unfamiliar to immigrants, however, native languages were great source of words and expressions for them to describe new experiences in their new homeland. Inevitably, all the words borrowed from natives were assimilated in form and meaning. All these processes which reflected the Americans own growth and development (Natioanal Period, 1776- 1898) were the motives for American English to be different from British one. And this the second factor stated by Strevens in his research. Despite the myth "American English is the altered variant of British English" British English began to encounter idiosyncratic changes earlier than American one, even accent itself has changed more in comparison with American English. According to Strevens (Strevens,1972) there exist three factors which led to differences between American and British English. The first factor is connected with the changes happening in Britain itself.



### **1.3. The penetration of American English into Britain one**

In International Period (from 1898 up to now) American culture began to penetrate into every culture of world's nations including Great Britain. Increasing role of the USA in politics and business, at the same time, spread of American pop culture and films throughout the world resulted in its influence and penetration into other varieties of the English language, especially British one. This is the third factor stated by Strevens.

Daniela Popescu in her research mentions the fields of activities in which American words penetrated into British English. (Popescu,2012) She classifies those words under 2 categories: everyday vocabulary (480 terms) and functional varieties (313 terms); "In the case of functional varieties, the American influence is present in the areas of computing (10 %), journalism (15 %), broadcasting (24%), advertising and sales (5 %), politics and economics (24%), and travelling and transport (22%). Further on, the words and phrases in the broadcasting area have been grouped as belonging to two areas: film, TV, radio and theatre (83%), and music (17%)". It may seem paradoxical to many of us why Britain allow Americanism to take so many liberties with their tongue while they every time denounce it. They just desire to communicate with Americans intelligibly; they do not want to be Americans at all. A BBC journalist Hephzibah Anderson (Anderson,2017) complains about the situation in his article that, "So it turns out I can no longer speak English. This was the alarming realization foisted upon me by Matthew Engel's witty, cantankerous yet nonetheless persuasive polemic. That's the Way it Crumbles: The American Conquest of English. Because, by English, I mean British English". H. L. Mencken (Mencken, 2009) spoke of two individual languages with a constant flood of linguistic influence first (up to about 1914) from Britain to America and since 1914 from America to the British Isles. Nevertheless, Americans admit their love and give royal and warm welcome when British royalty visit the USA., but anyway, they celebrate the day when they became independent from Britain Colony.

### **2. A review of the literature**

John Algeo (Algeo, 1998) in his popular "America is ruining the English Language" gives pretty good information about the public figures (Prince Charles, Edwin Newman) who made a public accusation against Americans for spoiling the language. His royal highness the Prince of Wales was reported by the Times as complaining to a British Council audience that American English is very corrupting. One may claim that Prince Charles words as an argument and evidence against American English's reputation, but taking into consideration that Prince Charles is the member of Royal Family and naturally he speaks RP and British English is the purest variant of the English language from their perspective, and thereafter American English is very often thought to be incorrect variant of British English, however it is the one of the widespread and most recognized variant of English. Edwin Newman- linguistic prophet as Algeo calls him considers speech of his American friends deadly. In his book (Newman, 1974) "Strictly Speaking" in subtitle "Will America be death of English?" he objects to newly created nouns and verbs that shouldn't be.

### **3. Methods**

While investigating the research topic we have mainly used mixed methods which is the combination of qualitative and quantitative in itself. The appropriateness of the methods gives a guarantee to the reliability and validity of the presented data in the research paper.

### **4. Statement of the problem**

Generally, the learners who wish to master other languages learn only one language. The main distinguishing and difficult feature of mastering English is that there is not one single standard form of the language. Majority of linguistic experts of the worldwide universities consider British English to own deep linguistic roots which preserved its poorness from external affects and at the same time it is reckoned to be the most prestigious variant contrary to American English. In many European countries at schools and universities British English dominate in teaching process. The professors, lecturers and instructors of the university have a British English background. Instructors are not allowed to teach and communicate in American English. Taking into consideration that learning process is the investment of time and financial resources both by educational establishment and learners and experts have to think over the issues like which variant is likely to provide the best return. In general term, learners and teachers all over the world have prejudices about American English. The prime reason for that is the British's blaming Americans for "ruining" English and disapproving of their taking so many liberties with their common tongue. The biggest prejudice about American English is that it is considered to be corrupt and inappropriate for academic usage safe to say in all over the world. In response to this problem our research paper aims to investigate who is indeed spoiling the English language and by this way we target to create safe and reliable image of American English in the field of teaching English as a second language.

### **5. Who is the real culprit, Americans or British?**

For now, let's hypothesize that, Americans are ruining English. Are Americans "linguistic criminals"? So, Americans are accused in the following changes:

- corrupt spelling (honor-honour)
- discordant sounds (post-vocalic /r/, "flat" /a/)
- double negatives
- ending sentences with prepositions
- singular they
- using nouns as verbs

In order to analyze the first option, we would like to take Shakespeare's plays as an example. The reason for that is this genius man is reckoned to be the one who made English prestigious by writing in an accurate way. Interestingly, Shakespeare, the best-known source of Modern English, deviated some words in his plays. The word "honour" is found 393 times in the First Folio of Shakespeare's plays (published in 1623), while the spelling "honor" occurs 530 times. "Humour" scores 47 while "humor" is used 90 times. The spelling "center" is found nine times, while "centre" occurs only once; "sceptre" occurs four times, but "scepter" 36. In spite of all these facts, "or" and "er" ending words (honor, neighbor, center, color) are righteously considered to be the Webster's reforms. Another fact to be discussed is the invention of printing. All admit the profound effect of Caxton's idea on the stabilization of English spelling, thus in his age there was not a single rule regulating stable spelling and pronunciation. So, that is why, everybody had expected Caxton to print in their way of speaking and writing. As it was beyond the realm of possibility to receive all the criticisms and agree to make all the corrections, he only accepted to make amendments when Lady Margaret (sister of King Edward IV) found mistakes in his printings.

The post-vocalic /r/ in Standard American was actually pronounced in Middle English period by all classes and in all regions of the country, until the 15th century. Somehow it disappeared gradually. Still there are some dialects of British English, Scots and West Country which still articulate the post-vocalic /r/. The same case is the opposite with American English. Nonstandard varieties like Eastern Massachusetts and African-American Vernacular English lack the "rhotic" sound.

When it comes to double negatives, it is a common knowledge that, in British English you can't use double negatives in the same sentence, for instance, the sentence "I can't get no pleasure" is grammatically incorrect, since you should use "any" instead of "no". Some scholars pedantically claim that double negative implies affirmation; nevertheless, there exist a number of languages which logically use double negatives to express negation. Generally double negatives are unacceptable in Standard American English, though it is used as a red herring against American English.

Next judgment is sentence final prepositions which mean you mustn't end any sentence with a preposition. On this issue we can only cite from is the only perfect man who read Oxford Dictionary cover to cover. The notion that you should not end a sentence with a preposition, it came up in 1646. A grammarian named Joshua Poole decided he didn't like prepositions at the end. (Shea, 2014) It was transferred from century to century from generation to generation, anyway it doesn't spoil or ruin the structure of language or the content if we use preposition at the end and it totally acceptable in both variant of English.

"How using 'they' as a singular pronoun can change the world" quotes the writer and educator Davey Shlasko and everybody owes idiosyncratic opinion about singular they. One of the main excuses that people give for not using singular they is that it is "grammatically incorrect." This belief comes less from a nuanced understanding of grammar than from a felt sense that one is doing something wrong by using singular they. To some ear "singular they" might sound "odd" because everybody is disciplined in school to stop using they as a singular. In his "Trans Allyship Workbook" Davey Shlasko writes: "The rule against using singular they is enforced neither because it preserves some consistent, objective grammatical standard, nor because it serves our communication needs. It is enforced because enforcing language norms is a way of enforcing power structures". (Shlasko, 2017) "Singular they" was adopted since long before when gender used was unknown. Words like "someone," "anyone," and "whoever." That It's syntactically singular but logically plural refer to singular they, for instance, "Everyone knows their own character well. We could say, "Everyone knows his/her own character well". We can see this case as an old problem in Chaucer's works: "And whoso fyndeth (find) hym out of swich blame, / They wol come up" But whoso finds himself without such blame/ He will come up and offer, in God's name (The Canterbury Tales of Chaucer, 1775)

The last thing which Americans are accused to ruin is the verbing nouns that are called conversion in the grammar books. This grammatical tradition comes from early Middle English period. It reached its culmination in the 16th and 17th centuries, from that time up to modern day it declined slightly. To put it in a nutshell Americans are not using verbing so frequently like Englishman were doing in his plays, for instance, "Grace me no grace; nor uncle me no uncle" (Richard II)

## 6. Discussions

It is a common knowledge that by some reasons American English was always reckoned to be "slangy" on the contrary to British English which is perceived to be "noble", "royal" and much older. British think of their language to be traditional and more

institutionalized. For academic staff American English is inappropriate since it doesn't own stable grammatical and phonetical structure, so it is not taught in academic level at educational institutions. The USA's dominant culture and economic policy, especially "Hollywood" films access to every country paved a way to American English to penetrate into every culture of world's nations including Great Britain. We can safely say that a language or variant gains authority and popularity when the nation gains dominance over other nationalities due to their political and cultural peculiarities. So, consequently, in the few last decades the USA "propaganda" made great progress. Taking all these things into consideration American English must be taught at schools and universities for meeting learners and students' requirements. They have to know how to cope with the different speakers who use different variants of English. According to the result of the investigation we came to decision that American English deserves to be taught at educational institutions for its 4 specific features which differs it from other variants of English:

1) Inclusiveness: As America has hosted many nations like German, French, Scottish, Dutch, Italian and Spanish American English includes the remnants of the languages of these nations. With this we can say that American English is more inclusive, more comprehensive language in proportion to other variants and it meets international students' communication needs more successfully than British English do.

2) Flexibility: American English is flexible because words are more inclined to new forms and to fulfill the real needs; the word "white collar" actually means "white collar" but within the framework of capitalism this word means "the worker who works at the office.

3) Conservativeness: Americans do not extract the words from lexicon which was used in medieval England, but have been forgotten in modern British English, they have tried to protect and strengthen medieval words in the language. The American word "fall" conveyed the meaning "autumn", so to say it exactly, the word "fall" was used instead of "autumn" in medieval period. Thus, with this character American English is equal to "traditional" British English in teaching English as a second language or in other sectors of education field.

4) Innovativeness: It is a common knowledge that that Americans are always different for their great courage and high creativity. New words and forms have occurred related to social and technological development. For instance, the word "test-tube baby" in medicine and "soup opera" in media sector. Today's education system is in search of innovative brains and innovative brains always innovate new ideas. We do believe that, American English is innovative enough for modern type of education system.

## **7. Conclusion**

To put it in a nutshell, the word "ruining" implies the notion "changing something in a negative way". Like it or not, like other realities of existence language too do changes as it is inevitable. Supposedly, such kind of negative changes endangers the capacity of language, simplifies complicated system of historical language. Consequently, complex thoughts and exquisite arguments can't be expressed with simplified system. It is indeed debatable whether simplification is good or bad for language, but it not the case for us.

The possible first conclusion is that as mentioned above "destroying language" has nothing to do with language, it is the matter of "regular changes" happening in the language and "cultural dominance". The second possible conclusion, we can safely say that, the main problematic issue of the English language, is that of lack of linguistic academy. In 1712 the poet and satirist Jonathan Swift attempted to establish an academy similar to the Académie française established by Cardinal Richelieu in 1635. In his 1712 "Proposal for Correcting, Improving and Ascertaining the English Tongue," Swift (Beal,2004) wrote that English is extremely imperfect; its daily Improvements are by no means in proportion to its daily Corruptions; it offends against every Part of Grammar. He had some worries about the future destiny of English as he thought that people would forget the history of their words, so English needs protecting. The third and the final conclusion is that the real culprits are British who started out to ruin English mainly in the age of Shakespeare and consequently, Americans inherited this ruin from the British as a result of colonization. Luckily, in the Victorian Age British saved their language from the ruins. When it comes to attitudes of the last decades American English now shares the same values with British English. However, according to Americans' proclamation, American English will have influence on British English so powerfully that there will come a time when American standard will be established in Britain itself.

Based on the conclusion of the study, the researcher puts some suggestions to the following parties as teaching process involves both teachers and students:

### **7.1 The Students**

The conclusion of the study indicates that accusations against Americans on ruining English is baseless. The students need to have an in-depth research about perspective of American English which is likely best return in the learning process of English.

They also need to increase their awareness of American English and break stereotypes by filling the gaps doing researches about history of its linguistic peculiarities.

## 7. 2 The Teachers

There are still many aspects which can be analyzed about "ruining" issues of the English language. Finally, other researchers can analyze other issues like "totesing" which Americans are blamed to ruin the language for. It is hoped that this research can encourage teachers to enlighten students about the linguistic peculiarities of American and British and in the very first lesson in order let them not to be biased about any of both international dialects.

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## The History of Irish and Canadian Englishes: A Comparative Historical Overview

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### ABSTRACT

This article aims to compare and provide the historical linguistic background of Irish and Canadian Englishes in terms of their language history and lexicon. This research adopted the comparative historical research method which looks into the language history of one variety in comparison to another variety within the same language. Thus, this article discusses the history of Canadian English in comparison to the history of Irish English as well as the lexicon and vocabulary of Canadian English comparatively to the lexicon and vocabulary of Irish English which results in how the historical background in terms of culture and language and the geographical location of these two varieties have shaped, over time, what we now call Canadian English and Irish English which contain some differences and similarities to one another. This article results in the stages and the factors by which the lexicon of Irish English and Canadian English have been shaped and impacted.

### 1. Introduction

Canadian English and Irish English are considered to be amongst the major varieties of English today. Canadian English is spoken by approximately twenty million people whereas Irish English is spoken by approximately five million people (Barber 2004; Dolan 2013). Each one of these two English varieties has been shaped linguistically by many factors that have had a huge impact on them. Irish English has been largely influenced by England (British English) mainly due to its geographical location, political situation, and historical events. Another main influence on Irish English is the Irish language (Gaelic) (see Hickey 2011). Canada, on the other hand, has been affected linguistically by the settlers who had migrated to Canada. One of those settler groups were the Irish people who came and migrated to Canada after the War of 1812 (Boberg 2004). Since then, this connection between Ireland and Canada has been documented historically in terms of culture and language. However, even though there is an established connection between the two varieties of English, there has not been a lot of research done on these two varieties of English in comparison to each other in general and especially in relation to their lexicon. In other words, there have not been many works, or studies, that have compared or provided the historical background of Irish and Canadian Englishes in comparison to each other. Thus, this article seeks to address this research gap specifically in terms of the Irish and Canadian Lexicon.

### 2. Literature Review

#### 2.1 The History of English

English is the most recognized language around the world; but, how did it reach that status? Ironically, although the spread of the English language can be attributed to the colonization of other countries by Britain, the origins of English lie in the conquest and invasion of Britain itself by other neighbouring groups (Baugh & Cable 2002; Algeo 2010; Ringe & Taylor 2014).

The indigenous language of Britain was Brittonic Celtic (Hogg 1992; Flippula, Klemola & Pitkänen 2002). With the arrival and invasion of Germanic settlers between the fifth and seventh centuries, Brittonic Celtic was eventually wiped out and replaced with Anglo-Saxon, more commonly known as Old English (Ringe & Taylor 2014). Old English is a West Germanic language originating from Anglo-Frisian dialects (McCrum 1987; Salmon 2009). Because of this, and due to many other reasons as well, it is not surprising that Old English was comprised of many dialects of its own. At the time, the region which is now known as

Britain was divided into many different Anglo-Saxon kingdoms, each with its own dialect and outside influence. For example, Old English is heavily influenced by Old Norse because of Scandinavian rule in the eastern and northern parts of England (McCrum 1987; Mastin 2011a). However, the dialects can be narrowed down to four main dialects: Mercian, Northumbrian, Kentish, and West Saxon; the latter of which eventually became the dominant dialect. Old English also made heavy usage of loanwords from Latin due to two main reasons. The first of which was the fact that many of the Germanic settlers who came to Britain had previously served in the Roman military and so their language already contained a lot of Latin loanwords. Naturally these loanwords made their way into the new settlement and became a part of Old English. Secondly, around the year 600, Christianity was quickly gaining popularity in the region and becoming more widespread and because of it there were approximately another 400 loanwords from Latin that made their way into Old English.

The influence of the Germanic invaders and settlers ended with the Norman Conquest in 1066, marking the advent of Middle English (Hogg 1992; Mastin 2011b). The surviving influence of the North Germanic languages into this period was that of the Scandinavians in the eighth and ninth centuries whereby the effects of simplified grammar and lexical borrowings were seen (Champneys 1893). The conquering Normans, however, spoke a form of French known as Old Norman which developed into Anglo-Norman in Britain (Mastin 2011b). The main effect of Old Norman onto Middle English was the addition of over 10,000 loanwords, especially those related to the church, the court system, and the government (Mastin 2011b). One of the lasting remnants of Middle English is its orthography (Fulk 2012). The orthography developed during this period is still mostly used today; but, changes in pronunciation, and the adoption of various foreign spellings means that the spelling of Modern English words is very unusual. Most abstract nouns ending with -age, -ance/-ence, -ant/-ent, -ment, -ity, and -tion, or beginning with the prefixes con-, de-, ex-, trans-, and pre- come from this Middle English era (Mastin 2011b).

The effects of the Norman conquest lasted until the 15<sup>th</sup> century, which is when historians mark the beginnings of Early Modern English as was spoken by Shakespeare's contemporaries (Barber 1997; Nevalainen 2006). The main changes to occur to the language at this point were more loan words taken from Latin and Ancient Greek (due to the Renaissance) and borrowings from other European languages such as French, German, and Dutch. This period is also where the ongoing Great Vowel Shift found its origins; so, many pronunciation changes occurred during this era between the fifteenth to seventeenth centuries (Stockwell 2002; Mastin 2011c). The Great Vowel Shift was largely concerned with the long vowel sounds and had to do with their movement upwards and forwards in the mouth (Mastin 2011c). The other notable factor that had a great impact on the English language during this time period was the invention of the printing press in 1476 which enabled a standardization of English to occur across the nation (Howard-Hill 2006; Mastin 2011c). This leads us to the emergence of proper Modern English in the 17<sup>th</sup> century.

## **2.2 The Spread of English Around the World**

In today's world of globalization English has, arguably, emerged as the global lingua franca. English is now the dominant language of Britain, Ireland, the United States, Canada, Australia, and New Zealand. Furthermore, approximately 75 territories use English as a first language (L1) or as an official, institutionalized second language (L2) (Jenkins 2015, p. 2). English is also widely spoken in India, and other parts of Asia, as well as several parts of Africa. The number of countries using English as a main language of communication is on the rise. This global popularity and usage of English can be explained in a historical and modern sense.

One of the historical factors contributing to the spread of English around the world was through the likes of adventurers. Much of Southeast Asia, East Asia, and the South Pacific came under English influence due to seafaring expeditions undertaken by British explorers in the late eighteenth century (Jenkins 2015, p. 9). Historically speaking however, the main avenue for the domination of English on a global scale was through colonization.

Britain became a great colonial power from the sixteenth century onwards. There were two main types of colonization: 1) settler colonies and 2) exploitation (or trade) colonies (Kirkpatrick 2012, p. 15). Settler colonies were those in which a large number of British citizens migrated and settled down. Because these countries had a larger number of native English speakers, the strength and spread of English was much more rapid and "pure" to the original British English. Jenkins expands on the latter type of colonization and explains that, depending on the location, the spread and type of English to become established was likely to differ. In West Africa, for example, which was used for the slave trade, English manifested itself with the native populations by morphing into pidgins and creoles due to the lack of proper interaction and integration between the English and the natives (Jenkins 2015, p. 8). East Africa, on the other hand, became home to many native English speakers and thus "proper" colonies were formed here. As a result, English was spoken and used in the governmental, educational, and legal sectors in those countries (Jenkins 2015, p. 8). South Asia, which was also a colony of the British Empire where many British citizens settled, began having a larger English influence in the latter part of the eighteenth century with the implementation of the Macaulay Minute of 1845 which led to the introduction of English into the school system (Jenkins 2015, p. 9).

This leads us to one of the modern factors contributing to the continued spread of English around the world which is the Education system. Many countries choose to educate their population in the primary grades in the English language. This is despite the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) insistence that "the child should be taught through the mother tongue." (Kirkpatrick 2012, p. 24). However, the countries implementing this policy do not pay attention because they believe that English is "the language of science, technology, and modernization" and that the earlier it is acquired the more fluent a child has the potential to become in it (Kirkpatrick 2012, p 24). And while it may pose potential difficulties for students, it is true that after the First World War, English has become the global language of Science (Ferguson 2006, p 112). Not only has it become the global language of science, it has also become the main language of commerce and trade. Many multinational companies make use of English as a common language in which to communicate business dealings. This is one of the main reasons for the spread of English in East Asia today. Another modern factor aiding the spread of English today is the entertainment industry. English has permeated and popularized itself through music, satellite broadcasting, home computers, and video games; as well as illegal activities such as drugs and pornography (Jenkins 2015, p 41). Lastly, the growing economic, military, and political power of the United States in the late twentieth century has been a very strong influencing factor towards the spread of English (Ferguson 2006, p. 110).

### **2.3 How Did We Get to Have Different Varieties of English?**

One of the only monolithic features of English across the globe is its ability to morph and change once it reaches new communities. So, despite the fact that English has emerged as the lingua franca of our newly globalized world, it is also a reality that there is no such thing as one singular English (Seidlhofer, 2001; Conrad & Mauranen 2003). Thus, linguists use the term Englishes to refer to the different types, or varieties, of English that are now spoken worldwide. There are several theories to explain how these various Englishes came to be. One of the more popular and well-known theories is Kachru's three circle model which comes primarily from a colonization viewpoint (Kachru 1985). The three circles are comprised of the inner circle, the outer circle, and the expanding circle (Galloway and Rose 2015, p 18). The Inner Circle consists of Britain, America, Canada, Australia, New Zealand, and South Africa. These are considered to be the "traditional cultural and linguistic bases of English" (Kirkpatrick 2012, p 16). The Outer Circle are those that made up the British colonies designed for trade and exploitation and their English can be categorized as an "institutionalised non-native variet[y] of English as a Second Language (ESL)" (Kirkpatrick 2012, p 16). Lastly, the Expanding Circle includes all the countries and areas where English is currently learned as a foreign language (Kirkpatrick 2012, p. 16).

However, because each of the countries and categories mentioned above are no longer a singular, monolithic group due to constant people migration, the breakdown of Englishes must be taken down further. The increased mobility of people around the world "produces a continued diversity in the way that the language itself alters as it adapts to the emergent cultures of the diverse communities using it" (Sergeant 2012, p. 184). Thus, English has become *multiplex*, meaning that it does not have only one centre (Britain) influencing its shape and usage, but has multiple centres in multiple communities (Sergeant 2012, p. 186). The social implications of this are equally vast. This is because, in relation to the three-circle model, different types of English have different values and social connotations (Sergeant 2012, p. 186). Where and how a type of English is spoken matters. Whereas speaking English in a country that belongs in the Inner Circle may be seen as commonplace, fluency in English can be a mark of higher social status, or an increased chance for success in a country belonging to the Expanding Circle. Furthermore, the type of English spoken in Outer Circle countries does not seem out of place within those countries or areas themselves; however, if that same type of English is spoken while being in an Inner Circle country, it may lead to racism or classism (Sergeant 2012, p 186).

## **3. Methodology**

This study has used the comparative research method based on the historical perspective of the language history of both Irish and Canadian Englishes, as a technique for studying and exploring the development of two varieties of the same language. This comparative method is well known in Linguistics in which the internal development of a single language can be conducted and inferred through the analysis of any particular features or linguistic systems across different varieties within one language. This comparative research method can help researchers to confirm or refute any hypothesized relationships between languages or varieties of the same language.

## **4. Introduction to Canadian English and Irish English**

### **4.1 The History of Canadian English**

The term "Canadian English" was created and provided by Geikie, a Scottish-born Canadian, in his speech to the Canadian Institute in 1857 (Dollinger 2013). Thus, he was the first person in recorded history to use this term. He used the term, "Canadian English," to promote the notion of ethnocentrism in order to distinguish between the "corrupt" dialect of English spoken in Canada and the "proper" English spoken by British immigrants (Dollinger 2013). Canadian English has been shaped by many

factors and one of those important factors is the regional factor and this can be seen by looking into the different English dialects within Canada (Trudgill, 1974; Chambers and Hardwick 1986; Boberg 2005; Hagiwara 2006; Roeder & Jarmasz 2010; Harbeck 2014). For example, the North Central region of the United States of America (U.S.) has dialect similarities with Ontario, whereas British Columbia and the Northwestern area of the United States share a similar dialect called Northwest English, which is a variety of North American English (Avis 1973; Harbeck 2014).

More importantly, however, Canadian English has been shaped by four waves of immigration and settlement. The first wave of immigrants to have an impact on Canadian English were the Loyalists. The Loyalists were American Colonialists who stayed loyal to the British empire during the American Revolutionary War (Bloomfield, 1948; Boberg 2004). Loyalists came to Canada in the early 1760s from a region in the United States located between New England and the South Atlantic states (Bloomfield 1948; Temperley 1979; Boberg 2004). Because of this, some scholars believe that Canadian English is derived from Northern American English (Bloomfield 1948; Boberg 2004). The second group of settlers who played a big role in shaping Canadian English are those who came to Canada from Britain and Ireland after the war of 1812 (Bloomfield 1948; Boberg 2004). This movement was encouraged by the governors of Canada in order to wipe out anti-English views amongst its citizens. The third wave was from the immigrants who came from all over the world between 1910 and 1960 (Bloomfield 1948; Boberg 2004). This new settlement was the starting point for Canada to be a multi-cultural state. The fourth wave to have an impact on creating a Canadian English was the French settlers who settled down in the east of Canada by the mid-17<sup>th</sup> century. The French settlement is considered to be the oldest European settlement in Canada (Bloomfield 1948; Boberg 2004).

The factors mentioned above identify how English arrived and spread throughout Canada. But, an equally important factor to look into is: how was English able to take over the many languages used by the First Nations peoples of Canada who were the original inhabitants of the country long before European settlers arrived. The loss of Aboriginal languages was made possible through the use of residential schools. Residential schools in Canada were sponsored and controlled by the Canadian government and Christian churches in order to assimilate indigenous children into the European-Canadian culture. The first residential schools were established after 1880 (Miller 2012). The approach that was taken to get aboriginal children to adapt themselves to the new lifestyle was to forcibly remove them from their families and culture and forbid them from using their mother tongue language among each other. Failure to abide by these rules would result in punishment and abuse. The last residential school was closed in 1996, and although the school system proved to be very effective in wiping out the First Nations languages and increasing the usage of Canadian English amongst the indigenous population, it did so by isolating, denigrating, abusing, and even killing the First Nations population (Miller 2012).

As it stands today, Canadian English is a variety of English spoken by approximately 60% of the Canadian population and is considered to be the mother tongue of 60% of Canadians. This is a very low percentage, especially if English is considered to be the first language in Canada. This is due to the fact that 20% of Canadians speak French and the remaining 20% speak other languages such as Chinese (8%), Punjabi (5%), Italian (4%), and Portuguese (2%) (Boberg 2004). Because Canadian English contains a combination of British and American English vocabulary and spelling, as well as many unique Canadianisms, it has a very unique vocabulary and spelling of its own.

#### **4.1.1 The Canadian English Lexicon and Vocabulary**

The Canadian lexicon can be viewed and classified into four main categories. The first category contains and highlights the notion of archaism, which are old expressions that are no longer used elsewhere except in Canada. For example, the expression /*guess*, means 'I suppose' in Canadian English. Also, the term *trash* which means 'garbage' in Canadian English is another example (Hamilton 1997, Section 2.1.1). The second category covers existing words which have had their meanings extended in Canada. For example, the word *band* simply means: a group of people; however, its meaning has been modified to include a group of Indians in a particular region recognized by the political state as a group (Hamilton 1997, Section 2.1.2). The term *acclamation* which means "a vote to accept or approve someone or something that is done by cheers, shouts, or applause" [according to Merriam Webster] is another example. In Canada, an additional semantic element must be included in the meaning which is "assent without any opposition," and this is according to the Canadian Oxford Dictionary which defines it as "the act or an instance of electing without opposition" (Hamilton 1997, Section 2.1.2). The third category covers the new words that have been created from existing languages or words. For example, the process of compounding which joins two or more existing words to generate a new term. And this can be seen in the expression of *prairie crocus* and *beverage room*. Another way that new words are created from existing words is through the process of blending, whereby two or more words are blended together. For example, the term *splake* comes from a Canadian biologist who crossed a speckled trout and a laketrout, and gave the resulting specimen the name, "splake" (Hamilton 1997, Section 2.1.3).

The fourth category focuses on the words that have been borrowed from other languages. In this category, the terminology that



comes from the Aboriginal people of Canada has had the most powerful impact on lexical Canadianisms. This is because Europeans heavily relied on the Amerindians when they first moved to Canada in order to adapt themselves to the new environment and surroundings. Some of these words are: *muskeg*, *Saskatoon*, *toboggan*, and *wapiti*. Also, French has had an apparent impact on lexical Canadianisms, especially after English and French speakers became neighbours. Some of these words are: *portage*, *prairie*, *rapids*, and *concession*. The borrowing process has either kept the original forms or modified them in order to fit the linguistic system of the target language (Hamilton 1997).

#### **4.2 The History of Irish English**

The language shift in Ireland, from Irish to English, was a very gradual process with a number of noteworthy events in each century leading up to the present day pervasiveness of Hiberno English throughout the country (Bliss 1977; 1979; Kallen 1994). Even in Gaeltacht areas, where the main language spoken by the Irish is Gaelic, English is still a known language. According to Hickey, English came to Ireland a little over 800 years ago (2007, p.1). Although the first foreign arrivals in Ireland are recorded to have spoken Anglo-Norman, Welsh, and Flemish, the latter two have left no lasting influence on Irish English (Hickey 2007, p. 30). However, the source of the largest influence on the language shift in Ireland has been England (Kallen 1994).

Ireland and England have had close ties since the late Middle Ages due to trade and England's invasion of Ireland in 1169 (Hickey 2007, p 30). The first area to undergo an English influence was Dublin as the city was occupied by English invaders after their arrival in the 1170s (Hickey 2007, p 30). The emergence and prevalence of English in Ireland is very closely tied to the political sentiment of England over the years (Bliss 1979; Kallen 1994). Because much of England's rise to power was its claim to a divinely appointed King, this belief was used to increase the level of English spoken in the increasingly religious Ireland (Hickey 2007, p 34). The Irish were mostly seen as "heathens" by the English and this belief led to the necessary "civilization" and religious indoctrination process that would be conducted in English which was taken on during the Reformation during the Tudor period (1485-1603) (Hickey 2007, pp 34-35).

There was a relatively short period of time in the late fourteenth and fifteenth centuries where Gaelic became popular again due to England's lack of political interest in its subjects living there. This period is significant because it occurred during a transition period for English in England. Whereas in Ireland, Gaelic was flourishing and becoming widespread; in England, Middle English was becoming Modern English. So, when this period was followed by an even larger scale settlement of the British people in the following century, the English that the British heard from the Irish was a much older form and had been heavily influenced by Gaelic, or Irish (Hickey 2007, p. 32; McGlynn 2004). In the mid 1500s England fully took over all of Ireland and divided the land into plantations which it gave to the Old English (English settlers from previous invasions) to take charge of as the Irish were not allowed to own these properties (Hickey 2007, p 36). At this point, two factors had a big influence on the language shift of native Irish people. The first were the Penal Laws (Bryne 2004, 230f; Hickey 2007, p. 37) which imposed punishment on the use and practice of the Irish language, and the second were the social advantages to be gained by knowing English (Hickey 2007, p 38). The eighteenth century also had two major social areas of interest that may have affected modern Irish English today (Bliss 1979). The first of which was the popularization of elocution in the British Isles which is "the cultivation of a standard accent by non-standard speakers for the purpose of public speaking." (Hickey 2007, p 44). Evidence of the permeation of this notion can be seen in eighteenth century Dublin English (Hickey 2007, p 44). The second were Catholic "hedge schools" which cropped up throughout Ireland. Hedge schools were informal, unofficial schools, usually held outside, where students were mainly educated for priesthood (Hickey 2007). And English as a language would have definitely been one of the classes offered in these hedge schools. Naturally, the teachers were not native English speakers so they would have been passing on the accent of a second language learner. This somehow contributed in shaping the phonological system of Irish English and creating unique stress patterns in Irish English.

Nineteenth century Ireland saw another two social events that further progressed the language shift in Ireland (Bliss 1977). The first was the Catholic Emancipation Act of 1829 which allowed Catholics to legally open their own schools and their leader, Daniel O'Connell, encouraged them to take on English as their official language (Hickey 2007, p. 46). The second major event was the Great Famine in Ireland which led to the death of large numbers of Native Irish speakers. Along with this, there was also an exodus of Irish people to America, which further reinforced the need to know English in order to not only succeed, but to survive. Thus, the language shift in Ireland was mainly a non-prescriptive, uncontrolled language learning process and was mainly undertaken by Irish adults first and then passed on to their children (Bliss 1972; Hickey 2007, p. 125).

##### **4.2.1 The Irish English Lexicon and Vocabulary**

In regard to the Irish lexicon, it must first be noted that there is a difference between the lexicon of northern and southern Irish English (Bliss 1984; Hickey 2007, p. 362; Amador-Moreno 2010). It can also be argued that there is currently a growing generational divide in Irish English as well (Flippula 1991). This is because Irish derived vocabulary is more commonly used amongst the older generations (Hickey 2007, p. 365). Presently, Irish words are used in official capacities, such as in the

government to refer to ministries or official positions; however, even though Irish people will commonly use these terms due to their prevalence, very few will actually be able to discern what the word truly means or where it originates from (Irish) (Hickey 2007, p 365). Another way in which Irish words are used in Irish English is a phenomenon known as *Cupla focal* or a 'couple of words' whereby Irish English speakers pepper their speech with a few words from Irish (Kallen 2006). This doesn't reflect a knowledge or fluency in the Irish language; rather, it is just a parroting of what has been learned in school (Hickey 2007, p.364). But, still, there are actual Irish loanwords in Irish English and they are mostly related to Irish manners and life (Flippula 1991). Their usage can be very difficult to master and because they are often used in highly colloquial speech and can differ region to region, using a word incorrectly can give one away as a non-Irish, or non-local individual (Hickey 2007, p. 364).

As can be seen from the explanation above, not all words in Irish English come from Irish. Some are archaic in their origin or regional in their usage e.g. *cog* 'cheat' or *chisler* 'child' while others maintain archaic usage such as *mad* is used as 'keen on' in Irish English, rather than 'angry' or 'crazy' as in Standard English (Hickey 2007, p. 362). Some words have a foreign origin but enter Irish English through English. An example of this is *hames* (from Dutch) which originally means 'curved pieces forming horse collar' but is used in Irish English to mean 'complete failure, mess' (Hickey 2007, p. 362). Additionally, a feature that is unique to Irish English is the tendency to interchange complementary words in the Irish lexicon; *teach* and *learn* is an example of this phenomenon (Hickey 2007, p. 362).

And of course, Irish English shares many words with Standard English; however, many changes have occurred during the cross-over which render these words and their usage as strictly Irish English (Amador-Moreno 2010). An example of this is how different pronunciations of English words can change the connotation of a word in Irish English. For example, pronouncing *idiot* as *eejit* gives an implied meaning of a 'bungling person' (Hickey 2007, p 362). It is not only the pronunciations but sometimes Irish English will take English words or phrases and give their own completely separate and unique meaning to them (Bliss 1984; Hickey 2007; Amador-Moreno 2010). For example, the English word *leave* would give the sense of 'accompany' or 'bring' in the Irish lexicon (Hickey 2007, p. 362). At times, words in the Irish English lexicon can be homographs with English words and so the Irish English and English words have very different meanings (Hickey 2007, p 363). Another way Irish English adapts Standard English words is through semantic extensions whereby an adjective such as *grand* can be used in a very casual manner to signify approval rather than sticking to the original meaning of something over the top and special (Hickey 2007, p. 363). The Irish will commonly say *That's grand* to simply mean "That's alright" or "That's okay". Another feature of Irish English is to use English adverbs as intensifiers: '*We were pure robbed by the builders*' (Hickey 2007, p 363). Finally, a morphological change of adding -er creates new words in Irish English from Standard English words so a word like *killer* becomes "something that would stress you out" in Irish English, rather than "a murderer" (Hickey 2007, p. 363; Amador-Moreno 2010).

## 5. Conclusion

The article has compared and provided the historical linguistic background of Irish and Canadian Englishes in comparison to each other in terms of language history and lexicon. This research adopted the comparative historical research method in order to reveal the language history and the lexicon of both Irish English and Canadian English in comparison to one another.

This article demonstrates how the historical background in terms of culture and language and the geographical location of these two varieties have shaped, over time, what we now call Canadian English and Irish English which contain some differences and similarities to one another. This article results in the stages and the factors by which the lexicon of Irish English and Canadian English have been shaped and impacted. For further research it will be recommended for researchers to take the method of internal reconstruction where the feature-by-feature comparison, or the phonological, morphological and other linguistic systems are conducted historically.

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## Literature Circle: A Strategy in Improving Critical Thinking Skills

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### ABSTRACT

Reading is the prime foundation of one's academic and social status. However, this vital skill is what most students lack attention and interest. As a result, it deteriorates their critical thinking skills. To address the problem, Harvey Daniel introduced his literature circle strategy. It showcases different features that likely aid student's struggles in the aspect of reading. This study, therefore, aims to determine the effectiveness of the literature circle strategy in improving critical thinking skills in reading among students at the University of Cebu-Banilad Campus. The study utilized a quasi-experimental method where the 48 ABM Grade 12 research subjects of the study were divided into two groups, namely: control and experimental. Strategies employed in these groups were different. The traditional method was practiced in the control group, while the literature circle strategy was implemented in the experimental group. For data gathering, a researcher-made test about the short story "Dead Stars" by Paz Marquez Benitez was used as the main instrument. Another short story entitled "The Small Key" by Paz Latorena was used as a springboard in the implementation of strategies for both groups. Statistical treatments used for data analysis were simple percent, t-test for Correlational Samples, and t-test for Two Independent Samples. Findings revealed that in measuring subjects' critical thinking skills in reading, there is a significant difference between the posttest performances of the groups. The research subjects under experimental group performed higher than the control group. The study concludes that literature circle strategy is effective in enhancing student's critical thinking skills in reading.

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### 1. Introduction

Literature serves as a channel for cultural and life appreciation. It can also access and reflect on various cultural backgrounds and norms of which students make connections of their thoughts and feelings as they read. Teaching literature can be laborious if students are not motivated to read. Reading can expand vocabulary range, develop critical thinking skills, and cultivate one's understanding of other cultures.

Reading, however, has been a long-term struggle of teachers as they deal with students who lack skills, literacy, motivation, and independence to read. This declining interest is evident in the study conducted by Social Weather Stations in May 2012. It revealed that the overall number of Filipino adult readers fell to 88% from 92% in 2007 and 94% in 2003. The results also noted that there was an abatement in readership in four types of reading materials, namely: books, magazines, comics, and newspapers (Roque, 2016).

The English instructors at the University of Cebu- Banilad have been using the usual approach in teaching literature. For instance, they give reading assignments with hope and assumptions that students will complete the reading task. The method does not seem to fit the holistic development of the child and does not offer an opportunity for developing critical thinking skills. Thus, a literature circle strategy which encourages students to read independently is introduced. It is done through a small group discussion where students gather to enhance literacy by discussing a piece of literature in depth.

The researcher, who is a teacher by profession, has been teaching literature throughout her teaching career. It has been observed that students are struggling to derive in-depth analysis and interpretation of any given texts. Therefore, the researcher

would explore the effectiveness of literature circles, as means to improve students' critical thinking skills in reading.

This study is anchored in Lev Vygotsky's Zone of Proximal Development, Johnson and Johnson's Cooperative Learning and Deci and Ryan's Self-determination Theory.

Zone of Proximal Development (ZPD) by Lev Vygotsky asserts that learning should match the child's level of development. Hence, to better comprehend the relationship between the two, it is necessary to distinguish the actual and potential levels of a child. The actual level refers to those achievements that a child can perform or demonstrate independently, whereas potential levels relate to tasks a child is capable with an adult's succor and collaboration with peers (McLeod, 2018). The assistance that a child needs in a potential level is best played and explained in the concept of more knowledgeable other.

Vygotsky regarded that learning and development are best understood when the focus is on the examination of the process of how one learns when engaged in shared tasks rather than the measurement on what the learner can accomplish independently. Development in this concept occurs when a child learns general concepts and principles that can apply to new tasks and problems (Lantolf, 2000). Productive interactions and aligning instructions toward the ZPD allow learners to develop skills and strategies that will eventually apply in their situations. It guides the learner with instructions on how to perform the task and organize the newly gained knowledge in their existing mental schemas of which he/she will later use in further complicated and advance performance independently.

According to Johnson and Johnson (2005), cooperative learning is when students work together in small groups to accomplish a shared set of learning goals which aid in maximizing their own and each other's learning. For the lesson to be interdependent, five primary elements must be examined and carefully structured namely: positive interdependence, promotive interaction, individual accountability, social skills, and group processing (Johnson, Johnson & Holubec, 2013).

Within cooperative activities, there is a positive interdependence among students' goal attainments if each member in the group has also reached the learning goal. The idea accounts that what helps one member helps all group members and what hurts one group member hurts all (Johnson & Johnson, 2008).

Promotive interaction, on the other hand, is achieved if each member shares mutual understanding, either academically or personal. The support and assistance that each member has, bring openness and active interaction among individuals within the group (Johnson, Johnson & Holubec, 2013).

The success rate of this method, however, does not only rely on the same goal that each member is eyeing but also need an individual's participation and meaningful demonstration on each other's knowledge and skills. Contributing a fair share of the work toward the group's goal and providing each other with feedback or any sort of assistance simulate members to feel individually accountable with their fellow group members (McCafferty, Jacobs & Iddings, 2006).

The groups formed, according to Ashman and Gillies (2003), worked on a variety of activities which continuously build effective communication as each member freely communicate their ideas or concerns on achieving their goals through group processing. As students do this, specific episodes of caring, sharing, taking turns, trust-building, and other social skills were frequently observed among members as they surfaced towards interactions which deepen their interpersonal sensitivity and understanding (McConnell, 2014).

With cooperative learning, students can have opportunities to assess, evaluate, and acknowledge each other's understanding, which motivates them to learn. The more skills engaged when students interact, the higher their achievements will be (Johnson & Johnson, 2008). Hence, it is the interaction that drives students to acquire learning.

Self-Determination Theory (SDT) involves intrinsic motivation which was developed by Ryan and Deci (2000). This represents a broader framework for the study of human motivation, personality, and functioning. Intrinsic motivation refers to one's inner pleasure, which often leads to high levels of engagement and performance (Seifert & Sutton, 2012). According to Legault (2017), the theory proposes three basic psychological human needs for facilitating optimal functioning, constructive social growth, and personal well-being: autonomy, competence, and relatedness.

In SDT theory, the basic human needs are linked to one's motivation and are necessary conditions for the maintenance of intrinsic motivation (Niemic & Ryan, 2009). The need for autonomy refers to the experience of behavior as reflectively self-endorsed. Students become autonomous when devotion and energy towards their studies are self-inflicted. Hence, acknowledgment of perceptions and opportunities for self-direction were found to heighten intrinsic motivation because they allow people a more prominent feeling of autonomy. Studies have further shown that autonomy-supportive teachers (in contrast to controlling) reported to increase student's curiosity, excitement for a challenge, and self-esteem (Ryan & Deci, 2000).

On the other hand, the need to feel efficacious or skilled in one's pursuit of goals is pinned to competence. According to Deci and Ryan (2004), when students feel competent, they feel to meet the challenges and are in pursuit of more trials. It allows them

to build mastery and to unravel new things. Self-determined students are more likely motivated to achieve; hence, providing appropriate tools and feedback when students perform well promote success and their feeling of efficacy. Accordingly, feedback serves as basis for the learners to monitor their learning by providing relevant information on how to master the tasks at hand. Moreover, introducing learning activities that are optimally challenging allow and expand students' academic capabilities (Niemic & Ryan, 2009).

Lastly, SDT also flourished a sense of security and relatedness. It is very essential for students to feel a sense of belonging and connectedness with others (Deci & Ryan, 2004). In the classroom, relatedness is deeply associated when a student feels that the people around genuinely like, respect, and value him or her. Students who report such relatedness are more likely to exhibit excitement and integrated regulation for the difficult tasks involved in learning, whereas those who feel disconnected or rejected are more likely to move away (Mata et al., 2009).

Grounded by these different theories and their highly remarkable principles, Harvey Daniels (as cited in Stabile, 2009) proposed a new strategy, the so-called literature circle. It is a small peer-led discussion where students gather to discuss a piece of literature in-depth and to guide each other throughout the text. This peer-led discussion, according to Sandmann and Gruhler (2007), ignites questions driven from the text in which students critically express and value each other's perspectives to those questions, thus, creating a literate and interpretive community. It is also a great source of motivation, for it encourages thoughtful discussions and engagement of readers to love reading. It gives students opportunities to enhance their critical thinking skills and reflectivity as they read, discuss, and respond to a text (Ericson, 2001). In circles, according to Daniels (2002), participants have their roles (connector, questioner, illustrator, word wizard, etc.) rotating in every session and come to the group with notes needed to perform the job (as cited in Straits & Nicholas, 2006). However, Peterson and Belizaire (2006) discussed that students do not need to rely on role sheets to help guide their discussions, for they often got too focused on completing the sheets and spent less time on broadening and putting thought to their group discussions.

As described by Moses (2009) and Noe (2013), this strategy is flexible and applicable in many types of learners, ages, and classrooms. The implementation of it is different in every classroom, for it is not a specific program and has no fixed recipe. It is 'teacher by design' that will provide students with modeling and structure. Hence, educators adapted and redefined this strategy in different ways (Noe, 2013). The following are some of the fundamental features of literature circles:

**Students Choose Their Reading Material.** Letting students pick their own choice of book is equally developing their sense of independence towards reading. Good teaching is when teachers intuitively provide students with choices in reading and discussing books. Hence, for reading to become a lifelong habit and deeply owned skill, it has to be voluntary, anchored in feelings of pleasure.

**Groups Meet on a Regular, Predictable Schedule.** Literature circle is not introduced as a one-time-only strategy in the classroom setting. It needs proper internalization of procedures, norms, and independency letting teachers and students to have this strategy in a regular schedule and not in an occasional treat. They also have to acknowledge that this is a long-term classroom investment. The meeting schedules of students are highly vital and encouraged. Each session needs a great amount of time to open up a natural conversation among members paving a way of having in-depth understanding and discussions of the book.

**Students' Domination in Topic Discussion.** In literature circles, students develop their ownership towards reading through selecting issues for discussion and sharing their views among fellow readers. They are in charge of their thinking and discussion helping them to become literary individuals and intellectually independent.

**Written Notes to Guide both Reading and Discussions.** Students, in circles, write their own thoughts and responses to the text and often used these as their starting point for conversation and sharing. After students have finished their circle, they write their own thoughts about the discussion. They reflect on tasks they did and determine what to improve and to strengthen. This allows students to be aware and to have full control of their own leaning like a mature adult reader.

**Teachers as Facilitator.** The teachers' work in literature circles is complex and essential. Aside from small briefing of introducing the strategy, most roles played are supportive, organizational and managerial. A teacher can also play a key role such as fellow reader where she joins a certain group and shares his/her honest ideas about the book (Daniels, 2002).

Literature Circle is an excellent practice for analytical skills, which helps learners become critical thinkers. As they immerse themselves in the process, they scrutinized the text, look for connections to the real world, make cultural assumptions towards the characters and to the author, situate themselves of why characters behave as they do, and evaluate interpretations in a context-based manner (Brown, 2009). The notion is further supported by Yang (2002), describing the strategy that can enhance one's self-evaluative stance, personal responses, and judgments from the readers. It heartens readers to draw logical inferences or conclusions from the text read, linking to their personal experience. Henceforth, the literature circle strategy does not only

ignite students' interest in reading but also sharpens their critical thinking skills.

Critical thinking, according to Paul and Elder (2019), is a self-directed, self-monitored, and self-corrective thinking. It involves a series of complex self-thought processes to solve problems effectively and requires standards of excellence (Fisher, 2011). A critical thinker suspends judgment, exclude jumping to conclusions, avoid impulsive thinking, and does not settle for a superficial level of interpretation (McPeck, 2016). With all the mentioned features, students need to apply critical thinking towards reading. Through this, readers do not recognize not only what a text says, but also how the text is portrayed. To read critically, one must analyze, interpret, and find evidence on the read text (Kurland, 2000).

In light of these, different studies across the globe investigated the effectiveness of literature circle strategy in cultivating critical thinking skills and were put under meticulous observations. Most of it stresses the positive effect of literature circles both in qualitative and quantitative research.

Irawati (2016) conducted quasi-experimental method to see the effect of literature circle in improving reading comprehension of students. The results showed that literature circle has positive effect on students' literal and inferential reading comprehension covering identifying directly stated main ideas, finding explicit information, determining subject matter, and drawing inferences.

Brown (2009) also revealed that the literature circle strategy helped in developing students' critical thinking abilities. The study focused on the usage of various works of literature showcasing global issues context. The strategy itself has aid English as a Foreign Language (EFL) readers in becoming more mature and critical thinkers as they unravel the context of each assigned text by evaluating various characters' behavior. They based not solely within the context of the story but also in the context of the current real-world situations.

A similar study conducted by Liao (2009) also shows the effectiveness of the literature circle in enhancing English as a Foreign Language (EFL) Taiwanese students' critical thinking skills as the study gives ample opportunities for students to practice and answer higher-order thinking questions. The efficient learning tool for critical thinking, the regular and prolonged practice of connecting reading with reflection, has created a supportive and collaborative atmosphere.

Karatay (2017) conducted another study that was carried out as action research to utilize the literature circle strategy in improving students' text analyzation skills- in finding the topic, main idea, and keywords using expository texts. Based on the results utilizing pretest and posttest exams, the literature circle is operative in developing students' abilities to find the theme, main idea, and keywords in a text. The students also pointed out that the implementation of this strategy increased their self-confidence, cooperative learning, critical thinking, reading objectively without bias, and independent reading skills.

In connection with the incentive that students have shown towards reading, a study conducted by Whittingham (2014) showed the effectiveness of literature circle strategy in motivating students to complete more assigned reading material using non-fiction texts. Due to the open-ended questions provided in the survey, results showed that the literature circle gave them the purpose of reading a text and guided them on which parts of the text they need to focus further.

Stabile (2009) specifically focused on struggling readers to assess how the literature circle strategy can help them to become more engaged and reflective. The findings of the study noted that the literature circle strategy is useful for struggling readers. The following conclusions were established: through literature circles, students have ownership on their reading; literature circles provide students with a small intimate setting; and lastly, the strategy aids students to have in-depth knowledge of the text read for they were using notes throughout the process.

The theories and works of literature presented have provided insights and distinct features of the literature circle strategy. It discusses how the strategy aids students' reading literacy as they share their knowledge, perceptions, and reflections, towards their group. Hence, this research on literature circle would be a great strategy in improving critical thinking skills.

## 2. Purpose of the Study

This study aimed to determine the effectiveness of literature circle strategy in improving critical thinking skills among Grade 12-ABM students in University of Cebu- Banilad Campus, S.Y. 2019-2020.

Specifically, the study sought to answer the following questions:

1. What are the pretest performances of the control and experimental groups?
2. What are the posttest performances of the control and experimental groups?
3. Is there a significant difference between the pretest performances of the control and experimental groups?
4. Is there a significant difference between the pretest and posttest performances of the control and experimental groups?
5. Is there a significant difference between the posttest performances of the control and experimental groups?

Statement of Null Hypotheses



The following null hypotheses were tested at 0.05 level of significance:

Ho<sub>1</sub>: There is no significant difference between the pretest performances of the control and experimental groups.

Ho<sub>2</sub>: There is no significant difference between the pretest and posttest performances of the control and experimental groups.

Ho<sub>3</sub>: There is no significant difference between the posttest performances of the control and experimental groups.

### 3. Research Design and Method

The study utilized the quasi-experimental method using Literature Circle Strategy in improving critical thinking skills of Grade 12-ABM students of the University of Cebu- Banilad Campus, Cebu, Philippines-Senior High School Department.

#### 3.1 Research Subjects

The research subjects of this study were 48 Grade 12 students who took up Accountancy, Business, and Management (ABM). They were enrolled in 21st Century Literature from the Philippines and the World (English 4) and belong to one class. Subjects were then divided into two groups, namely the control group and the experimental group. The grouping was based on their age, gender, and final grade in their English 2 subject last school year.

Table 1 shows how the subjects were paired and grouped in the study.

**Table 1: Pairing of the Research Subjects**

Control Group				Experimental Group			
Subjects	Age	Gender	Grade	Subjects	Age	Gender	Grade
A	17	F	97	AA	18	F	96
B	17	M	94	BB	17	F	94
C	17	F	94	CC	17	F	94
D	18	F	94	DD	17	F	94
E	17	F	93	EE	17	F	94
F	17	F	93	FF	17	F	93
G	17	F	92	GG	17	F	92
H	18	F	92	HH	17	F	92
I	18	F	91	II	17	F	91
J	17	F	91	JJ	17	F	91
K	17	F	91	KK	18	F	91
L	18	F	91	LL	17	F	91
M	17	M	90	MM	17	M	90
N	17	F	90	NN	17	F	90
O	18	F	90	OO	18	F	90
P	20	F	90	PP	17	M	90
Q	17	M	90	QQ	18	F	90
R	18	F	89	RR	17	F	89
S	16	F	89	SS	17	F	89
T	17	F	89	TT	18	F	89
U	16	M	88	UU	18	F	89
V	18	F	87	VV	18	M	88
W	17	F	87	WW	17	F	87
X	18	F	86	XX	17	M	84
<b>Total/ Ave.</b>	<b>417/</b>	<b>M= 4</b>	<b>2178/</b>		<b>415/</b>	<b>M= 4</b>	<b>2178/</b>
	<b>17.38</b>	<b>F= 20</b>	<b>90.75</b>		<b>17.29</b>	<b>F= 20</b>	<b>90.75</b>
<b>SD</b>			<b>2.59</b>				<b>2.64</b>

Based on the data gathered in Table 1, the majority of the subjects were females (20) in both control and experimental groups. Most of the research subjects as well had similar age range from 16-18, and their final grades in English 2 have accumulated the same average result.

#### 3.2 Research Procedures

To conduct the study, the researcher obtained authorization from the principal of the University of Cebu-Banilad Campus- Senior High School Department. The researcher personally conducted the study, for she handles English 4, and the research subjects were under her supervision. In the first meeting, prior to the actual gathering of data, the researcher gave a brief background of



the notable authors in the Philippine contexts and their respective works. The elements of a short story as well were discussed to understand how these significantly contribute toward profound analysis and understanding of any texts read. Before the period ends, the researcher divided the class into control and experimental groups based on their age, gender, and final grade in the English 2 subject. The subjects were also asked to read the short story, "Dead Stars" as their assignment. In the second meeting, the researcher administered a pretest for both control and experimental groups to determine the subjects' initial level of critical thinking skills. During the pretest, subjects read the short story "Dead Stars" by Paz Marquez Benitez for about 30 minutes. After this, the copies were taken from them, and another 30 minutes allotment for answering the researcher-made test. The pretests of the two groups were gathered by the researcher and were evaluated by an eligible statistician. Soon after the pretest, the control and experimental groups were taught using different strategies. The conveyance of these strategies was done alternately in separate meetings since the research subjects of the study belong to one class. Also, during the implementation of strategy in a specific group, research subjects from the other group were asked to be in the library or spare classrooms and were tasked to do activities regarding the short story "The Small Key". In the third meeting, the control group used the conventional approach to teaching literature using the springboard "The Small Key" by Paz Latorena. The researcher explained some thematic, stylistic features of the text and literary content. The students tried to interpret the literary, social, political, and historical context of the text. Lectures, reading of notes, and explanations were utilized in the discussion. In the fourth to fifth meetings, the experimental group used the literature circle strategy utilizing the same short story "The Small Key". During this session, the researcher introduced the idea of the literature circle and the procedures in implementing this strategy. Then, the research subjects were grouped into five, consisting of 4-5 members. Intervention guide questions (see Appendix C) were handed in during the implementation process based on their focus and task to profoundly discuss the text: Group 1: Characters, Group 2: Setting, Group 3: Plot, Group 4: Symbols, and Group 5: Theme. The group was given the freedom to choose their desired topic for an in-depth discussion of the story. While the students were sharing, the researcher roamed around to monitor the discussions. Throughout the procedure, the main features/procedures of the literature circle introduced by Daniels (2002) and Moses (2009), were strictly followed such as students choose their topic for the material, groups met on a regular and predictable schedule on students' domination in the topic discussion, and notes to guide students' deliberations, and the teacher acted as a facilitator. After all the procedures, posttest was administered to both groups. The researcher-made test (see Appendix A) that was utilized in the pretest was given once more. The posttest scores of both groups were gathered and evaluated by the same statistician. This is to know to what extent the students have progressed.

### 3.3 Data Collection tools

A researcher-made test about the short story "Dead Stars" by Paz Marquez Benitez was used as the main instrument of this study (see Appendix A). It served as the pretest and posttest exam of both control and experimental groups. The selection of the literary text was based on the curriculum guide in 21<sup>st</sup> Century Literature from the Philippines and the World (English 4) showcasing renowned canonical Filipino works. The underlying moral lesson of the story and the comparative plot to the recent Filipino situation somehow serve as an eye-opener for students to do some reflections on making decisions and implications of emotions. Moreover, the text itself is quite complicated. Hence, profound analysis and a closer reading of the material are highly needed. The structure of the test was selected-response assessment specifically multiple choice. It comprised 20 questions that would assess subjects' knowledge and reasoning. Each item of the test was structured prudently to highly engage critical analysis. The qualitative interpretation of the subjects' critical thinking level and its corresponding scores were based on the following scoring range:

Score Ranges	Categories
20-16	Very Good
15-11	Good
10-6	Fair
5-0	Poor

Pilot testing is of paramount importance to ensure and increase the practicality, validity, and reliability of the main instrument. Accordingly, the researcher-made test was pretested to 48 students from the same strand of the target sample of the study. The pilot testing of the study aided the researcher to verify students' difficulties and lacks in dealing with the items which ensure more completeness and clarity of the instrument. The statistical tool used to find out the reliability of the test was Cronbach's Alpha (see Appendix B). Another short story entitled "The Small Key" by Paz Latorena was used in both control and experimental groups. It was done to assess the effectivity of each strategy used. The selection of the short story was based on the curriculum guide of the English 4 subject-21<sup>st</sup> Century Literature from the Philippines and the World, showcasing different renowned Filipino authors.

### 3.4 Data Analysis

The data gathered were subjected to statistical treatment to facilitate the interpretation of the results. *Simple Percent* was used

to categorize the level of proficiency of the participants in their pretest and posttest performances both for the control and experimental groups. The *t-test for Correlational Samples* was used to determine the significant difference between the pretest and posttest performances of the control and experimental groups. Lastly, the *t-test for Two Independent Samples* was used to determine the significant difference between the posttest performances of the control and experimental groups.

#### 4. Results and Discussion

This section presents and proves the proposition of the data gathered by the researcher on the effectiveness of the literature circle strategy in enhancing critical thinking skills among ABM students of the University of Cebu-Banilad Campus- SHS Department. The sources of data were scores garnered by the research subjects in the researcher-made test showcasing "Dead Stars" by Paz Marquez Benitez. The results were presented in tabular form with corresponding analysis and interpretation.

##### 4.1 First Sub-Problem: Pretest Performances of the Control and Experimental Groups

The results of pretest performances of the control and experimental groups were tabulated in Table 2 to compare subjects' performances before the implementation of strategies used in each group when teaching literature.

Table 2. Pretest Performances of the Control and Experimental Groups

As shown in Table 2, when comparing and contrasting the pretest performances of both control and experimental groups, the following were observed: the same number of subjects (11) were under *fair* and *good* categories and the corresponding percentages/frequencies between *poor* and *very good* were quite similar and failed to show major difference of results.

The similarity of results drawn from the table contributed an additional indicator that the two groups were valid samples and were both struggling in their performance. This also brought enlightenment and realization that the research subjects lack the skills, critical analysis, motivation, and independence to read. Hence, it further acknowledges the essentiality of implementing the literature circle as an intervention to boost their performance. This strategy gives them opportunities to enhance their critical thinking skills and reflectivity as they read, discuss, and respond to a text (Ericson, 2001).

##### 4.2 Second Sub-Problem: Posttest Performances of the Control and Experimental Groups

Table 3 shows the posttest performances of the control and experimental groups to compare research subjects' performances after

Pretest Categories	Score Ranges	Control Group		Experimental Group	
		Frequency	Percent (%)	Frequency	Percent (%)
Very Good	20-16	2	8.33	1	4.17
Good	15-11	11	45.83	11	45.83
Fair	10-6	11	45.83	11	45.83
Poor	5-0	0	0.00	1	4.17
<b>Total:</b>		24	100.00	24	100.00

traditional approach was implemented in the control group while experimental was treated with literature circle strategy.

Table 3. Posttest Performances of the Control and Experimental Groups

Pretest Categories	Score Ranges	Control Group		Experimental Group	
		Frequency	Percent (%)	Frequency	Percent (%)
Very Good	20-16	0	0.00	5	20.83
Good	15-11	17	70.83	19	79.17
Fair	10-6	7	29.17	0	0.00
Poor	5-0	0	0.00	0	0.00
<b>Total:</b>		24	100.00	24	100.00

Both groups improved in their posttest performances, as shown in Table 3. Most of the subjects in the control group, which garnered 70.83% in *good* category, made a slight increase in its performance insignificantly. However, being compared to the experimental group makes a major comparison. Five (5) or 20.83% of the subjects under the experimental group achieved *very good* category while the rest of the subjects which garnered 79.17% were under *good* category. It justifies that most of the

subjects' scores under this group have increased significantly.

The results also highlight that there were subjects from the control group who still belong to *fair* category while the experimental group progresses only from *good* and *very good* categories.

The utmost improvement of the results among subjects under the experimental group, as shown in Table 3, positively implies the effectiveness of the literature circle strategy in improving critical thinking skills. The cooperative notion the strategy implicates is best backed by Vygotsky's Zone of Proximal Development theory. It can be drawn from the result that the potential level of less competent subjects was developed because of social interaction from peers and adult's succor (McLeod, 2018).

Because the strategy is a peer-led discussion, it ignited subjects' interest to come up with questions driven from the text and critically expressed and valued each other's perspectives to these questions (Stabile, 2009). This also gave the subjects an inner drive to do things on their own and encourage thoughtful discussions (Ericson, 2001). Based on this concept, subjects were intrinsically motivated, which explains why they acquired higher levels of engagement and performance, and this idea is fully supported by Deci and Ryan's Self-determination Theory (Ryan & Deci, 2000).

4.3 Third Sub-Problem: Difference Between the Pretest Performances of the Control and Experimental Groups

Table 4 presents the results of the test of significance of the differences between the pretest performances of the control and experimental groups. This is to measure if the strategy implemented in a certain group made a great impact in increasing students' critical thinking skills in reading.

Table 4. Difference Between the Pretest Performances of the Control and Experimental Groups

Variables		Mean	Computed t-value	df	p-value	Decision on Ho	Interpretation
Pretest	Control	10.79	0.15	46	0.8814	Ho accepted	No Significant Difference
	Experimental	10.67					

A t-test was used to find if there is a significant difference between the means of two groups. The computed t-value of both groups is 0.15, with a corresponding p-value of 0.8814. The p-value is greater than 0.05 level of significance, hence, the null hypothesis is accepted. It implies that there is no significant difference between the pretest performances of the control and experimental groups.

The research subjects of both groups yield similar results or mean scores and similar performances from the given pretest. This further validates that the subjects were equally divided according to their age, gender, and final grade in English 2. Both subjects, as well, driven from the result, do have a similar intellectual capacity or critical thinking skill to analyze and understand the given story of "Dead Stars."

4.4 Fourth Sub-Problem: Difference Between the Pretest and Posttest Performances of the Control and Experimental Groups

The results of the test of significance of the differences between the pretest and posttest performances of the control and experimental groups were presented in Table 5.

Table 5. Difference Between the Pretest and Posttest Performances of the Control and Experimental Groups

Variables		Mean	Computed t-value	df	p-value	Decision on Ho	Interpretation
Control	Pretest	10.79	-1.19	46	0.2402	Ho accepted	No Significant Difference
	Posttest	11.79					
Experimental	Pretest	10.67	-4.79	46	<0.0001	Reject Ho	Significantly Different
	Posttest	13.96					

The results tabulated in Table 5 showed the overall performances of the control group during the pretest and posttest which yield no significant difference. The research subjects' scores or critical thinking skills in reading have not improved that much

even after the traditional approach in teaching literature has been implemented during the research process. Based on the data gathered, the lecture-based approach utilized in control group has increased its performance but still doesn't yield great impact in enhancing subjects' critical thinking skills in reading. Hence, there is no significant difference in their performance between pretest and posttest.

On the other hand, the results garnered by subjects under experimental group posted a significant difference between their pretest and posttest performances. This implies that the scores obtained in the experimental group showed a significant increase after the literature circle strategy in improving critical thinking skills has been implemented. With this notion, the strategy used in the experimental group helped in boosting subjects' performance as well as critical thinking skills in reading. This also showcased the effectiveness of the literature circle strategy compared to the traditional approach.

The results further conform to the idea of Brown (2009) who asserted that the literature circle is an excellent practice for analytical skills which helps learners become critical thinkers. When subjects immerse themselves in the process, they scrutinize the text, look for connections to the real world, make cultural assumptions towards the characters and to the author, situate themselves of why characters behave as they do and evaluate interpretations in a context-based manner.

#### 4.5 Fifth Sub-Problem: Difference Between the Posttest Performances of the Control and Experimental Groups

The results of the test of significance of the differences between the posttest performances of the control and experimental groups were shown in Table 6.

Table 6. Difference Between the Posttest Performances of the Control and Experimental Groups

	Variables	Mean	Computed t-value	df	p-value	Decision on Ho	Interpretation
Posttest	Control	11.79	-3.07	46	0.0036	Reject Ho	Significantly Different
	Experimental	13.96					

The results yielded in Table 6 were gathered after different approaches in teaching literature to enhance critical thinking skills were implemented in control and experimental groups. The traditional approach and literature circle strategy were utilized respectively.

The computed t-value of both groups is -3.07 with a corresponding p-value of 0.0036. The p-value is lesser than 0.05 level of significance, hence, the null hypothesis is rejected. This asserts that the performances between control and experimental groups displayed significant differences. Additionally, based on the mean, the experimental group which utilizes literature circle strategy obtained higher result than the control group.

The findings further imply that the literature circle used in the experimental group is better and more effective than the traditional. The cooperative learning strategy offers of which students work together in small groups, to accomplish a shared set of learning goals aided in maximizing their own and each other's learning (Johnson & Johnson, 2005). On how the strategy works are greatly structured and based on cooperative learning theory of Johnson and Johnson (2008). Its success was greatly explained and hereby executed which explains that to have a high success rate, groups must consist of a heterogeneous set of skills and knowledge. Centered on the results tabulated in Table 6 and based on this notion, it was evident that the more skills engaged when students interact with each other, the higher their achievements will be.

## 5. Conclusion and Recommendations

The findings of this study showed that literature circle effectively develops critical thinking skills of students. Events, characters, experiences and other feelings of what students read in the text are shared as resources for independent learning.

The collaborative learning it offers ignited student's inner desire to read at the same time to engage more in learning resulting in their high level of performance. Students were able to formulate questions driven from the text and critically express and compare it towards each other's perspectives. They were able to evaluate information and ideas, reflect the text's validity and comprehend text beyond from what has been read. Hence, refining their critical thinking skills. Also, utilizing literature circles give students freedom of discussion in connecting text to their viewpoints. It paved the way for students to be in charge of their discussions of the text and learning. These show the nature of the literature circle and its advantages upon implementation.

More importantly, this study contributes to other researchers out there who are teachers by profession in giving them another perspective in teaching literature effectively in the classroom. It will help them address students' lack of incentive to read and to have students exercise higher-order thinking skills. It also paved the way to maximize students' engagement toward learning literature for teachers act as a facilitator within the process. Related studies concerning literature circles are lesser applied and studied in the Philippine context. Hence, this study can encourage school administrators to include the strategy in teaching

literature. The administration will also realize that the problem issued is evident and must be given the utmost care.

In light of the findings of the study, the following recommendations are given:

1. Possible topics for future researches:
  - 1.1. selection of non-fiction texts using literature circle in enhancing critical thinking skills,
  - 1.2. literature circle strategy in enriching one's vocabulary, and
  - 1.3. utilizing the literature circle strategy to enhance intrinsic motivation to read among college students.
  - 1.4. applying literature circle in an online class
2. Practice literature circle strategy inside the classroom.
3. Let students do collaborative work when assigning reading activities.
4. As educators, formulate questions that would allow students to think beyond what is read.

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## APPENDICES

APPENDIX A  
RESEARCH INSTRUMENTS

- I. MULTIPLE CHOICE.** Encircle the letter of your choice.
1. A complex judgment between two women confronts Alfredo. Yet, he ended with someone whom his family betrothed him to. What aspect/s could account behind this conflict?
    - a. It leaves his love untroubled in the first place, no matter how tempting the situation is.
    - b. He realized that the love toward Julia is more genuine and is far distinct than what he felt to Esperanza.
    - c. The society has contributed most of the factor and what people might say matters him most.
    - d. He falls drastically in love with the other woman. He did not let society dehumanized him and be the master of his fate.
  2. Esperanza's character, compared to any, modern woman has a different approach in confronting the issue.
    - a. Esperanza is banking on the fact that Alfredo is already committed to her and could not possibly leave her for another woman.
    - b. She has heard lots of rumors and awaits for an opportunity to make use of these for Alfredo's undoing.
    - c. She is scheming something in secrecy and plans not to confront Alfredo with the issue.
    - d. Esperanza believes that Alfredo will eventually lose his interest in the other woman.
  3. In the arms of Julia, Alfredo is seemingly out of his character, from a relaxed and calm demeanor to a man bursting with energy and vitality. What could be the reason behind this abrupt change of behavior?
    - a. Dull moments and lack of excitement have enveloped the relationship between Esperanza and Alfredo, provoking the latter to experience something new.
    - b. When Alfredo is with Julia, he feels freedom away from the prying eyes of society.
    - c. Julia's character, compared to Esperanza, is more comfortable to be with, and he feels freedom.
    - d. Alfredo's inner desire of being vigorous and passionate, which are Julia's characters, has ignited him to go against what is right.
  4. It is an unhappy marriage, yet Alfredo is still far from the reach of Esperanza. Why is Alfredo still longing for Julia after many years have passed?
    - a. Alfredo still cares about what Julia feels after the painful parting, the night Julia found out he was engaged.
    - b. He pins to the illusion of the past, which haunts him thinking of what could happen if they have rekindled the love they once had.
    - c. Julia had made the right decision for Alfredo, and this was not heartily accepted.
    - d. Alfredo would feel real happiness if Julia turned out to be his wife.
  5. Esperanza believes in the 'regenerative virtue of institution, in their power to regulate feeling as well as to conduct.' Based on this notion, do you think Esperanza doesn't love Alfredo?
    - a. Yes, for she was not prone to indulge in unprovoked jealousies.
    - b. Yes, it's safe to say so, for she is in a relationship for moral obligation and social expectations.
    - c. No, for despite the situation, she never went out of her way to find another man.
    - d. No, it's safe to say so, for she never mistrusted Alfredo's feelings.
  6. The story depicts a love triangle. Aside from choosing between two women, what could be the most underlying dilemma of Alfredo?
    - a. The choice between what he feels he should do and what he wants to do.
    - b. He is preoccupied imagining life with Julia Salas if they ended together.
    - c. He is much concerned with the whereabouts of Julia Salas.

- d. All of the above.
7. When Alfredo went to Julia's hometown, fate destined them to meet and had a small talk. Amid their conversation, Alfredo felt that something was missing. What could it be?
- The appearance of Julia Salas that he once fascinated.
  - The feeling he has pinned on to Julia for a long time.
  - The vitality she once felt to Julia every time they meet.
  - The emotionless and undisturbed disposition they have felt.
8. Alfredo is aware of the causes of his change and the consequences he might be facing if he continues to deviate from the norms of society. According to him, what is the very reason why would men like him mismanaged their lives.
- To try something new ignites their curiosity.
  - Temptations are lurking around the corner
  - Satisfying greed and desire for craving an immediate excitement pushed them to do thigs.
  - Temptations are lurking around the corner
  - The wild dreams and chances they always want to meet and satisfy.
9. Do the characters in the story portray a significant difference to the attributes people have today?
- Yes, change is now happening, and all people disregard the views of society.
  - Yes, irrational emotions conflicting with the right decisions drive most of the people nowadays.
  - No, the norms displayed in society initiate the decisions.
  - No, all people still believe in infidelity and have high regard for marriage.
10. The author sets the story in Don Julian's and Judge Del Valle's house. What does it try to imply?
- The society is patriarchal, and it foreshadows the social make-up.
  - Don Julian and Judge Del Valle are prominent and influential people in town.
  - It signifies Alfredo's wealth and influence in society.
  - Don Julian and Judge Del Valle dominated the forms and morals of society.
11. The social set-up of the story affects the decisions the characters have made. Describe the society the characters are in.
- People live up to the expectations of society.
  - Society highly viewed courtship, marriage, and fidelity.
  - It requires people to make sacrifices of themselves to conform to the norms and culture of the society.
  - All of the above.
12. The love of Alfredo for Julia is like a dead star. What does this mean?
- The love ignited between Alfredo and Julia is forbidden.
  - Alfredo's love for Julia is eternal, and fate cannot change it.
  - It refers to an illusion of transient love out from curiosity of what could have been if it happened.
  - Alfredo's love is just one-sided and is fantasized by him alone.
13. Why is Alfredo, one of the main characters of the story, made a lawyer by profession?
- Lawyers make a good profit.
  - Alfredo, through his profession, has influenced society.
  - The profession paved the way for Alfredo for Esperanza to trust him.
  - Lawyers are known to be wise and objective in making decisions and so as Alfredo.
14. What situation do characters portray a man vs. society type of conflict?
- When Esperanza believes in the 'regenerative virtue of institution, in their power to regulate feeling as well as

- conduct.'
- b. It refers to people's sentiments when a long engagement will break on the eve of the wedding.
  - c. Both a and b are correct answers.
  - d. Alfredo was torn between doing what is right and what is in his heart.
15. What event displays man vs. man conflict?
- a. Alfredo was torn between doing what is right and what is in his heart.
  - b. When Esperanza believes in the 'regenerative virtue of institution, in their power to regulate feeling as well as conduct.'
  - c. It refers to people's sentiments when a long engagement will break on the eve of the wedding.
  - d. Both a and b are correct answers.
16. How did the story start?
- a. He had gone neighboring with Don Julian to Judge Del Valle's house and met Julia Salas. Coming to the judge's house became often and realized he was in love with Julia in spite of his engagement with Esperanza.
  - b. Alfredo and Esperanza got married. After eight years, he was searching for a lady named Brigida Samuy-a lady important for his defense in the court-in Sta. Cruz, Julia's hometown.
  - c. At Don Julian's house, Carmen was asking Don Julian about Alfredo and Esperanza. Alfredo reminisced how he met Julia Salas.
  - d. After the procession for The Lady of Sorrows, Alfredo caught up with Julia and congratulated him for the wedding. It traps Alfredo in a complicated situation and decision.
17. What is the rising action of the story?
- a. Alfredo and Esperanza got married. After eight years, he was searching for a lady named Brigida Samuy-a lady important for his defense in the court-in Sta. Cruz, Julia's hometown.
  - b. After the procession for The Lady of Sorrows, Alfredo caught up with Julia and congratulated him for the wedding. It traps Alfredo in a complicated situation and decision.
  - c. At Don Julian's house, Carmen was asking Don Julian about Alfredo and Esperanza. Alfredo reminisced how he met Julia Salas.
  - d. He had gone neighboring with Don Julian to Judge Del Valle's house and met Julia Salas. Coming to the judge's house became often and realized he was in love with Julia in spite of his engagement with Esperanza.
18. What could be the climax of the story?
- a. He had gone neighboring with Don Julian to Judge Del Valle's house and met Julia Salas. Coming to the judge's house became often and realized he was in love with Julia in spite of his engagement with Esperanza.
  - b. Alfredo and Esperanza got married. After eight years, he was searching for a lady named Brigida Samuy-a lady important for his defense in the court-in Sta. Cruz, Julia's hometown.
  - c. After the procession for The Lady of Sorrows, Alfredo caught up with Julia and congratulated him for the wedding. It traps Alfredo in a complicated situation and decision.
  - d. Julia didn't want Alfredo not to honor his understanding with Esperanza. She said goodbye and went home to Esperanza. There, she has said the last word.
19. What theme does the story try to convey to the readers?
- a. It is never good to have a dalliance with another woman.
  - b. One must be deliberate in deciding.
  - c. People are blind in seeking the hedonistic pursuit of things that they once romanticized.
  - d. Always pursue and do what you desire.
20. Why is the story, Dead Stars, still relevant today?
- a. The story has been the favorite topic for discussion in literature subjects.
  - b. The story depicts the innate nature of humans.



- c. The characters' features and responses to the society are reflected.
- d. The societal set-up of the story reflects what we have today.

Answer Key:

1. C	5. B	9. B	13. D	17. D
2. A	6. A	10. A	14. C	18. C
3. D	7. B	11. D	15. A	19. C
4. B	8. C	12. C	16. C	20. B

**APPENDIX B  
RELIABILITY TEST RESULT**

**Table 7: Cronbach's Alpha Reliability Test Result**

Items		I.1	I.2	I.3	I.4	I.5	I.6	I.7	I.8	I.9	I.10	I.11	I.12	I.13	I.14	I.15	I.16	I.17	I.18	I.19	I.20	Total
Persons	S.1	0	0	1	0	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	0	8
	S.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S.3	0	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	12
	S.4	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	13
	S.5	0	1	1	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	6
	S.6	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	4
	S.7	0	0	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	9
	S.8	1	1	0	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	12
	S.9	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	0	13
	S.10	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	0	11
	S.11	0	0	1	0	1	1	1	1	1	0	1	0	0	1	1	0	0	1	0	0	10
	S.12	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	4
	S.13	1	0	0	0	0	0	1	1	1	1	0	0	0	1	1	0	1	1	0	0	9
	S.14	1	1	1	1	0	0	0	1	0	1	1	0	0	1	1	0	1	1	1	0	12
	S.15	1	1	1	1	0	0	1	1	0	0	0	0	0	1	1	0	1	1	1	1	12
	S.16	1	1	1	1	0	0	1	0	0	0	1	0	0	1	1	0	0	1	0	0	9
	S.17	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
	S.18	0	0	0	0	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	9
	S.19	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	1	1	0	0	1	8
	S.20	0	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	0	12
	S.21	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	4
	S.22	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	13
	S.23	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	3
	S.24	0	0	1	1	0	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	10
	S.25	0	0	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	12
	S.26	0	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	6
	S.27	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	5
	S.28	0	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	12
	S.29	0	1	1	1	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	0	10

Sum of item variances = 4.492

Number of items = 20

<b>Cronbach's Alpha</b>	0.702
<b>SEM</b>	2.005
<b>SEM (Alternative formula)</b>	2.005
<b>SEM*</b>	2.119

Legend:

Range	Interpretation
>0.9	Excellent
>0.8	Good
>0.7	Acceptable

>0.6	Questionable
>0.5	Poor
<0.5	Unacceptable

Table 7 shows the reliability test of the researcher-made test utilizing the Cronbach Alpha. The pilot test/dry run responses yield a Cronbach Alpha value of 0.702. It indicates that the reliability of the test is acceptable and researcher-made instrument has passed the test.

## APPENDIX C INTERVENTION GUIDE QUESTIONS

### Characters

1. Describe each character. Descriptions must be used and supported with the events from the story.
2. What is the significance of the key for Pedro? For Soledad?
3. Why did Soledad think that the trunk can threaten her beautiful relationship with her husband?
4. Does Pedro love Soledad? Why does Pedro still keep the belongings of his dead wife?
5. Pedro somehow knew that this incident would always remain a shadow in their lives. Why does he think so?
6. Pedro's character seems silent after everything that had happened. What's the reason behind this?
7. Compare the love of Pedro between Soledad and his dead wife.
8. If you were Soledad, would you have done the same thing that she did? Explain your answer.
9. List all the attributes that can be reflected from each character and determine which traits should be practiced or not? Elaborate.
10. What character traits of Pedro and Soledad best reflect you? Explain.

### Setting

1. Describe the setting or the societal set up of the story?
2. Does the setting give a hint of what could have happened along with the story? Support your answer
3. Compare the setting then and now.
4. Do the characters in the story portray a significant difference to the attributes people have today? Why?

### Plot

1. Reflect on some of the events of the story in societal happenings and marriage life.
2. Narrate the events of the story
  - a. Exposition
  - b. Rising action
  - c. Climax
  - d. Falling Action
  - e. Resolution/ Denouement
3. What's the conflict of the story?
4. Give significant events that happened in the story.
5. If you were to change the plot, what could be your story?

### Symbols

1. What does the small key symbolize?
2. List other words or visual images that can be symbolic. Explain and elaborate
3. The following are specific events in the story. Please interpret.
4. Does age play a significant role in how events turned out in the story? In what way?

### Theme

1. What values can we get from the story?
2. Can these values be seen today? Support your answer.
3. Describe the message the story tries to portray.
4. What is the impact of the story on the readers?

Specific points in the narrative	Interpretation
"Sunday... quiet.. Peace... beauty everywhere. But a fierce gnawing fear in the heart of a woman and bitter smoldering resentment in a man's"	
A puzzled expression came into his eyes. First it was doubt groping for truth, then amazement, and finally agonized incredulity passed across his face.	
But somehow he knew that this incident would always remain a shadow in their lives.	
She would explain sooner or later, she would be repentant, perhaps she would even listen and eventually forgive her, for she was young and he loved her.	
...dropped the small one back into his pocket. She watched him fixedly as he did this. The smile left her face and a strange look came into her eyes as she took the big key from him without a word.	

**APPENDIX D-1  
PRETEST PERFORMANCES OF THE CONTROL AND EXPERIMENTAL GROUPS**

**Table 8: Data Gathered during Pretest Performances of the Control and Experimental Groups**

SUBJECTS (I)	CONTROL	SUBJECTS (II)	EXPERIMENTAL
A	16	AA	13
B	15	BB	11
C	8	CC	13
D	12	DD	11
E	13	EE	13
F	7	FF	13
G	16	GG	11
H	12	HH	12
I	9	II	10
J	11	JJ	16
K	14	KK	10
L	9	LL	7
M	10	MM	10
N	6	NN	13
O	13	OO	9
P	13	PP	8
Q	10	QQ	10
R	12	RR	14
S	9	SS	9
T	12	TT	10

U	12	UU	8
V	6	VV	12
W	7	WW	9
X	7	XX	4
<b>SUM</b>	<b>259</b>		<b>256</b>

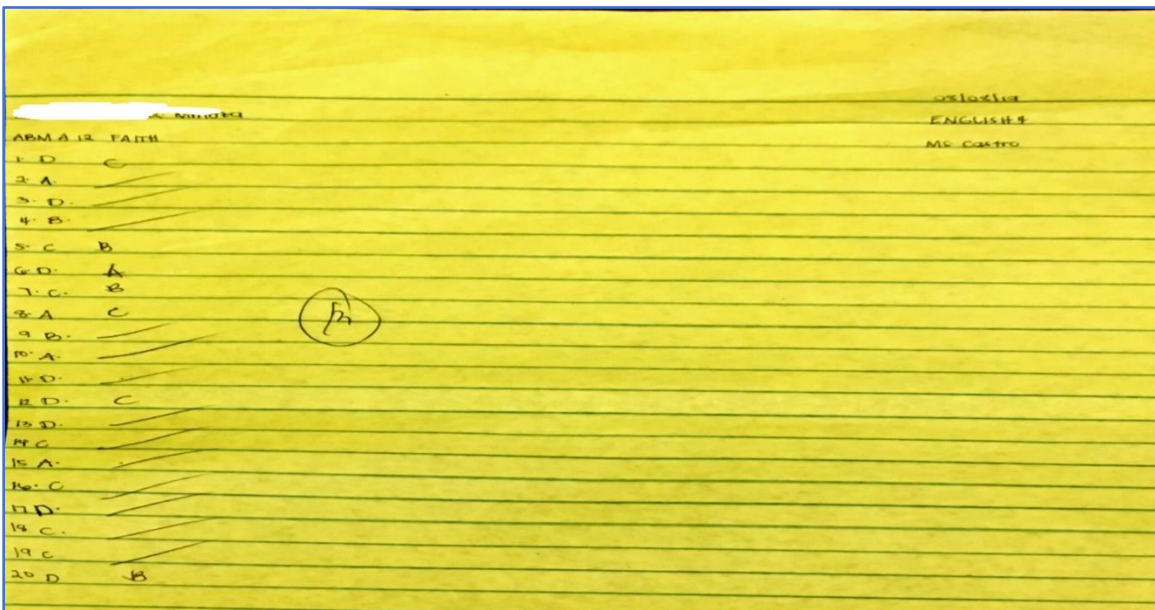
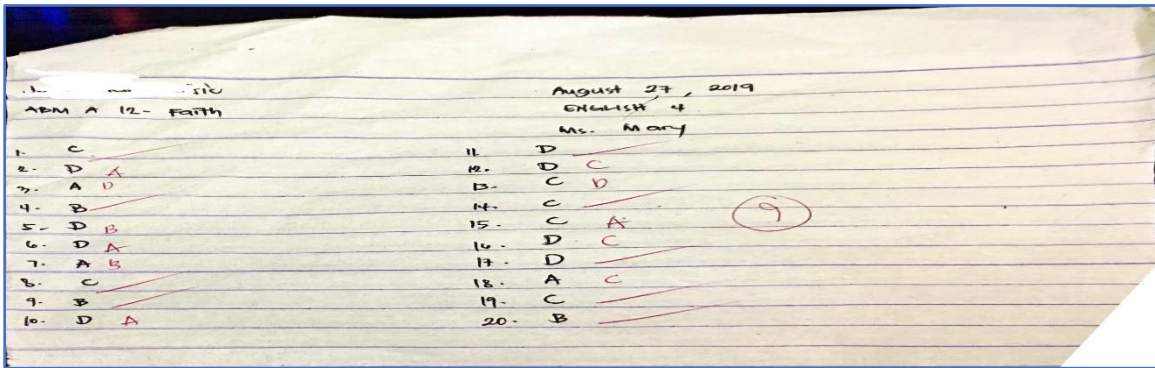
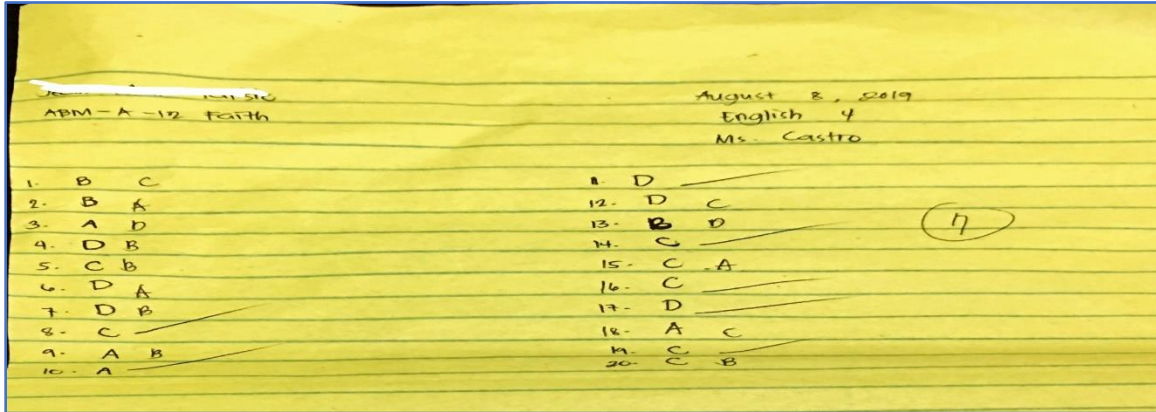
**APPENDIX D-2**  
**POSTTEST PERFORMANCES OF THE CONTROL AND EXPERIMENTAL GROUPS**

**Table 9: Data Gathered during Posttest Performances of the Control and Experimental Groups**

SUBJECTS (I)	CONTROL	SUBJECTS (II)	EXPERIMENTAL
A	15	AA	16
B	15	BB	15
C	11	CC	13
D	13	DD	11
E	11	EE	12
F	10	FF	16
G	13	GG	15
H	13	HH	14
I	13	II	17
J	14	JJ	19
K	14	KK	13
L	14	LL	16
M	13	MM	11
N	8	NN	15
O	14	OO	11
P	15	PP	15
Q	7	QQ	12
R	12	RR	13
S	15	SS	15
T	11	TT	15
U	6	UU	13
V	10	VV	12
W	7	WW	13
X	9	XX	13
<b>SUM</b>	<b>283</b>		<b>335</b>

APPENDIX E  
DOCUMENTATIONS OF PRETEST AND POSTTEST RESULTS

Sample Pretest and Posttest Results of the Control Group





05/2/19  
ENGLISH 4  
MR. MARY

SEM A 12 PATH

1 C	/
2 A	/
3 A D	/
4 B	/
5 D	/
6 A	/
7 C B	/
8 C	/
9 A B	/
10 A	/
11 D	/
12 C	/
13 A D	/
14 C	/
15 *	/
16 C	/
17 D	/
18 C	/
19 A C	/
20 D B	/

(14)

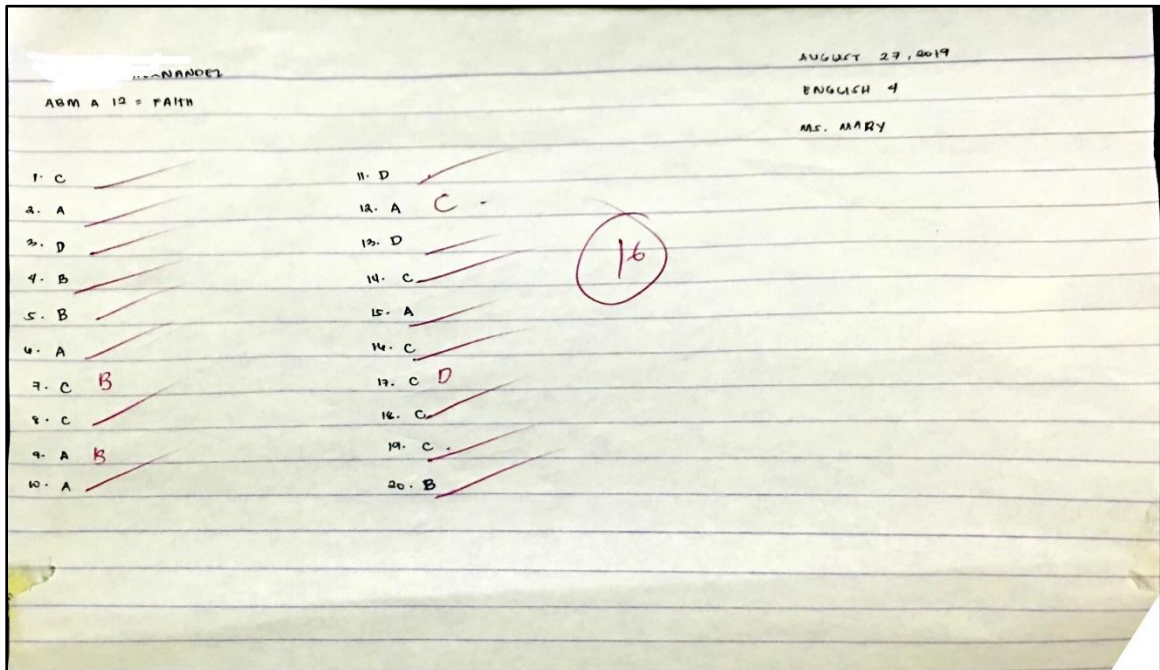
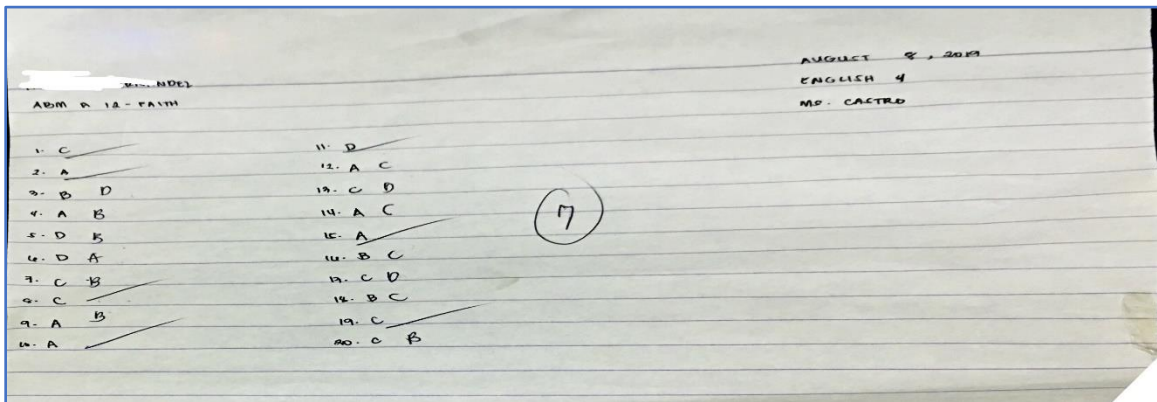
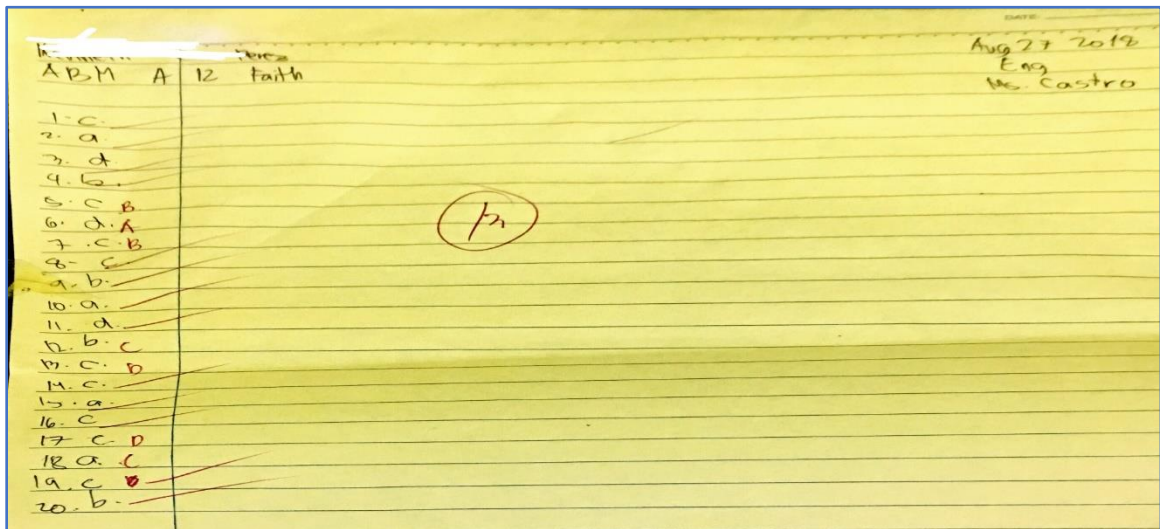
**Sample Pretest and Posttest Results of the Experimental Group**

8-08-19  
Eng 3  
Ms Castro

SEM A 12 PATH

1 b	c	/
2 d	A	/
3 C	D	/
4 C	B	/
5 b		/
6 b	g	/
7 A	B	/
8 C		/
9 a	B	/
10 b	A	/
11 a	D	/
12 a	C	/
13 C	b	/
14 d	C	/
15 d	A	/
16 C		/
17 b	D	/
18 a	C	/
19 a	C	/
20 b		/


(4)



## The Structuring of English Sentences by Chadian EFL Learners

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Sentences, errors, interlanguage, intralanguage, EFL

### ABSTRACT

Recent studies have shown that there is a positive attitude and an increase motivation in the learning of English language by Chadian learners. Despite this, the learners' linguistic performances remain poor especially in their written productions which are often characterised by grammatical deviances and incomprehensible sentences. This study investigates several kinds of deviances that occur in the structure of English sentences produced by Chadian learners of English as Foreign Language (EFL). The study was carried out using corpora as the method for data collection. Thus, data were drawn from 175 authentic narrative paragraphs written by 175 Terminale A4 students from Lycée Adoum Dallah, Moundou in Chad. The analyses were based on Interlanguage and Error Analysis Theories. Findings revealed that miss elective errors were the widespread errors committed by Chadian learners of EFL as this category represents 39.17% of deviances. The results also indicate that sentences produced by Chadian learners of EFL were frequently affected by additive errors (27.76%) and omission errors (26.47%). Lastly, the study equally found that misordering errors were less committed as this category of errors represents a small proportion (6.58%) of deviances. These categories of errors were attributed to French language influences and intralingual factors.

### 1. Introduction

English language was introduced in Chad by missionaries early before independence in 1960. Forty years after, it became the most popular foreign language in Chad with the advent of oil exploitation in 2003. Since then, an increasing number of students have been motivated in learning English language. Safotso and Tompte (2018) confirm that there is positive attitude and motivation towards English as a Foreign Language (Henceforth EFL) as they conclude that Chadian learners all have a high instrumental motivation and their interest in learning English for communicative and travelling purposes is quite significant. Motivation here means having a strong desire to learn in order to communicate through speaking or writing.

Despite this motivation which serves as an important factor influencing the learning of foreign languages, it could be observed that linguistic performances of Chadian learners of EFL, notably their written productions, are extremely poor. The low performance in writing, is for instance, usually characterised by abundant grammatical deviances as well as incomprehensible sentences. At times, learners simply avoid writing essays during class continuous assessments or official exams. All these problems are clear indications that writing is a challenging task to Chadian Learners of EFL. This is in accordance with Heaton (1975) who holds that the writing skill is complex.

This study, therefore, examines categories of errors, at the morphological, lexical and syntactic level, which affect the grammaticality as well as the intelligibility of English sentences produced by Chadian Learners of EFL. These categories of error include errors of omission, errors of addition, errors of selection and errors of ordering.

### 2. Literature review and theoretical considerations

Errors committed by learners of English as Foreign Language have received a considerable attention from SLA researchers since 1980. In fact, much research revealed that the most frequent errors committed by learners of EFL were related to articles and prepositions. For example, in his error analysis, Seah (1980) found that English verbs, articles, prepositions and word order posed



a lot of difficulties to Chinese learners of EFL. Later on, Bader (1988) analysed errors in written productions of Arab learners of English and revealed similar findings as he found that the most frequent errors made by Arab learners of EFL include articles, prepositions. Similarly, Saara (2010) investigated common English language errors made by Oshiwambo, Afrikaans and Silozi first language speakers through a corpus of 360 essays. Findings revealed that the most common errors committed by students included tenses, prepositions, articles and spelling. In the same vein, Promsupa and Brudhiprabha (2017) investigated grammar error types in English writing of Thai students and found that the most frequent errors were singular/plural errors, article errors and preposition errors. In addition, other researchers (Fatemeh, 2017; Owu-Ewie & Williams, 2017) investigated errors in essay writings and found that the most common English language errors made by students included articles and prepositional errors. More recently, Sanaa (2019) explored essay writing among Saudi female learners at the departments of English, Majmaa'h University. The results showed that the most frequent types of errors made included, among other things, prepositional errors, articles errors and tense errors.

Other studies showed that items such as word order, subject-verb agreement, word choice and spelling were areas where learners of EFL encountered serious difficulties. For instance, Connell (2000, as cited in Sompong, 2014) analysed the kinds of errors Japanese students made on tests which required full written sentences. The results showed that the use of subject in a sentence, and general order created more problems than other grammatical aspects. Moreover, Chada (2004) investigated errors in students' written works and found that the most frequent errors committed by students are word choice errors, subject-verb agreement, word order errors. Al-Khasawneh's (2014) study on errors in paragraphs written by Jordanian Learners of EFL confirmed Chada's work (2004) as he found that the most common errors made by Jordanian students included spelling, word order and subject verb agreement. In like manner, Fadi (2014) analysed errors in English paragraphs written by EFL learners at Ajloun National University in Jordan. Fadi's findings were in accordance with the previous studies (Al-Khasawneh, 2014; Chada, 2004; Connell, 2000) as his study revealed that errors committed by learners included spelling, word order and subject-verb agreement. Then, Sokeng (2014) investigated difficulties that bilingual level 1 Francophone students in the Department of Bilingual Studies of Yaoundé University faced in English. Findings showed that the most salient grammar errors also included subject-verb agreement and word order.

Results of some studies rather revealed categories of errors which occurred in writing compositions of EFL learners. Olsen (1999, as cited in Sompong, 2014) carried out research in English written by Norwegian EFL learners. The results showed that less proficient learners had higher number of grammatical, orthographic and syntactic errors, which can be attributed to cross-linguistic influence. Sattayatham and Honsa (2007, as cited in Sompong, 2014) yielded similar findings as their study showed that the most frequent errors were at the syntactic and lexical levels. In addition, Sereebenjapol (2000, as cited in Sompong, 2014) conducted a study to analyse the main types of errors occurring in the discussion sections of scientific theses published in 2000 at MAHIDOL University. Findings revealed that the most frequent errors occurred in the categories of syntax, lexis, morphology and spelling. Then, Sholihatun (2013) analysed types of errors on the use of English article in descriptive texts and found three types of English article errors, notably, omission, addition and substitution errors that occurred in students' descriptive writings. Elsewhere, Putri and Dewanti (2014) analysed grammatical errors in writing narrative texts of learners of EFL at Airlangga University Surabaya and found that students frequently omitted inflections such as -s, -es, -ed and -ing. Omission errors were equally investigated by Kusumawardhani (2017) who found that omission of auxiliary, articles, countable and uncountable nouns, apostrophes and prepositions were the most frequent errors in the learners' English narrative compositions. Recently, Gayo and Widodo (2018) investigated errors that occurred in the written productions of Indonesian learners of EFL and found that the most frequent types of errors are omission, addition, misformation and disordering errors. Some of these errors occurred at the morphological level and include inflections, prepositions, articles, copula be, pronouns, auxiliaries and determiners while others occurred at the syntactical level and include the passive voice, tense, noun phrase, auxiliary, subject-verb agreement and determiner.

Lastly, Handayani, Ihsan and Mirizon (2019) analysed theses written by post graduate students and found that syntactic errors such as subject-verb agreement, tenses, redundancy, article and pluralisation were the most frequent errors while lexical errors such as wrong selection of verb and adjective were still made by students.

This review shows that much attention has been given to learners' errors throughout the expanding circle described by Kachru (1985). However, no research has been carried out to determine the kinds of errors that hinder the proficiency of Chadian learners of EFL. Hence, the present study investigates categories of grammatical errors in narrative compositions of Chadian learners of EFL.

A significant part of EFL studies consist in analysing learners' errors. In this section, the main views of errors are presented and two contemporary approaches of errors which form the theoretical framework for this study are discussed.

Researchers view errors in diverse ways. Corder (1967) considers it as a device learner use to learn, while Seah (1980) holds that they are deviations from the norm of the target language whether phonological, syntactic or semantic. Based on Chomsky's concepts of competence (the underlying system of rules mastered by the speaker-hearer which is used in actual performance) and performance (the actual use of language which, though based on linguistic competence, may involve non-linguistic factors such as lapses of memory, tiredness, distraction and other psychological states), Corder (1967) makes a distinction between "errors" and "mistakes", holding that errors are systematic deviations from the target language revealing the learner's transitional competence, whereas "mistakes", are the product of chance circumstances or errors of performance owing to lapses of memory, inattention or fatigue. Brown (2000, as cited in Al-Khresheh, 2016) categorises errors in terms of 'global' or 'local'. Global errors might hinder communication by preventing understanding of the intended meaning. Local errors might stop comprehension of the intended meaning. Taking into consideration its multiple aspects, error is considered, in this study as, a signal that learning is taking place and a deviation from the standards of the English language as well.

Theoretically, with regard to Contemporary approaches to L2 Errors Analysis, several theories have been developed to analyse L2 errors. There are, for example, Generative Grammar, Contrastive Analysis, Error Analysis and Interlanguage Analysis. However, the theoretical framework for this study is based on Corder's (1974) Error Analysis and Selinker's (1969) Interlanguage Analysis.

The Error Analysis approach was established by Stephen Pit Corder with the aim to describe errors committed by L2 learners (Al-Khresheh, 2016). It is a procedure used to identify, categorise and explain the errors committed by L2 learners. The effective investigation of L2 errors should be carried out through certain stages; collection, identification, description and explanation (Ellis, 1994).

The first stage refers to the collection of corpus while the second stage identifies errors. As far as errors identification is concerned, Corder (1974) states that to identify the presence and nature of an error, an interpretation of the learner's utterances or sentences is necessary. The description stage classifies errors and categorises them as omission errors, selection errors, addition errors, and misordering errors. (1) *Omission errors* appear when a student leaves a required item for an utterance out of a sentence that he/she constructed. (2) *Selection errors* can be done by selecting an incorrect element. (3) *Addition errors* are done by adding unnecessary elements. (4) *Misordering errors* refer to a wrong placement of an item in the sentence. However, Ellis' (1994) classification makes a distinction between errors of performance and errors of competence. Errors of competence can be caused by applying the rules of the Target Language wrongly while errors of performance are the result of committing mistakes repeatedly in language use.

The last stage explains causes of errors. Explaining causes of errors involves determining their sources in order to account for why they were made (Ellis & Barkhuizen 2005, as cited in Al-Khresheh, 2016). Generally, L2 learners' errors are attributed to two major sources or linguistic factors namely, interlingual and intralingual interference (Brown, 2000; James, 1996 as cited in Al-Khresheh, 2016).

Interlanguage or the theory of transfer, is a term adopted by Selinker (1972) from the term 'interlingual'. According to him, the notion of the transfer of linguistic entities from one language to another is an adaptation of the psychologist's concept of "transfer of training". Selinker associates "prior experience" with the native language, and "current learning" with the second language. In other words, interlanguage states that the learning of a task is either facilitated or impeded by the previous learning of another task- depending on the degree of similarity or difference between the two tasks. Moreover, Interlanguage Analysis holds that in learning a target language, learner's language is influenced by different processes such as; i) borrowing patterns from the native language, ii) extending patterns from the target language, iii) expressing meanings using the words and grammar which are already known ( Richards & Schmidt, 2002, as cited in Seah, 1980 ). Therefore, Interlingual errors are errors which are caused by the impact of the L1/mother tongue or by the use or non-use of elements, structures and meanings from L1 while producing the target language at all linguistic levels. It is also seen as a process in which learners use their knowledge of the L1 in learning the L2. Learners translate word for word idiomatic expressions, vocabulary and even the grammatical rules of their L1.

As far as intralingual errors are concerned, several researchers (James, 1998; Norrish, 1983; Richards, 1974; Richards & Schmidt, 2002, as cited in Seah, 1980) argue that they are caused by the effect of the target language itself. They explain that intralingual errors occur during the learning process of the second language at a stage where learners have not really acquired the

knowledge of the target language. Therefore, they resort to using learning strategies such as false analogy, overgeneralisation, ignorance of rules, restrictions, simplifications, avoidances, overproductions, carelessness, incomplete application of rules, induced errors which are sources of errors.

In this study, Ellis (1994)'s process for errors investigation through collection, identification, and classification and explanation stage is adopted. In addition, errors are explained based on interlanguage and intralanguage theories.

### 3. Methodology

Corpus was used as the collection method for this study. Thus, data gathered from learners' corpora consisted of 175 authentic narrative paragraphs written by 175 *Terminale A4* students from Lycée AdoumDallah of Moundou in Chad, during the second term of 2019 -2020 academic year. The instrument used to collect data was an essay composition test. For this purpose, 175 students were assigned to write a narrative essay.

The topic was in accordance with the types of essays and themes recommended by the national curriculum. Instructions of the topic was as follows; *Write an essay of between 15-20 lines on the following topic: What are the consequences of deforestation in Chad? Suggest some solutions to this problem.*

The test was set in three distinct *Terminale A4* classes during their respective English periods. After collection, the scripts were, first of all, marked. The marking stage aimed at identifying morphological, syntactic and lexical errors which occurred in each text. The identified errors were classified in four categories according to Corder's taxonomy of errors which includes omission errors, addition errors, misselection errors and misordering errors. Lastly, errors were explained in the frameworks of interlanguage and intralanguage influences.

### 4. Data presentation and analyses

Data drawn from learners' corpora were presented in tables in forms of frequencies and percentages. The Table below presents the distribution of scripts collected.

Table 1: Distribution of scripts

Classes	Number of scripts	Percentages
TA4-1	63	36%
TA4 -2	49	28%
TA4 -7	63	36%
Total	175	100%

This table shows that there were 63 students in TA4 (1) representing 36%, 49 students in TA4 (2) representing 28%, and 63 students in TA4 (7) representing 36%, for a total of 175 students who sat for the test

Table 2: Overall view of errors categories

Classes	Omission	Addition	Misselection	Misordering	Total
TA4 -1	117	121	129	29	396
TA4 -2	64	71	148	20	303
TA4 -7	44	44	56	7	151
Total	225	236	333	56	850
Percentage	26.47%	27.76%	39.17%	6.58%	100%

Table 2 provides the overall view of error categories. This table indicates that misselection errors were the widespread errors committed by Chadian learners of EFL as this category represents 39.17% of deviances. Addition errors and Omission errors were equally frequent errors made by learners as they represent 27.76% and 26.47% of deviances respectively. Lastly, it could be seen that misordering errors were less frequent as this category represents 6.58% only.

The written productions of Chadian learners of EFL were characterised by all categories of deviances. The following analysis is focused on omission errors, addition errors, misselection errors, and misordering errors.

**4.1. Omission errors**

Omission errors appear when a learner of foreign language leaves a required item in his/her sentence. Table 3 below displays the distribution of subcategories of omission errors.

Table 3: subcategories of omission errors

No	Sub-categories	Frequencies	Percentages
1	<b>Morphemes</b>	45	20%
	morpheme -s (64.44%)		
	morpheme -e (13.33%)		
	morpheme -ing(11.11%)		
2	<b>Concord</b>	31	13.77%
	withto be(51.61%)		
	withotherverbs(48.38%)		
3	<b>Determiners</b>	39	17.33%
	Definite: the(71.79%)		
	Indefinite : a(28.50%)		
	<b>Prepositions</b>	39	17.33%
4	to (41.02%)		
	of (48.71%)		
5	<b>Copula</b>	23	10.22%
	To have (17.39%)		
	To be (78.26%)		
	To do (4.34%)		
6	<b>Wh-words: Which</b>	4	1.77%
7	<b>Infinitives</b>	1	0.44%
8	<b>Verbs</b>	6	2.66%
9	<b>PersonalPronouns</b>	8	3.55%
10	<b>Conjunctions: and</b>	5	2.22%
11	<b>Complements</b>	7	3.11%
12	<b>Nouns</b>	3	1.33%

The table above shows that in this category of errors, the omission of morphemes has the highest percentage (20%), the omission of determiners represents ( 17.33%), the omission of prepositions (17.3%), the omission of concord (13.77%) and the omission of copula to be (10.22%). Errors in other subcategories such as Wh-words, infinitives, verbs, pronouns, conjunctions, complements and nouns were not considerable as they range between 1.77% - 1.33% .

This wide range of omissions clearly indicate that Chadian learners of EFL are still at a stage where they have not acquired English knowledge, or they have not yet mastered sets of rules which should enable them to generate correct sentences. These errors of competence strongly support SLA theory which maintains that our performance is influenced by our linguistic competence (Chomsky, 1965, as cited in Seah, 1980; Krashen, 1985).

The following excerpts illustrate the most frequent errors of omission committed by Chadian learners of EFL. Cases of omission are indicated by \* . Underlined words are also deviances; however, they are treated in other sections of addition, ordering or misselection errors. Correct forms of deviant sentences are italicized.

(1) The consequence of deforestation the climat\* change. This sentence shows that the ending –e is omitted from the word climate.

The correct form is: *The consequence of deforestation is climate change.*

(2) We are going to take many measure\* to protect. In this sentence, the plural morpheme –s that should be at the end of measure is left out. The correct form is: *We are going to take many measures to protect (the environment).*

(3) The people to low up \* rain. In this sentence, the determiner *the* is left out before rain.

The correct form is: *People delay the rain (fall).*

(4) \*Solution to solve the deforestation in country Chad and sacivilation in people. The determiner *the* is omitted again in this sentence.

The corrected form is : *The solution to solve deforestation in Chad is sensitization of people.*

(5) The person plainte a lot of eviter problem to\* desertification. In this sentence, the preposition *of* which is required before the word desertification is left out.

The corrected, form is: *People plant a lot of (trees) to avoid problem of desertification.*

(6) The consequences of deforestation in your country is\* several. This sentence shows that the subject-verb agreement is not applied. The subject which is consequences should agree with the verb that should be are. The corrected form is: *The consequences of deforestation in your country are several.*

(7) He cute\* for one surface assez large for his agriculture. The subject-verb agreement is again omitted in this sentence. The corrected form is: *He cuts trees to get a quite large field for his agriculture.*

(8) We\* going to sensibility the population to stop the cut abusive of tree. This sentence shows that the copula *to be* is omitted. The corrected form is: *We are going to sensitise the population to stop cutting trees abundantly.*

#### 4.2. Misordering errors

Misordering error occurs when an item is wrongly placed in a sentence. The table below shows that the misplacement of adjectival phrases has the highest percentage which is 39.28% of ordering deviances. The wrong placement of prepositional phrases represents 17.85%, word-order 14.28%, and adverbs 5.35% of ordering deviances. Other subcategories include ditransitive verbs, degrees, adverbial phrases, preposition *of* and the definite determiner whose percentages range from 3.57% to 1.78% of deviances.

These deviant placements of items in the sentence show that the English syntax poses serious difficulties to Chadian learners of EF. The observation here is that there is a general tendency for the learners to arrange elements of the sentence like in French language. Thus, these misordering errors result from the great influence of French (L1) on their English performance (L2). These deviances obviously corroborate Selinker's theory of transfer which holds that L1 influences L2.

Table 4: Repartition of misordering errors

No	Sub-categories	Frequencies	Percentages
1	Adjectival phrases	22	39.28%
2	Prepositional phrases	10	17.85%
3	Word-order	8	14.28%
4	Noun phrases	3	5.35%
5	Adverbs	3	5.35%
6	Ditransitive verbs	2	3.57%
7	Degree	2	3.57%
8	Words in interrogatives	2	3.57%
9	Adverbial phrases	1	1.78%
10	Preposition of	1	1.78%
11	Determiner the	1	1.78%

The following are excerpts of the most frequent misordering errors. Misplaced items are indicated by \*.

(1)The cut of trees is a phenomén's\* natural. The noun phenomén's is wrongly placed in this sentence. It should be placed after the adjective natural. The corrected form of the sentence is: *The cut of trees is a natural phenomenon.*

(2) This push people in an exode\* rural. The noun exodus should be placed after the adjective rural. Thus, the corrected form of the sentence is: *This pushes people to rural exodus.*

(3) The solution of me\* is sensitisation of the population. The phrase "of me" which is incorrect, serves as a prepositional phrase. It should be placed at the beginning of the sentence. The corrected form of the sentence is: *In my opinion, the solution is sensitisation of the population.*

(4) Retard the rain in our country\* avancies. The prepositional phrase "in our country" is wrongly placed. It should be put either at the onset or the end of the sentence. Thus, the corrected form of the sentence is: *The delay of rain advances in our country.*

(5)My solution to solve this problem is not cutting down trees of the push\*. It is the letter *b* that should be at the beginning of the word. Thus, the corrected form is :

*My solution to solve this problem is not cutting down trees of the bush.*

(6) The fayer\* brouse is a problem of deforestation. The right order of this word is *f, i, r, e*. The corrected form of the sentence is : *Bush fire is a factor of deforestation.*

(7)We have firstly\* the irregularity of the weather. The adverb "firstly" is misplaced in this sentence. It should be placed at the beginning. Thus, the corrected form of the sentence is:

*Firstly, there is the irregularity of the weather.*

#### 4.3 Addition errors

Addition errors occur when learners add unnecessary elements in the sentence. The table below provides a general view of this type of errors. In fact, the table shows that the addition of the definite determiner was the most frequent error committed by Chadian learners of EFL, as it received the highest percentage which is 52.11%. This deviance is followed by the addition of morphemes such as -s, -ed, -ing, -e, which represent 15.67% of the addition errors. The addition of prepositions *of* and *to*, as well as the addition of verbs represent 12.28% and 11.86% of the addition errors type respectively. Other addition error subcategories occurring in addition of nouns, quantifiers, pronouns, demonstratives, possessives and *wh*-words were less significant as their percentage range from 4.23% to 0.42%.

It is important to point that the table below indicates that written productions of Chadian learners of EFL were strongly influenced by their L1 grammar rules which is the French language. This influence mostly appears, for instance, through the addition of morpheme -s and the determiner *the*. Other subcategories of addition errors which occurred in the addition of prepositions *to*, *of*, *in*, and in copula *to do*, as well as in other verbs, are intralingual errors because they are a reflection of the non-mastery of the English grammar rules and the lack of knowledge in English language by Chadian learners of EFL.

Table 5: Repartition of Addition errors

No	Sub-categories	Frequencies	Percentages
1	Morphemes	37	15.67%
	Morpheme -s:62.16%		
	Morpheme-d:21.62%		
	Morpheme-ing:10.81%		
	Morpheme-e:5.40%		
2	Prepositions	29	12.28%
	Of: 51.72%		
	To: 27.58%		
	In: 13.79%		
	From: 3.44%		
	On: 3.44%		
3	Determiners	123	52.11%
	Definite: 96.74%		
	Indefinite: 3.25%		
4	Copula	28	11.86%
	To be: 21.42%		
	To do: 42.85%		
	Other verbs: 35.71%		

5	Nouns	10	4.23%
6	Quantifiers	4	1.69%
7	Personal Pronouns	1	0.42%
8	Demonstratives	2	0.84%
9	Possessives	1	0.42%
10	Wh-words	1	0.42%

The following sentences are provided as evidence of the confusion of rules which occurred in paragraphs. Added items are followed by the sign \*.

(1) The peoples\* destroys\* trees. Unnecessary –sis added to people and destroy. The correct form of this sentence is: *People destroy trees.*

(2) The solutions\*is then the government plantes\* many trees. In this sentence, -s and –e are added to solution and plants. Therefore, the corrected form is : *The solution is that the government plants many trees.*

(3) We can planted\*the three. In this case, the inflection -ed is added unnecessarily to the infinitive plant because modals are usually followed by infinitive without to. Thus, the corrected form of the sentence is: *We can plant trees.*

(4) Give the advice the people protected\* the environment. Here again, an unnecessary -ed is added to the verb protect which is an infinitive. The corrected form is : *Giving people advice to protect the environment.*

(5) The government must sensibilise the\* people for this plantation the\* tree and interdict of not coup the\* tree. In this single sentence, the determiner *the* is added thrice. A possible acceptable form is: *The government must sensitise people to plant trees and forbid them to cut trees.*

(6) Chad must of\*sinbilitate population of\*to cut trees. The addition of the preposition *of* occurs twice in this sentence. The correct form is: *Chad must sensitise populations not to cut trees.*

(7) We must regularly to\* build many industries in our country. The preposition *to* is unnecessary added. The correct form is: *We must regularly build many industries in our country.*

(8) The deforestation canto\*put off animals. It could be noticed that in sentences (7) and (8), the preposition *to* is added unnecessarily. Modals are usually followed by infinitives without to. Thus, these sentences could be corrected as: *We must regularly build many industries in our country. Deforestation can extinct animals.*

(9) The people does\*plante the trees in protege environment. The addition of copula *to do* is not necessary in this sentence. The copula *to do* should be used either in negative or interrogative sentences. Therefore, the corrected form is: *People plant trees to protect the environment.*

(10) The population goes\* have not water. This sentence is a French word- by- word translation. Therefore, the addition of the verb *go* is useless. The corrected form is: *The population will not have water.* Another alternative is: *The population has no water.*

#### 4.4 Misselection errors

Selection errors can be done by selecting an incorrect element.

Table 6: Repartition of misselection errors

No	Sub-categories	Frequencies	Percentages
1	<b>Prepositions</b>	43	12.91%
	of : 23,25%		
	for: 13.95%		
	by : 9.30%		
	to : 39.53%		
	in : 9.30%		
	on : 2.35%		
over: 2.35%			
2	<b>Use of French words</b>	89	26.72%
3	<b>Nouns</b>	64	12.21%
4	<b>Verbs</b>	54	16.21%
5	<b>Tense</b>	7	2.10%

6	<b>Relative Pronouns</b>	11	3.30%
7	<b>Modals</b>	1	0.30%
8	<b>Demonstratives</b>	2	0.60%
9	<b>Noun phrases</b>	7	2.10%
10	<b>Determiners</b>	12	3.60%
	Definite: 83.33%		
	Infinite :16.66%		
11	<b>Quantifiers</b>	4	1.20%
12	<b>Possessives</b>	9	2.70%
13	<b>Adjectives</b>	13	3.90%
14	<b>Conjunctions</b>	3	0.9%
	and : 66,66%		
	or: 33.33%		
15	<b>Adverbs</b>	2	0.60%
16	<b>Copula to be</b>	3	0.90%

The table above shows that misselection errors which occurred in the selection of French words received the highest percentage (26.72%) of misselection errors type. Other subcategories which were frequently committed appeared in wrong selections of nouns, verbs and prepositions as they represented 19.21%, 16.21%, and 12.91% respectively. Less frequent misselection errors occurred in wrong choices of tense (2.10%), relative pronouns (3.30%), modals (0.30%), demonstratives (0.60%), noun phrases (2.10%), determiners (3.60%), quantifiers (1.20%), possessives (2.70%), adjectives (3.90%), conjunctions (0.9%), adverbs (0.9%) and copula to be (0.9%).

These figures mean that Chadian learners of EFL usually resorted to using French words in their written performances. This learning device is attributable to the limited vocabulary size of learners (Mbaiornom, 2019). As far as misselections of other items are concerned, they are a clear illustration of the low level of the linguistic competence which prevents learners from using appropriate words.

The following excerpts shed light on subcategories of misselection errors which characterised Chadian learners' writings. Misselected words are indicated by \*. Underlined words are errors; however, they are not treated in this section.

(1) We have the disparition\*for animals. *Disparition* is a French word. The appropriate word for this context is disappearance or extinction. Thus, the possible accepted form is: *There is the extinction of animals.*

(2) The deforestation causes the deplacement\* of many people. Just like in the preceding sentence, *deplacement* is a French word. The word which suits the context is *displacement*. Therefore, the correct form of the sentence is: *Deforestation causes the displacement of many people.*

(3) I ask my people to stop cauting threes\*. There is a misselection of *threes* which is wrongly spelled. The right choice of word is *trees*. The corrected form is: *I ask my people to stop cutting trees.*

(4) We have miss\*of precipitation abundament\*. The noun *miss* does not fit the context. In addition, the word *abundament* is a French word. The accepted form is: *There is lack of abundant precipitation.*

(5) The deforestation gives\*the desertification. The right verb for this context is the verb *cause*. Thus, the accepted form is: *Deforestation causes desertification.*

(6) Chad know\* big\*consequences of deforestation. The verb *know* and the adjective *big* used in this sentence are problematic. The verb that fits this context is *face*, and the adjective is *considerable*. The corrected form is: *Chad faces considerable consequences of deforestation.*

(7) It is place of\* heart in\* Africa. Prepositions used in this sentence are not appropriate. The corrected form is: *It is placed in the heart of Africa.*

(8) The Chad is menace\_of\*deforestation. The preposition *of* is also misselected in this sentence. The corrected form is: *Chad is threatened by deforestation.*

For further evidences of deviances, consider excerpts in the appendix.



## 5. Discussion

This study has revealed that the structuring of English sentences produced by Chadian learners of EFL has significantly deviated from the English Grammar standards. As a result, the grammatical ability to understand the great majority of sentences produced is highly affected.

The analysis has shown that a significant number of errors committed were attributed to transfer influence. For example, the abundant use of French words (39.28%) as well as considerable additions of definite determiner (96.74%) obviously resulted from the strong influence of the French language. These empirical evidences support the language transfer theory which claims that interlanguage is a process in which learners use their knowledge of the L1 in learning a foreign language (Selinker, 1972, as cited in Seah, 1980). The structuring of English sentences produced by Chadian learners of EFL was highly influenced by French language. This influence mostly appeared in forms of French vocabulary. It could also be observed that sentences produced resulted either from the use of French grammar or from a word for word translation.

Moreover, the analysis has also revealed that many other errors made were induced by intralanguage influences. For instance, occurrences of omission of the definite determiner (71.79%), concord with the copula *to be* (78.26%), and morphemes *-s* (62.16%) illustrate the intralanguage influence. These errors are competence errors because, according to several researchers (James, 1998; Norrish, 1983; Richards, 1974; Richards & Schmidt, 2002, as cited in Seah, 1980) learners are at a lower stage where they have not really acquired the knowledge of English.

It is obvious that errors committed by Chadian learners of EFL were due either to language transfer or interlanguage influence, but does it mean that learning has not actually taken place?

Though these errors are a clear indication of a low level of writing proficiency in English, however, it does not mean that learning has not taken place or the knowledge of English was not absolutely acquired. Foreign language is learnt through error process. When learning a foreign language, developmental errors are expected to occur. Nevertheless, after multiple feedbacks and error treatments, learners will end up consolidating their knowledge. It is important to point that minor cases of successful bits of language identified from the excerpts in this study resulted from this process. With regard to errors significance, Hendrickson (1987, as cited in Seah, 1980) argued that foreign language errors are rather a signal that actual learning is taking place.

Therefore, as far as errors committed by Chadian learners are concerned, it could be said that learning has taken place but to a lesser extent. In this perspective, it could be concluded that errors committed by Chadian learners of English indicate that they have actually learnt English at a lesser extent but the dimension of English language knowledge that remains to be consolidated is quite considerable.

The structuring of English sentences produced by Chadian learners of EFL is not only impacted by interlanguage and intralanguage influences, but also by pedagogical factors. In his investigation on the teaching of vocabulary to Chadian learners of EFL, Mbaïornom (2019)'s study revealed that less learning took place through the Grammar- Translation Method. This approach is still in use in Government High Schools in general, and particularly in Lycée Adoum Dallah, Moundou where this study was carried out. In this approach, it could be observed that the focus is rather on grammar which is mainly taught through translation. In addition, no attention is given to the development of writing skill and, required stages such as practices and evaluations are totally absent from the teaching process.

In the light of what is said above, it could be concluded that different types of errors that affect the structuring of English sentences produced by Chadian learners of EFL were caused by French influences, intralingual factors and pedagogical factors. These multiple influences make the learning of foreign languages a very challenging task.

## 6. Conclusion

This study has revealed that the syntax of the vast majority of sentences produced by Chadian learners of EFL is incorrect from the grammatical point of view. This finding certainly reinforces existing theories of language transfer and intralingual influences as errors committed by learners have been induced by learners' French background, their low level in English competence and some pedagogic factors. Nevertheless, this result indicates that learners are less proficient in writing.

Therefore, to significantly reduce negative effects of these factors, it seems necessary for educational stakeholders, notably, pedagogic inspectors and English teachers to reconsider the existing teaching approach of Grammar. In this regard, grammar should be taught inductively with subsequent practices in class, and learners should be taught how to write narrative, descriptive and argumentative paragraphs as well. Of course, the prevailing positive attitude of Chadian students toward the learning of

English (Safotso &Tompte, 2018) is a key asset; however, effective grammar teaching approaches are needed to help learners make significant progress in their performances. This study was limited to the written production of 175 participants from one Government High School in Chad. Data obtained from these participants could not be generalised to all secondary schools in Chad. The data dealt with issues relating to this specific research topic. In the future, other researchers can carry out investigation on other institutions and why not go beyond the aspect of grammar to include investigations on phonological problems that emanate from learners' spoken productions thereby influencing their performances in English language.

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**APPENDIX: Sample of learners corpora**

- 1.The deforestation is systems in your country Chad.
- 2.The cup of the tree is in phenomen's natural.
- 3.Particularly, the people is cup of the tree.
4. My suggest some solutions to solve this problem is are not the cup in the tree.
5. My one dispositions suggest some solutions to solve this problem is not cut down the tree to push.
- 6.The people copeine many arbre some difficile to cut down.
- 7.Some solution to solve the deforestation in country Chad and sacivilation in people.
- 8.The deforestation is the consequence of l'avancement of desers.
9. Will do not rain.
- 10.We going to sensibly the population in the village to stop the cut abusive of tree.
- 11.The country her Chad a several consequences of deforestation are is abusive coup the trees, the vent of violent,the destruction of l'environement, the burn of broussed.
12. The government must sensibilise the people for this plantation the tree and interdict of not coup the tree.
- 13.Deforestation is destroyed of fores.
- 14.The deforestation in your country is the action of woman.
- 15.This is the cut lot a or the plantes.
- 16.The fayerbrousse is a problem of deforestation.
17. To talk about de suggestion some solution, the statt must make an effort to send the agents
- 18.The government must mobilising the population of to put end of cut the plantes.
19. The deforestation is definition destruction the fore and the consequences are lot to see.
20. The people going to plant tree.
21. Because of destruction environment disparution the animals.
- 22.Fayer of the brouss is not chose to make.
- 23.Because destruction augment forte chaleur.
- 24.No abundance of the rain.
25. The government proposition the information your people not cut wood and not burn deforestation.
26. Deforestation is the cut abusive the tree.
- 27.The Chad is menace of deforestation and the bush-burnt.
28. The country met problem is deforestation.
- 29.The government given the country the solution to solve this problem to arret in cut abusive of trees.
- 30.The government fought the cut tree.
31. What are solution.
32. Deforestation is the place that there haven't tree.
33. There have problem on the habitation.
34. If there examined in the nord for the countrie, many peopilssoffer like they are in the iron.
- 35.The person plainte lot of eviter problem to desertification.
36. The deforestation is the mean by what the people cut the trees.
- 37.If there are the deforestation, it don't rain much also.
- 38.There are irregularity of rain in the area where deforestation is present.
- 39.This push the people in an exode rural.
- 40.The consequence in the crise economic.
41. Have it the consequences in Chad?
- 42.There are a lot of difficulties that we have not jump out.
- 43.The deforestation give your difficulted in country Chad.
- 44.My country Chad is more and more destruction for deforestation.
- 45.The true solutions of deforestation is the protection environment.
46. She well is not cooking.
- 47.We will organisation the week celebration in tree of people in plantation several trees.
- 48.The government must in disposition the energie solar, and gaz, an the preparationon in cookie.
- 49.The consequences of deforestation for in country use more problem is the desert becom, the achaufementclmatique.
- 50.You will planted many trees of lutter of desertification.
- 51.If you cut you will go at prison.
- 52.The consequences of deforestation are many: the change climatique who late the activity economic, agriculture and elevage who provocated the hungry over at people.

53. The solutions some suggest is then the government Chadian use.d pass reboisement plaint the many tree evited the cut down.
- 54.The consequence of deforestation in my country chad to cut down the tree to burn the forest.
55. There are not water.
56. The comsequence is the advance of the desert
57. It giving enni consequences.
- 58.How we can stopper this deforestation?
59. The deforestation cause the degration of environment.
60. This does not rains.
61. The Chad is a country of desertification because come of deforestation.
62. The consequences of deforestation in chad of in soffering in people chad, the increase the temperature, chalaria, the disperition animals, the desert.
- 63.The people going to plant tree.
- 64.Give the advice the people protected the environmental.
- 65.The deforestation caused lot difficult.
66. The country chad a several consequences of deforestation are is:
67. The practice is not got becose is come the consequences of deforestation in to country chad.
- 68.The true solutions of deforestation s the protection environment for government and law formal.
69. We are demands my father are not cut trese.
- 70.Chad meets many consequences of deforestation such as late of rain, lost of trees, the hungry.
71. In my country chad the consequences of deforestation from the people and naturel.
72. If you plante a tree our developpe your country.
73. I have no many idea
74. Government have to find solutions.
- 75.This make from cut the tree of made charbon.
- 76.The people is should plant the three and give sensibilisation the village aren't not cut the three.
77. Chad is acountry hot which 45° c.
- 78.The people must to plante the tree.
- 79.Don't have rainin.
80. The deforestation this does left the tree in a country given.
- 81.the government make forbidden the peoples of cut the tree.
- 82.Government does sensibility the peoples.
83. The problem is which the government take the man for lute contry of deforestation.
84. The children are hungry and thirsty.
85. Etat come to develop the poor.
- 86.I may planted the tree in the field for empeched during in deforestation in your country chad.
87. Deforestation is a mankingarbustury.
88. Planeting the tree.
89. The consequences of deforestation in your country chad are the l'insuffisance the water, l'augmentation the chaleur, come the desert.
- 90.The people does plante the trees in protégé l'environnement.
- 91.Plante many threen before evited advancement of desert.
- 92.The government has make the research.
93. The people who make charccol fine respect regulation.
- 94.She deforestation the plants.
- 95.The peoples plants the tree.
96. This is not good for cute the tree at the forest.
97. L'Etat can interdict the population in the fabrication of charbon.
- 98.The people can plante the arbre of eviting the desertification.
- 99.L'Etat canneteke the loi in interdiction the cup abusible in arbre trees.
100. The deforestation ia the manner the detruyl'environnement.
- 101.Evity the couped the tree.
102. The vegetation chad in important because nourrityanimale.
- 103.He work beaucoup planty the arbre and protégé the environment.
104. The forest is important in the Africa.


- 105 The government of Chad does interdict the peoples for coopic abusive tree.
106. The government do required the peoples to planted tree.
- 107.The deforestation is a action cut the big three.
108. The solution consist is planted tree stoping cut abusive trees.
109. Deforestation in the aversement of desert and vent, of the coupingarbre in foret, feu of brousse, in your county chad.
- 110.We have the disparition for animals.
- 111.Chad is a country who is situy in Afrique centrally.
112. The state take the law the people not cut the plant.
113. The deforestation who is defined that destruction has many consequences who are secheress,famine.
114. The consequence of deforestation in your country chad: secheress, not work, pauvrityind people, not pluviometried correct, deplacemntind people.
- 115.Hungry will took place.
- 116.We continuous to cut wood.
- 117.We have so much industries of our country which cause heating.
- 118.We must regular to build many industries in our country.
- 119.We have not big trees who protect the nature.
- 120.Everyone, we must keep our environment.
121. The government must of investigation and resolution the problem.
- 122.Many the peoples are died because of deforestation.
123. We don't the three.
124. We can planted the three
- 125.The deforestation gives deplacement many the peoples this country.
126. It is question the government the metter the pression on the peoples used the gaz.
- 127.The deforestation in your country these coupe abisif in herbre.
128. We cite entre others, activity of man example the cute abusive the three in transformation charbon.
- 129.He cute for one surface assez large for his agriculture.
130. people must planted another arbre.
131. The desert of chad is come on.
- 132.What are this consequences?
- 133.There does not rain.
- 134.The consequences are lot.
135. The government control the emvironment.
- 136.Chad is country who is climat tropical.
- 137.The population has planted tree of the evited the problem.
138. He is not cut the tree.
139. He goes help the forest of is habitation and person is going sick.
140. The forest in important thing life in humain.
- 141.The government education people.
142. He coup the wood is distruct the environment.
- 143.Chad is in country democracy.
- 144.The man is cut in arbusts.
- 145.There consequences of deforestation is in to blow up.
146. The man and woman coups the foris.
- 147.The desert progresse because of the deforestation.
148. The president Chadian he sencivilised the population for in planted the plantes and the protection.
- 149.The deforestation is detournement of environment.
- 150.The consequences of deforestation is the man wo detournemnt of forest.
151. Retard the rain in our acountryavancies.
152. People of hungry of cut arbre.
153. The people planted the arbre.
- 154.The trees have disappeared.
155. There not tress for the people.
- 156.The consequences of deforestation are more number.
157. The fire of brousse is a element dangerous of deforestation.
158. The cut of street in burn the street.

159. The thirsty, the hungry of the population.
160. They stoping the burn the forest.
161. She gives the hunger in our country.
162. It is consequences the burning the forests.
163. The solution to solve this problem it drive of arrested the deforestation.
164. We must stop to cut wood.
165. We have miss of precipitation abondament.
166. Cut the streets brings desert.
167. The forest is transformation in dessert.

## Paradigm of International Exchange Students in Encountering Culture Shock Stages

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### ABSTRACT

Globalization can help people gain knowledge and improve learning about how a diversity of the cultures does not cause any conflict, misunderstand, and share knowledge across the culture peacefully. It can be termed as cross-cultural communication. Based on this paper's aims, this article discussed the theory of multiculturalism (cultural diversity), cross-cultural communication, the types of culture shock, the cases of culture shock experience such as the stages of culture shock and reverse culture shock. Thus, this study aims to discuss the theory of multiculturalism and an overview of culture shocks experienced by the student exchange program. As a result, shock culture experience is found by most of the people who live for some duration times. However, they will face reverse culture shock when returning to their home country, even though some returnees do not experience it.

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### 1. Introduction

Worldwide, it is mentioned that there are 195 territories officially known as countries nowadays (KC & Lutz, 2017). Each country has its languages, customs/traditions, food, ethnic, clothing, beliefs, and sovereign system, termed as culture (Kottak, 2011 p. 28). Culture is understood as a natural social psychological concept constructed and transmitted through learning and copying the behaviour and beliefs from one generation to another. The psychological structure and cultural spirit caused national identity in every country from a particular social community, and the eternal historical increase (Erbaş, 2013).

This cultural variation in each region or country is created because of demographic and climate change differences (Shi, Visschers, & Siegrist, 2015). Further, it happened because of the variance of life needs, social norms from ancestors, and natural resources in each region (Roos, Gelfand, Nau, & Lun, 2015). This cultural variation is called cultural diversity or multiculturalism (Erbaş, 2013). Thus, the world is multicultural. It is caused by some factors like international trade (Roads, n.d.), colonization (Sá & Aixelà, 2013), intermarriages between countries (George, Ukpong, & Imah, 2014), immigrants or even refugees that settled in the new environment (UNESCO, 2009). This diversity indeed needs to be understood to avoid unpleasant feelings among the community all over the earth (Azimi, 2013).

Besides, globalization is potentially mobilizing cultural diversity and spreading its knowledge to being conceived by each cultural community. The fastest mobilization tool for globalization is technology (UNESCO, 2009). Information technology can help people gain knowledge and improve learning about how a diversity of the cultures does not cause any conflict, misunderstand, and share knowledge across the culture peacefully. It can be termed as cross-cultural communication. Cross-cultural communication can be defined as the way of creating and sharing the meaning or particular codes among people from a different cultural background using several different signs (Allen, 2017).

Cross-cultural communication is used to prevent cultural misconception, misinterpretation, and misunderstanding, either in comprehending a culture through media or visiting the target culture directly (William, 2016). However, there a problem that shows up when people go abroad. It is called culture shock. Culture shock is a profoundly personal experience (Perdesen, 1995). It can affect when one moves to another new cultural environment. Culture shock is commonly seen in international students, refugees, and immigrants (Yolanda, 2015).

Based on the description above, the researchers intended to provide some theories and cases regarding the effect of multiculturalism, which covers culture shock. This study examines the culture shock experienced by students who temporarily had studied abroad as like students exchange programs by conducting a descriptive qualitative method. Qualitative research aims are to comprehend summarization in colloquial terms of particular events experienced by a person or people (Lambert & Lambert, 2013). Considering that studying overseas and entering the new cultural environment and society can be an overwhelming task to the students that can experience culture shock while adapting to a new culture (Ernofalina, 2017). This study also discussed the theory of multiculturalism (cultural diversity), cross-cultural communication, the types of culture shock, the cases of culture shock experience such as the stages of culture shock and reverse culture shock. Thus, this study aims to discuss the theory of multiculturalism and investigate the students' exchange program's culture shocks.

## **2. Literature Review**

This section consists of the theory of multiculturalism theory, cross-cultural communication concept, and the concept of culture shock.

### **2.1 Multiculturalism Theory**

Many researchers have discussed the theory of multiculturalism for years. To begin with, the author highlighted some of them. First of all, multiculturalism is defined as an ideology that refers to accepting cultural diversity in a community and supporting these cultural differences (Schalk-Soekar, van de Vijver, & Hoogsteder, 2004). Further, (Erbaş, 2013, p. 187) claimed that the differences here included the entire diversity of "ethnic, racial including their intersection or co-articulation with gender and also the debates, controversies, and conflict as well as warmth, and solidarity. A similar viewpoint is stated in Berry's article that multiculturalism is an ideology where society stands to accept or reject diversity (Berry, 2016).

Besides, Bauböck and Rundell (2018) emphasized that multiculturalism is an ideological and normative aspect of ethnicity membership, and recognition of cultural community under no conditions serve as prevention when participating in society. They continued explaining that the term multicultural is when ethnic cultures come together with "political, administrative, geographical, or otherwise accepted partial unit" (Bauböck & Rundell, 2018). The previous researchers have similarities in defining multiculturalism. It can be said that multiculturalism is an ideology among the diverse society that contributes to and applies certain cultures. On the other hand, society has to pay attention to accepting and respecting the cultures they do not belong.

Although multiculturalism is defined as an ideology, it cannot be denied that the cultural diversity created as the outcome of each nation's historical background. For example, the divergent factors include free-trade, colonialization and wars, and migration (Berry, 2016).. All of the factors' effect can bring new ideas, custom, or culture within it (Zhang, 2019). Free-trade is expanding business development (Yao & Whalley, 2016). As an example, Roads reported about how trade can spread Indian tradition. In A.D. 400, there was a route called Silk Routes that used to pass by the Asian nation to trade their valuable resources. Indian merchants also thought to expand their trade. They traveled abroad by tracking the route. As a result, people throughout Asia imitated and adapted various Indian traditions. For example, Indian culture affects art, architecture, and dance throughout South and Southeast Asia. Indian influence is especially strong in Thailand, Cambodia, and Java's Indonesian island (Roads, n.d.).

Furthermore, colonialization reflected the creation of the culture of a nation either. A review-based article claimed that cultural diversity in Africa was constructed by colonialization. He stated that even that Africa already has cultural diversity at the very first time. However, colonialism could trigger African origin cultures (Sá & Aixelà, 2013). The last factor discussing is under colonialization, international migration, and marriages of different countries can be cultural variety factors. Further, UNESCO (2009) reported that the new ideas and cultures were created to negotiate between the host countries and the immigrants. In the beginning, the negotiation will talk about the tolerance of the differences, but as time goes, it may turn into a new cultural expression. An example is a study conducted by Schalk-Soekar et al. (2004). They examined that the multiculturalism and acculturation happen in Dutch natives and four immigrant groups (Surinamers, Antilleans, Turks, and Moroccans), "*The attitudes of the Dutch natives and immigrants toward a contact domain (Dutch Involvement with Immigrants) were more similar than attitudes toward a non-contact domain (Cultural Maintenance by Immigrants)*" (Schalk-Soekar et al., 2004).

### **2.2 Cross-Cultural Communication**

Regarding globalization and cultural diversity, each cluster of society has different cultures. Thus, people should increase their awareness, understanding, and sense of sympathy to avoid prejudice, racism, discrimination, and a minority among the divergent (Erbaş, 2013; Naylor, 1997, p. 1). Moreover, Erbaş (2013) continued that multicultural understanding and respect are the fundamental way to build bridges among communities. This bridge can be termed as cross-cultural communication.



The concept of cross-cultural communication is needed to enrich competency in communicating with other people. Lott confirmed that although large numbers of gender, skin colour, political beliefs, national origin, and ethnicity background, a cultural community takes part to experience persecution by the majority culture; particular preferences, language, and fear. Communication is needed as the transmission among them (Lott, 2010). It is quite necessary because we sometimes communicate with other people who have different cultures with us as a part of society. According to Erbaş (2013), communicating with other different cultural groups means having a broader free trade and commerce development.

Moreover, Cross-cultural communication can also be defined as a way to communicate where society has to share information among different cultures and social groups to communicate (Tiechuan, 2016). The information should be transferred effectively and efficiently to avoid communication conflicts. The communication conflict could be a misinterpretation, misunderstanding, and miscommunication (Noraini et al., 2014). However, people who always experience different cultural circumstances can define and recognize the problems raised and try to solve them from various perspectives (Erbaş, 2013). Finally, the competence and the knowledge of different cultures play an important role in the cross-cultural communication, the most circumstances that usually need cross-cultural understanding in business field and exchange education program (Tiechuan, 2016).

### **2.3 Student Exchange Program**

Studying abroad is a big chance to experience cross-cultural communication. Study abroad improves students' cross-cultural competence (Salisbury, An, & Pascarella, 2013). As the definition of a Student exchange program, it simply a study program in which students seek education at one international school or university for one or two semesters (ISIC, n.d.).

Moreover, the author has selected some of the students' exchanges: the first is the Erasmus Exchange Program. It is an exchange program carried out within the contracts between European Union countries' higher education institutions and the candidate countries. The European Union supports the program. The program's goal is to provide outgoing learners with new abilities and different experiences. The Exchange program also aims at improving the employment opportunities of outgoing students (Endes, 2015).

The second is the A.F.S. Kennedy-Lugar Youth Exchange and Study (YES) is a full-funded fellowship. It is provided by the U.S. Department of State, addressed to Indonesian High School students to bridge mutual understanding between countries with significant Muslim American people (AFS Indonesia, 2003).

A little bit different from the previous program, this one is called Darmasiswa. It is a scholarship program offered to all international students where Indonesia has a diplomatic relationship. Unlike other studies abroad programs, this one specializes in studying the Indonesian language (*Bahasa Indonesia*). Recently data reported that the number of the countries participating in more than 111 countries and more since 2015. This program was organized by the Ministry of Education and Culture (MoEC) of Indonesia (Kemendikbud, n.d.).

Thus, it can be said that most of the student exchange program's aim is to build a bridge to understand the diversity and to promote the cultural exchange between the programmer and the candidate. However, it cannot be denied that they will experience culture shock when people enter a new cultural environment. Culture shock is defined in the next item of this paper.

### **2.4 Culture Shock**

In this section, the authors provided a similar study that revealed the international students' experiences that study abroad through a student exchange program or any similar program. A similar study proved that exchange students experienced culture shock at various levels, such as initial euphoria, disorientation, adjustment, acceptance, and integration (Ernofalina, 2017).

Culture shock can be defined from the very old perspective. Culture shock is the process of initial adjustment to an unfamiliar environment (Perdesen, 1995). Thus, the culture shock becomes the reaction that the students may have in a new country; the person may feel exhausted to understand and disoriented, and every aspect of life may be difficult (Ernofalina, 2017). Once the culture shock happens, the students can easily become 'lost in translation' due to unfamiliar cultural experiences (Zhou, Jindal-Snape, Topping, & Todman, 2008).

### **2.5 Stages of Culture Shocks**

Culture shock commonly moves through some stages. Exchange students or foreign learners generally experience this stage of Culture shock. The stages of culture shock once were divided into five stages in his book by Pedersen (1995) entitled "The Five Stages of Culture Shock," as follows:

### **2.5.1 Honeymoon Stage**

This stage indicates by the feeling of "fascinates, adventure, playfulness, discovery, optimism, or excitement," these emotions occur because of "curiosity, interest, self-assurance, and the all of the interesting impression of the host culture" (Perdesen, 1995, pp. 26–27).

### **2.5.2 Disintegration Stage**

In this stage, the persons may experience confusion and disorientation, where they finally figure out the differences between their homeland and the host cultures. The sense of being "different, isolated, and inadequate seems permanent, together with depression and withdrawal." These feelings either caused them a failure and self-blame for real fears and weakness (Perdesen, 1995, p. 79).

### **2.5.3 Reintegration Stage**

*In the third stage, persons will feel anger and blame others for their depression and problems with less sympathy. Instead of finding solutions for misunderstanding, the persons are more likely to judge the host culture and those from the host cultures. In other words, they seem to take a self-protective as strategies for being vulnerable and under attack from the host cultures* (Perdesen, 1995, p. 134).

### **2.5.4 Autonomy Stage**

After feeling the *excitement* in stage one, blaming self in stage two, and blaming host cultures in stage three. The persons begin to build up objective, equal, and positive perfectives rather than negative ones. It can be resulting in a new capability to understand the host culture and the person's own cultures. Then, it becomes easier to deal with the diversity (Perdesen, 1995, p. 201).

### **2.5.5 Independence Stage**

In this stage, the individual may feel the sense of "belonging, comfortable, settled, accepted, and fluent in both the old and new cultures." The individual's attitude and emotions will be shaped by both mutual and different cultures between the old and new place. They will show their trust and empathy to the host culture's conditions (Perdesen, 1995, p. 245).

In this stage, the individual may feel the sense of "belonging, comfortable, settled, accepted, and fluent in both the old and new cultures." The individual's attitude and emotions will be shaped by both mutual and different cultures between the old and new place. They will show their trust and empathy to the host culture's conditions (Perdesen, 1995, p. 245).

A study of the stages of culture shock by Pedersen reported that exchange students had experienced a higher level of discrimination and homesickness than the local students from different part area in a University of U.S.A. after feeling the excitement. Moreover, the researchers advised the university to treat international students to minimize their discomfort. The university should have a program that can encourage the exchange students to deal with the disintegration or reintegration stage of culture shock (Poyrazli & Lopez, 2007, p. 277).

However, Ernofalina (2017) also defined the stages of culture shock, which is a bit different from the stages Pedersen, there are only four stages of culture shocks such as (1) Initial Euphoria, the individuals may have a sense of euphoric and be pleased by all new things discovered; (2) Irritation and Hostility, the individuals may deal with the difficult times and conditions, feel discontent, disoriented, madness, and impatience, in this stage also the newcomers will start to complain and blame the host cultures; (3) Gradual Adjustment, in this stages the newcomers will become more comfortable they begin to chill in the situations and conditions and be easy to communicate with the locals in everyday activities. (4) Acceptance and integration, in this stage, the individuals can properly behave in both cultures. They finally have a good understanding of host cultures and move on from the feeling of worry (Ernofalina, 2017, pp. 88–89). On the same tune of Ernofalina, (Grigoryan & Hunanyan (2019) emphasized that culture shock stages are the honeymoon stage, the disintegration stage, the reintegration stage, and the acceptance stage.

Besides, she identified that culture-shocked affected Indonesian students' lives in various conditions once they studied overseas, such as when the international student is not confident in-class activity, different rules, or education system. However, students finally heal themselves through adjustment, which involves getting used to daily activities, language, school atmosphere, season, weather, food, and interaction among society.

They need different times to pass through the most inconvenienced stage, however (Ernofalina, 2017).

The study conducted above is similar to what the author is interested in studying. But, to investigate the exchange of students' experiences of culture shock, the researchers intended to examine the other theory of culture shock. These stages show the same phases as the other statements above. It is said that an individual who was experiencing culture usually shock step through

four stages: honeymoon, frustration, adjustment, and adaptation. These stages are common, but some persons could experience them differently (Swedish for Professional, 2020). This below is the picture that shows the phases of culture shock:

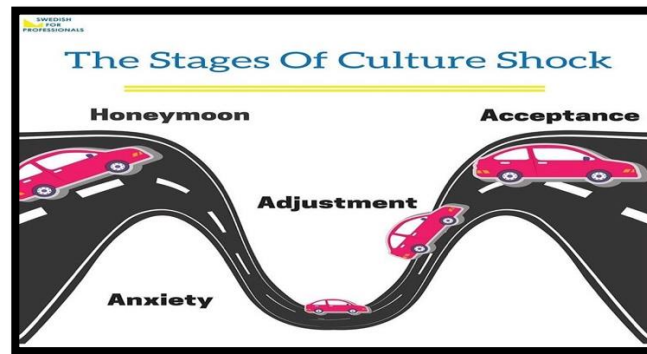


Figure 1: The stage of Culture Shock

(<http://swedishforprofessionals.com/4-stages-of-culture-shock/>)

#### *Honeymoon Stage*

The first stage is commonly shown by a greatly positive feeling, such as excitement and joy. The individuals may think that this is the best decision that they ever made. Everything just runs well, great, and organized.

#### *Frustration Stage*

During this stage, the individuals may have a strong feeling of anxiety and dissatisfaction. All of the excitements will be replaced by anger, impatience, sadness, and discomfort. It can also cause miscommunication and misunderstandings that will drive the victims to blame themselves or blame the host cultures.

#### *Adjustment Stage*

The individuals will slowly begin to understand and become familiar with the conditions. In this stage, the individuals are open-minded, try to make more friends, and set up everything to feel more at home.

#### *Acceptance Stage*

This acceptance stage is the final stage of culture shock. The individuals will accept both of the similarities and differences between their own cultures and host cultures, adapt to situations, and be part of the speech community (Swedish for Professional, 2020)

Based on some theories above, it can be concluded as a part of cross-cultural experience, culture shock at least has four stages, even though that Pedersen claimed there are five. However, his second and third stages are mixed in one stage of other theories. In this case, the researchers will examine the up-to-date statement of culture shock written by the Swedish for Professional website.

## **2.6 Reverse Culture Shock**

A student exchange program is a temporary taking study in another country. Thus, after the program agreement was achieved the due time, the exchange students should come back to their homeland. When they return home, they could experience reverse culture shock because what used to be familiar becomes unfamiliar to feel distressed and readjust to the culture (Kagan, 2019). Reverses culture shock is similar to culture shock. The challenge is to readapt and readjust to the home culture and try to live in again (Kevin F Gaw, 2000).

For example, in a study that looks at the potential reverse culture shock in the workplace when returning to their home country after working abroad, the research was about the daily journal participants' impact impacting reverse culture shock. The report claimed that those who participated in any writing, journals, or blogs had bigger self-reported returned culture shock than those who did not write at all. (Brown, Askay, & Duffy, 2016).

In this study, the researchers investigated the culture shocks when the exchange students were in a target country. The researchers intended to investigate whether or not the exchange students experienced reverse culture shock as they come home from the study program abroad.

**3. Methodology**

The research aims to review the theory of multiculturalism and investigate whether the exchange students experienced shock cultures based on the stages explained and experienced reverse culture shock. Thus, the researchers designed a descriptive qualitative method to examine students' culture shock exchange. This method is to discuss and describe the themes of daily life experienced by the students with the specific technique of questioning (Kvale & Brinkmann, 2009, p. 24). The descriptive qualitative research also focuses on finding the questions of who, what, and where the events or phenomenon experienced from the participants to understand and judge a certain phenomenon (Kim, Sefcik, & Bradway, 2017). Thus, this study's result is a broad conclusion in the everyday activity of specifically experienced by exchange students (Lambert & Lambert, 2013).

**3.1 Participants and Instrument**

In collecting qualitative information, the participants are needed deliberately (Chaklader, 2019). In this case, the participants who had studied abroad for a certain period of education time are known as the post-exchange-study phase (Bohman & Borglin, 2014). Along this line, the researchers found two participants who were corporate purposely. They are post-exchange-study students, as follows:

Code	Student (A)	Student (B)
Status	High School Student	College Student
Genre	Female	Male
Program	AFS KL-YES Bina Antarbudaya	Darmasiswa
School/University	Senior High School 5 (SMAN 5 Parepare)	Wass Omdurman Ahlia University
Home Country	Republic of Indonesia	Sudan
Host School/University	McMinnville High School	Universitas Mulawarman
Host Country	United States of America	Republic of Indonesia

Table 1: Participants' Basic Information

The participants were interviewed by giving simple questions regarding the culture shock stages and the reverse culture shock experiences.

**3.2 Instruments**

The researchers conducted an online interview to reach the participants using social media platforms such as *WhatsApp* to interview the student (A) and *Direct Message on Instagram* to interview the student (B). The instruments used are interviewed questions or opened-ended questions to gain information about students' experiences. In this way, the questions arranged are to narrate the students' abroad journey regarding culture shock.

**3.3 Data Analysis**

After *taking* the data from the students' explanations, the researchers transcribed the text of the messages to be analyzed following the four stages of culture shock. The messages were read repeatedly (Bohman & Borglin, 2014) to identify which events are appropriate with every stage of the culture shock and determine whether the students experienced four stages of shock culture orderly or unorderedly.

**4. Results and Discussion**

Based on the theory about culture shock stages, the researchers decided to follow the up-to-date source of shock cultural stages and examined them with the people with whom the author had contact. The stages are the honeymoon, frustration stage, adjustment stage, and adaptation stage (Swedish for Professional, 2020). The first is an Indonesian student coded as a student (A). She was a candidate for A.F.S. Kennedy-Lugar Youth Exchange and Study (YES). She went to McMinnville High School, U.S.A. in 2018-2019, and student (B) had joined the Darmasiswa program. He is from Sudan, Africa, and had a chance to learn the Indonesian language at Mulawarman University, the Republic of Indonesia, in 2017-2018. As a result, as follows:

**4.1 Honeymoon stage**

The feeling of excitement and extreme interest from the first arrival in the target country. Pedersen defined his honeymoon stage as "the emotions typically excitement, stimulation, euphoria, playfulness, discovery, and adventures" (Perdesen, 1995, p. 27). When the students are asked about their experience, student (A) responds,

*"The first month is an exited month because everything is a new thing and since I love to be in a new place, meet new people also share culture, make me realize that that is a lot of knowledge and experience."*

Meanwhile, the student (B) responds,

*"I had a good time in Indonesia. Indonesian. Indonesian cultures are different from one place to another as long there are many islands, so people are different from place to others."*

Student (A) shows up her euphoria in the U.S.A's arrival. It is showed the honeymoon stage that she experienced. On the other hand, student (B) did not feel any excitement when he arrived in Indonesia. He felt exhausted (explained in the next stage), but he said that the honeymoon stages came up after the frustrations passed. He felt good about it. Thus, even if at different times, it clearly can be said that both students experienced the honeymoon stage.

#### **4.2 Frustration stage**

The frustration stage is a strong feeling of dissatisfaction. The excitement somehow turns into discomfort, anger, impatience, homesickness, overwhelmed, and some other negative feeling. This stage has the same meaning as the Irritation and Hostility stage by Ernofalina (2017) and describes in two stages of Pedersen (1995): disintegration and reintegration stages. The students responded to this stage experience as follows:

Student (A),

*"3rd month, I start to feel homesick, it is most likely because of adaptation new culture and making friends, so most kids have their group since they were in kindergarten, so if you want to be included, you are the one who supposed to introduce yourself to them".*

The student (A) kept continuing,

*"I am stress too much because from the beginning we have told that keep in zero expectation."*

And student (B) responded,

*"The first problem I got is the food so it is very hard for me to change from eating loaves of bread to rice and its very spicy food for me so at the beginning I cannot eat, so I lost weight. I lost about 23kg concerning the people of Indonesia. Indonesian people tend to welcome foreigners, know about them, and ask them questions. However, it is a very different cause for African people because most Indonesian have watched a movie on tv that shows African as traditional people live in jungles. So at the beginning may they surprise to see Africans and they look at you like someone coming from another world, but after knowing you, they surprised and welcomed you and tried to know a lot about you and your country, for me I didn't".*

Student (B) also said,

*"I feel exhausted. The weather is very hot and warm, and I surprised with House's near the streets before I reached Samarinda and thought, ooh do I will live in a house like this, but after I went to the city center everything is changing, and Samarinda looks good, but the rain is like mmm, it is all the time".*

Student (A) experienced shock culture with the symptoms such as homesickness, stress out because of the interaction style in the U.S.A. Meanwhile, student (B) felt exhausted because of the weather and food and feeling discrimination of the Indonesian attitude for the first time. This feeling came up for the first time the student (B) arrived in Indonesia, especially in Samarinda.

#### **4.3 Adjustment Stage**

They feel more familiar with the circumstances and habits surrounded them, making more friends, and feel more at home. Regarding this stage, student (A) said,

*"I have my local coordinator who helps me when through all my things, she kind of a consultant for me and other mom, I love her. I remembered one middle school kid that I used to meet when we were on the school bus. She became my friend because I learned English from her just by talking with her every day. The more I communicated to people, the more I open to the new culture and start to like it so much."*

Student (B) responded,

*"I just make friends and tour around Samarinda and visit places and try to live like Indonesian and bear the stupid questions like Kamu Sudah mandi and eat spicy food."*

In this stage, both students figured out their problems in the previous stages. Student (A) made more friends and tried to be open to the hosts, the same response from the student (B), to make friends, travel a lot, and try to live like Indonesian. This stage is similar to the gradual adjustment stage (Ernofalina, 2017) where the participants felt more comfortable to get engaged with the cultures society, and also similar to the fourth stage by Pedersen (1995) autonomy stage where the participants built up an objective and positive perspective rather than a negative attitude.

**4.4 Adaptation Stage**

In this final stage, people can accept the custom and imitate the culture. This stage is contributing to the newcomers' integration. For this state the student (A) stated,

*"Almost three months I figured it out, English in America so different from British. F.Y.I. I love western food for the first like two weeks. It didn't have the taste I said, but after I like it and my fourth month in America, I don't even want to go back home. American people are the most open-minded person that I ever know. No one ever judges others just based on how they look. I never got bullied. One thing that I can learn that if you keep the problem to yourself and not try to talk to other people, it will make your homesickness worse."*

The student (B) stated,

*"After I transform to slim, I am playing football, and I feel happy, and I like spicy food now."*

In this final stage, it can be seen that how both students finally accept the habit, custom, food, and everything within, which is shown the approximation with the theory of Pedersen (Independent stage) and Ernofalina (Acceptance and Integration stage). Besides, after asking the participants about the culture shock experiences during studying abroad, the researchers also asked for information regarding reverse culture shock after returning to their home country. Student (A) and student (B), the responses as follows;

Student (A),

*"Oh yeah, a lot, this may be sound lame, but the most culture shock is the traffic; also I am kind of afraid when people give me a lift by motorcycle, I feel like I am going to fall because I am not used to seeing it a year."*

Student (B),

*"No, I just keep everything I had in my head."*

Based on the findings, the researchers then figured out the following matrix.

	<b>Culture Shock Stages</b>	<b>Symptoms</b>
<b>Student (A)</b>	Honeymoon stage	Excited
	Frustration Stage	Homesick, stressful
	Adjustment Stage	More comfortable to make friends
	Adaptation Stage	Open-minded
	Reverse Culture Shock	Shocking of home cultures
<b>Student (B)</b>	Frustration stage	Exhausted, Discrimination
	Honeymoon Stage	Feeling good, Surprised
	Adjustment Stage	More comfortable to make friends
	Adaptation Stage	Happy
	Reverse Culture Shock	-

Table 2: Findings

In social life, as a part of society, multiculturalism is important. We are not live alone. Thus, as an ideology, multiculturalism can not be denied among the diversity. It grows as the communication we have to participate in cultural circumstances. Effective and efficient communication is needed to avoid any conflict that occurs. Cross-cultural communication should provide good information to reduce misunderstanding, miscommunication, and misinterpretation.

Further, as an impact of cross-cultural communication, culture shock is experienced by job workers abroad or students exchange. The author put the evidence about the stages of culture shock by two students. One is an Indonesian student studying abroad. The other is a student from Sudan who had studied in Indonesia. As a result, in the first stage, they were optimistic. They intended to focus on what they think is positive to experience in the new cultural society, euphoria, and be pleased by all new things they ever met. This stage also may be called Initial euphoria (Ernofalina, 2017).

In the second stage, they were disorientated in different ways. They took the culture as the source of conflict, where the student (A) felt homesick because the surrounding area is not supported her habit. On the other hand, student (B) feel like there was racism for the first time he arrived in Indonesia, student (B) thought that Indonesian is too overreacting toward African. The third stage showed that both tried to accept the differences and similarities between their origin and host cultures. It is shown that student (A) was more excited about America than student (B) toward Indonesia. In the last stage, they finally can react normally and properly to society.

However, like culture shock, reverse culture shock is a sense of identity and overall life with low satisfaction and disorientation. Similarly, if an individual or a group experiences high levels of reverse culture shock, they should copy again day by day, and it can end up in stress (Presbitero, 2016). According to the example above, not all returnees experienced reverse culture shock. Probably they will but not affect them so badly like others.

Reverse culture shock shows up as the effect of returning from the target country to the home country. However, it obviously can be said that the reverse culture shock symptoms do not occur in every returnee. Student (A) experienced reverse culture shock, while student (B) did not.

## 5. Conclusion

Based on the results and discussion in the previous part, the researchers conclude that shock culture experience is found by most of the people who live for some duration times. However, they will face reverse culture shock when returning to their home country, even though some returnees do not experience it. The multiculturalism is an ideology among diverse societies contributing and applying certain cultures. On the other hand, society has to pay attention to accepting and respecting cultural differences. Further, multiculturalism can occur as the impact of colonization, migration, or even free-trade.

In this globalization, the opportunity to communicate among different cultures is open widely. Some supported programs are set up to promote every nation's culture. One of them is called a student exchange program. This exchange program allows students to travel and study in another country, mostly fully funded. The biggest issue found that when someone goes to a different cultural society is called culture shock. It will be experienced by most of the people who live for some duration times. Nevertheless, when they return to their home country, they will face reverse culture shock, even though some returnees do not experience it.

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## The Images of Women in Selected Contemporary Short Stories by Contemporary Filipino Women Writers

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### ABSTRACT

This inquiry sought to discover the images of women as portrayed in the contemporary short stories entitled "Fallout" by Maria L.M. Fres-Felix and "Language" by Sunantha Mendoza. Feminist Literary Criticism, specifically liberal, radical, Freudian, socio-cultural, stereotypical feminist perspective were employed to critically analyze the actions and feminist perspective of the female characters. The study attempted to meet the following objectives: 1) to describe the images of women as depicted by the authors in the stories; 2) to identify the dominant devices used in the stories; and, 3) to determine the feminist themes conveyed in the stories. Through examining and analyzing the short stories, different images of women were discovered. The close textual reading resulted in the researcher's coming up with the following findings: female characters are portrayed as involved, sophisticated, strong-minded, competitive, independent and unconventional. The dominant devices are symbols, juxtaposition, foreshadowing, imagery, idiom, metaphor, irony and figures of speech were effectively utilized in the stories to probe the images of women that are found in each story. Indeed, women will come a long way in facing the battle against patriarchal values.

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### 1. Introduction

The struggle for women's right to vote which spanned for three decades which is the site for early feminism in the Philippines. From this struggle has started the awakening of women activists and organizations that raised the class question in feminism and affirmed the need to restructure society and restructure gender for to be a feminist would mean to take part in this struggle.

It has come a long way from the lineage of centuries-old revolutionary struggle to a recent feminist direction on women liberation, from the roots of *Babaylans* gifted with both psycho-spiritual healing and political counsel, the women revolutionaries and fighters who faced the full force of Spanish conquerors, and American and Japanese colonizers, to the women professionals and religious who joined to march at EDSA against the dictatorship of Marcos. The actuality of this existence means that Filipino women truly understand gender oppression, that they are after all a relevant race. Also, with the two female presidents, Corazon Aquino and Gloria Macapagal Arroyo, and the first woman Supreme Court Chief Justice Maria Lourdes Aranas Sereno, have reflected the effort of women to involve themselves equally with men in political governance and as well as in the society. With the ubiquitous phenomenon of the Filipina domestic and overseas contract workers, Filipino women had been receiving appreciation for becoming members of the labor force and become the "pillars of the society."

While it can be said that Filipino women have gained more leverage than their other Asian sisters in uplifting their status in the society, their fight against oppression and exploitation is far from won. They may have come a long way but they still have far to go.

As shown in the report of Doctor Jose Ramon G. Albert during the national celebration of Women's month March of 2013, on politics, men have continued to keep a firm hold on electoral positions in both chambers. In the context of Philippine politics, women have traditionally not been the holders of power although some inroads have been made in the past decades. On labor and employment, there is the increasing participation of women in the labor force over the years. However, a wide gap between women and men still persists in the labor force participation rate. This could be due to gender biases as well as constraints in the household such as domestic responsibilities which itself is a gender issue. On judiciary, there is the rising share of female judges but still more share for men.

The majority Filipinas bear the brunt of oppression. As workers, farmers, migrant brides, and maids, as housewives and prostitutes, they are part of one people victimized by the patriarchal order; they are poor and powerless, they have the double day and their husbands, fathers, brothers, sons, union bosses, and political leaders seldom help or listen to them. Thus, a women's movement has arisen, waving the anti-imperialist, mass-oriented and feminist banner. In this movement, the personal merges with the political as human relationships forged in bed or within the larger home are clearly seen as extending to social sphere and inextricably connected to prevailing structures, ideas and institution in the society.

A breakthrough in the recognition of women's role in the public arena can be found in the Article II, Section 14 of the Philippine Constitution: "the state recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men." But is this really observed in the other aspects like in the field of fiction and other literary pieces?

It has been the aim of the pioneering female writers to break the stereotypes and discrimination on how women are viewed in a patriarchal society. Through the use of their pen and words they have raised the feminist awareness of every reader. Aside from writing as a passion for art's sake these women have used it as a tool to gain literary recognition and to use literature and criticism to promote social change. And as literature offers complex realities of life as Filipino women lives it, it is this mirror that will be used for this reflective journey. This paper involves selected contemporary short stories as an attempt to explore the life of Filipino women as consciously or unconsciously presented by contemporary Female writers.

This paper, however, concerns itself with looking into the images of women— their attitudes, their roles, how they react in facing the challenges in life, and how they respond to what the society or the people around them dictate, as women writers project or shape them.

## **2. Research Methodology**

The study began with the review of contemporary Filipino women writers and their works. The researcher searched for a book collection that would contain several short stories by Filipino women writers as subject for analysis and found the *Likhaan Book of Poetry and Fiction 2000* suited very well for the study, a volume in the series of books intended by the *Likhaan: U.P. Creative Writing Center* to be a collection of stories and poems representative of the finest work being written out from thorough examination of fictions from journals, magazines and other periodicals produced by Filipino writers. The method used in selecting the stories was purposive sampling. The book contains eleven short stories by female writers the other stories included in the book were eliminated from the selection process because they were written by male writers. The researcher read and critically examined each story found in the collection. However, out of the eleven short stories written by female writers, only two were painstakingly chosen based on the gravity of its representations of women as embodied in the contemporary Philippine Literature.

When the short stories were finally chosen copies were secured, the application of the literary theory mentioned earlier which is Feminism followed. This study is an avenue for literary criticism involves analysis, interpretation and evaluation. The researcher read and analyzed the short stories focusing on women characters and their images. Furthermore, the researcher identified the literary elements and devices to reveal the relevance of these images as a literary piece and find out the feminist theme that took shape in each of the stories.

## **3. Presentation, Analyses, and Interpretation of Texts**

This section gives the synopses of the short stories as well as the presentation, analyses, and interpretation of texts used in this study.

### **FALLOUT**

*Maria L.M. Fres-Felix*

## Synopsis

The short story was set during the political uprising of martial law. Isi the narrator opened the story with the question why don't nuns suspend class and allow girls from their school join rally like the boys at the neighboring school do. She was a skinny 5'8 girl who tried to do a flying kick on her P.E. class but ended up hitting her teacher's face instead of the piece of wood. Her mother, Emmy volunteered to be in the prom committee so Isi can join the debutante's circle. Her mother suggested that Alex David will be her date. Though Isi was protesting she cannot do anything but to obey her mother. Isi's mother got married right after graduation at 22. She had twin boys and then Isi at the age of 26 when martial law was declared

Isi's father, a stateside technocrat, worked in a government agency. He said he owes to serve the government after all it was the government who sent him on scholarship for his doctorate in the states. On the other hand, Isi's mother worked as a real estate broker. Though real estate faced crisis, she can still manage to attract buyers and sell properties.

Isi has attended the prom committee meeting, without her mother, along with the Phoebe Cates-Wannabees and their high maintenance mother. Right after they finish, she was fetched by Mang Hector. On their way home they were blocked at an intersection by a rally. Suddenly Isi saw her mother among the rallyist, wearing a hat and a shade for disguise. Isi was puzzled on what her father would say if he will learn about it.

Alex David came over to Isi's house. Isi's mother who was into healthy eating served him carrot cake. While Isi's mother was at the kitchen, Alex told Isi that his dad and other military guys are going to fix things up. Alex's and Isi's mother became friends when Isi's mother got herself elected to the Homeowner's Association to prevent their neighbors from their regular trash burning which caused Isi's asthma attacks.

After Alex had left, Isi asked her mother if her father knows that she was joining rally. Her mother said there was nothing she does that her husband does not know. Later on, did Isi noticed that her parents were acting so wooden unlike what they usually do. Until, after their family visit to the cemetery, Isi's parents were trying harder to act as if everything is fine. They were watching basketball when it was suddenly interrupted by an announcement of Marcos that he is calling for a snap election.

Meanwhile at the school, the thing about the prom preparations started to heat up too. The girls are into talking about gowns and stuffs and notes about their dates and who has the better wardrobe. Suddenly the girls ended up arguing about Imelda and Cory. When they asked Isi's opinion, she just said I don't know. At home her parents were also arguing about politics and the issue of involvement of Isi's mother in joining demonstrations.

A family friend went back to the Philippines from US upon learning about the snap election. Isi was asked by her mother to accompany Terence. Isi had a crush on him. Her mother got busy with the election campaign period supporting Cory who was the opposition candidate. Her brothers also joined the campaign, so she was usually left at home with her father.

Before the election Isi's mother went panic buying turning a spare bedroom into a minimart. On the news people are getting mauled and killed, so Isi's father had convinced her mother not to join the rally for the meantime. One Saturday night, Isi's father got angry, on TV screen was Marcos saying that the military was plotting to kill him. Her father came up to the realization that the government was already too much. Over the radio, Enrile and Ramos announced that they were breaking with Marcos and siding with Cory, likewise Isi's father has broken his psychological bond with the government he had served for so long.

After Sunday mass Isi's father suggested that maybe they could go to EDSA and join the revolution. Her mother was so happy and so they all went there. Isi concluded that there was goodwill and hope all around as the Marcoses fled and left Malacañang palace. Isi's father and his colleagues tendered their courtesy resignation.

On the other hand, Isi's mother received a call from Mrs. David that she will not allow Alex to be Isi for she was a loyalist technocrat daughter. Her mother decided to fix her up with Terence as her date, but Terence was not available too for suddenly he got busy. At the end of the story Isi doesn't have a prom date so she may not be able to attend at all.

## 1. What images about Filipino women are shown in the selected contemporary Philippine short stories by women writers?

### A. A Working Mother

Isi's mother, Emmy, is an epitome of a good housewife and a mother. Emmy got married right after she graduated at the age of 22. She had a twin and a daughter at 26 when martial law was declared. She is an affectionate loving mother. She manages her home very well. She is into healthy eating, substituting apple sauce for oil in her cooking, and gives her children crudités instead

of potato chips. Held (1993) views women's unique experiences as mothers as the basis for new insights into power; as she puts it, "the capacity to give birth and to nurture and empower could be the basis for new and more humanly promising conceptions than the ones that now prevail of power, empowerment, and growth" (Allen, 2013).

A wife must confine herself to the domestic realm and must be knowledgeable and sensitive about the welfare of her family especially health of the children. It is the wife who is expected to be more concerned about the welfare of the children and must know how to be a good mother to her kids (Nakpil, 1963). This was portrayed by Emmy when she got herself elected to the Homeowner's Association to prevent their neighbors' regular trash burning which causes the asthma attacks of her daughter. She stayed at the association till the regulations on garbage disposal were implemented. Emmy was also a hands-on mother. She volunteered herself in her daughter's school prom committee so that Isi will be part of the debutante's circle. She even took charge of what to wear and who to date of her daughter.

Emmy too is an educated career-woman. She was a real estate broker selling condominiums and other related properties. Though real estate was in a slump at that time she still manages to get buyers and that was how her family managed to get by. She did not depend on his husband's income. She has broken the stereotype that women cannot participate in the economic sphere.

Luckily, Mama, the mangler of metaphors, can sell even Jones Bridge. That's how we managed to get by, even when the peso devalued 18 to a dollar. And Papa doesn't have to steal. (134)

### **B. A Politically and Socially Involved Woman**

Emmy exhibits qualities of being involved and empowered. Patriarchy as a system oppresses women through its social, economic, and political institution. Throughout history men had greater power in both public and private sphere. Emmy outdid this stereotype; in the story she had twice demonstrated her strong conviction to change the society. First was when she got herself elected to the Home Owner's Association and another one was when she fearlessly joined rally demonstration to overthrow the Marcos administration.

For a deeper understanding that political, economic, and social issues are things outside women's lives: these are much within their condition as mothers, wives, lovers, sisters, daughters, or simply persons complete unto themselves (Kintanar, 1992). As a mother to be part of the Home Owner's Association was her way to prevent the asthma attacks of her daughter caused by the regular trash burning. Emmy joins the rally.

She must be relieving those demonstrations that she missed as a young mother. Or maybe, as a wife, she knows firsthand about the spiraling price of *galunggong* and all that, and is pretty much fed up. (136)

This is suggestive that issue outside the household domain has an impact to women's domestic roles, and that women's involvement on this issue should not be disregarded. It was Emmy's mother instinct that motivated her to participate in the activists group aiming to achieve changes in the country.

Moreover, Emmy is a woman who is confident and is not afraid to speak her mind. Which was obvious whenever she talks and debate to her husband. "Oh, my sweet Don Quixote, when will you wake up and smell serious money?" As a practical wife she can see that her husband can earn more money if he worked in a private sector. This illustrates that women have the same capacity as men for moral reasoning and agency.

"Remember because of corruption, our country is like these squatter families by the dumpsite— broke and breeding like rabbits. You yourself said that our great great grandchildren are mortgaged to foreign creditors. And for what? So they could live like kings?" (139)

The above statements by Emmy suggested that she is politically aware of what is happening in the country. She is strong minded and outspoken as well. She debunked the concept that women should only be kept at home and shun away from societal involvement

Mama is really into elections now that Cory is the opposition candidate. Maybe she sees herself as a crusading reformer too. She is campaigning like crazy, and Papa's words of caution can't penetrate her yellow fever craze. Maybe the president's remarks about women belonging to the bedroom have something to do with her zeal. (141)

It can be noted that the call for full participation of women in the rights and duties of citizenship or right of woman suffrage in Mary Wollstonecraft's "A Vindication of the Rights of Woman" marked the first milestone of feminism for the equality of the sexes which was enjoyed by Filipino women after a hard campaign at a nationwide plebiscite in 1937. The story proved that women did not only enjoy the right of suffrage but also the right to hold position in politics. Women as represented by Cory Aquino succeeded in toppling the Marcos patriarchal dictatorship which proves that the Filipina is no simpleton fit only for the kitchen and the bedroom.

### **C. A Sophisticated Woman**

The story has also portrayed the image of a sophisticated woman. This is a positive portrayal of woman as cultured, refined, and urbane. Isi's mother exhibits this in the story.

A yellow floppy hat I know belongs to my mom bobs along. I stare at the sun  
flower crosstitch on the brim, the one I can pick out from a million others. (135)

She joined the rally wearing large beaming hat and shades for disguise. She makes skinny desserts such as crudités and putanesca with black olives. Despite the height of the demonstration, she was able to redecorate their old oak tree on Christmas. Her eagerness for her daughter to be part of the debutante's circle prom also shows her being a sophisticated person. This image can also be noticed with the girls at school, talking about gowns and comparing notes about their dates, as described:

Those Phoebe Cates-Wannabees, smelling of Nenuco are into heavy discussions  
with their high maintenance mothers...  
Bianca, the ultimate deb, shows us her jeweled evening bag from Paris, saying her  
designer is making a matching gown. (135)

### **D. A Strong-Minded Woman**

Isi, the narrator of the story displays a strong-minded image of a woman. This is sensed when she opened the story with her statement:

"PE is the pits, I mean, really why nuns don't suspend classes so we can join the  
rally like the boys in the neighboring school do? I bet carrying placards against  
Cronyism, Corruption and Poverty is more fun than this." (132)

The sentences suggest that Isi isn't adopting the traditional concept of women, she is eager to be involved into activities mostly dominated by boys. Her awareness of what cronyism, corruption and poverty suggests her being intelligent to figure out an independent thought about the political issues. She is a keen observer with an eye of a hawk taking notice of the happenings around her from home to school.

It can be seen that she is confined to the position of limited status of the traditional system. She was enrolled to an all-girl catholic school which was run by nuns. Even though she isn't interested with prom, she still has to do to obey of her mother's idea. She has her mother decide on what to wear and even who to date. She was fetched at school by her father's driver in a security plated beige lancer. She was raring to join rallies just like her mom but she cannot because her father will not permit her. Parental authority extends to the children's personal lives as well under the conviction that they know what is best for their children— because parents by have only their children's welfare at heart (Kintanar 1992). Moreover, this suggests the mechanism of construction of feminine gender of the character as social learning, the sum total of the parents', the peers', and the culture's notions of what is appropriate to each gender by way of temperament, character, interests, status, worth, gesture, and expression (Mikkola, 2012).

Isi's personal descriptions are fifteen years old, asthmatic, skinny, and 5'8" and started reading at three. Isi may be a girl but she has qualities equal to male, her height is above average among Filipino women. Her height is more likely average to male. Her being asthmatic and skinny limits her on reading and intellectual matters where she excels. She is outspoken and gives her opinion without reservation. Though she obeys her parents, she let them know what is on her mind.

## **2. What literary elements and devices are used to reveal these images?**

The **yellow ribbon** is a constant motif in the short story. In a way it is a symbol for hope like the color of the sun, the one that one looks forward to in the morning especially when one has been staying in the dark for a long time. In the Philippine political history, the yellow color is very popular and symbolic. In fact, it had twice elected president in the country. First was Pres. Corazon Aquino during EDSA 1 and second is her son President Benigno Aquino III. The supporters of the Aquinos wore yellow during the EDSA revolution to oust the then administration of the Marcoses and it was again used as a motif for President Aquino's campaign for presidency, which he won. And when Cory Aquino died, the Filipinos again show their sympathy and loyalty to the ex-president, who is also considered as mother of the Filipino people by wearing yellow.

The yellow color may be interpreted as weak but however based on the story and Philippine political history, yellow is a powerful color which unites the people of the Philippines in their desire to achieve political change when the country is suffering from corruption and poverty. Note that it was popularized by Cory Aquino, a woman, therefore the yellow fever craze is in some way a sign that women are taking participation in politics, that they too like men can be leaders.

The yellow ribbon in a way is a silent protest, a campaign to change the rampant and obvious corruption in the country. The yellow fever craze is infectious like a smile. A smile is a powerful tool to get what you want as the saying goes 'smile and the whole world will smile back at you.' In the same way, the yellow ribbon is also encouraging and infectious because for the Filipinos it stands for hope, a hope that somehow the country will finally be able to eradicate corruption and poverty.

Moreover, the preparation of the girls at school in their upcoming **Juniors-Seniors prom** is a foreshadowing of the EDSA revolution; while they were busy planning for haute couture, jewelries and shoes to use and possible dates for the prom, the Filipinos are also preparing and devising a plan for the EDSA revolution and it is implicitly presented in the story. Note that the girls at first compare gowns and all but at the later part they were talking about politics and the revolution and they have been divided into two factions: The Imeldas and the Coryist. The JS prom itself therefore stands for the revolution where the Filipinos are also divided into two: those who support the Aquinos and those who remain loyal to the Marcoses.

### **3. What feminist themes are conveyed in the stories?**

The overall feminist theme presented in the story is that women are both socially and politically involved contradicting the remarks that women only belong to the bedroom as said by the president who was male "that women belonging to the bedroom have something to do with her zeal". This has been debunked by the female characters in the story that who participated in events and organization aiming for a reform in the country. Not only did women involve themselves in socio-political and economic issues in the country but she even became a leader of the country as in the case of Cory Aquino who was elected president. Above all these, women were portrayed as strong individual like male who can be equally powerful as men such that she can even support her family and be a leader and at the same time remain maternal and devoted to her family.

## **Language** *Sunantha Mendoza*

### **Synopsis**

Joaquin told his wife, Patty, "You can't have your cake and eat it too." Patty was trying to figure out what does it mean. Maybe she thought it has something to do that she had gone back to college and her parents were the one paying for it.

Patty gave Joaquin a Shell Silverstein children's book on his twenty fourth birthday. She thought the book is a metaphor of what she feels. But Joaquin did not even bother to open the book.

Joaquin and Patty were seeing less each other. Joaquin went to work and Patty goes to school. Patty leaves her daughter Naomi who was three-year-old to her mother's house. One time, when Patty went home late with a bag of Kenny Rogers, she found Joaquin at the bathroom trying to let Naomi spit out the peppermint candle she took from Patty's mother's house. Joaquin dislikes the manner how Patty teach her daughter to be independent like letting her do things on her own. Joaquin and Patty resided at her father's apartment. His father let Joaquin pay for the sake of pride.

One night, Patty tried to start a conversation with Joaquin. He did not respond to her. He just slammed the closet door and went to bed. After half an hour he talked to Patty. He told her that he wished Patty will take better care of their daughter. They argued for a little while, then Joaquin took his car key and went out of the house. Patty picked up the book "The Missing Piece" and headed to Naomi's room. She woke accidentally woke her up so she read to her the book. She called her mother after and then the realization of the sudden nagging feeling of being a terrible wife and a terrible mother bothered her. Joaquin got back and Patty waited for him to say a word but he only sighed and turned the other way. Suddenly Patty was tempted to open her mouth and started singing.

### **1. What images about Filipino women are shown in the selected contemporary Philippine short stories by women writers?**

#### **A. Unconventional Mother and Wife**

Patty is a young female character who and is just starting to live her life but because she got pregnant accidentally by her boyfriend, she was forced to marry young, quit school and take the role of both a mother and a wife of which she's both not

ready. In the Philippine society it is a taboo to get pregnant out of wedlock so it is expected that if a woman gets pregnant whether she like it or not, the man has to marry her to cover the possible shame and humiliation it could bring to the family.

Patty is unconventional, modern and non-conformist. Despite the fact that Philippine society is conservative and traditional, her personality reveals that she is not what the society expects her to be. The fact that she conceived her baby in the car suggests that she isn't afraid to experiment and take risks even at a young age. As a result of her behavior, she got pregnant unexpectedly and has to marry the guy because of societal expectations that a woman shouldn't be carrying and raising a child alone otherwise she'll be the subject of talk and humiliation and people will start questioning her modesty and morality.

On the other hand, on the part of the male he isn't subject for such humiliation in fact, it can even add up to his machismo. This is one of the gender differences on the perspective of the feminists. Accordingly, cultural feminist looks to the different value associated with womanhood and femininity as a reason why men and women experience the social world differently. Other feminist theorists believe that the different roles assigned to women and men within the institutions better explain gender difference, including the sexual division of labor in the household. In addition to, Liberal feminists point out that marriage is a site of gender inequality and that women do not benefit from being married as men do. Thus, married women have higher levels of stress than unmarried women and married men (Ritzer and Goodman, 2004).

In the story, it can be noted that Patty's husband is constantly reminding her of her domestic role as a wife and a mother. He even tells her that she should be the one taking care of her daughter instead of other people referring to Patty's mother. He even developed a cold treatment towards her by speaking to her in idioms and sleeping with her became minimal. When Patty's father said that "the only good man is a dead man" with an exception of himself it means that the only good man is either dead or unborn but for Patty she thinks that she is good only if she doesn't exist when she said "The only good Patty is dead a Patty."

Patty is definitely not happy with her situation being a mother and a wife, she feels trapped and restricted. As a manifestation of that, she finds escapism and pleasure in watching music television. Even if her husband stopped doing bed business with her, she isn't affected, as she said

"watching MTV makes me think of sex. So I wonder if any of the Backstreet Boys are good in bed, especially since they keep baring their chests, and looking at the camera all serious-sexy-like which I know would make me laugh uncontrollably if someone tried to look at me that way in person." (221)

Patty can be noted in the story that she wants to free herself and have decision and a mind of her own. In the story, she has been told by her husband "You can't have your cake and eat it too." this is telling her that she can't have it all, that she has to compromise to her situation and is left without a choice but to accept her fate as a mother and wife because she is a woman. It is as good as saying her choice is to have no choice. In a patriarchal society, a woman is expected that her role is limited to household chores which feminist find a form of gender inequality. Accordingly, women have the same capacity as men for moral reasoning and agency, but that patriarchy, particularly the sexist patterning of the division of labor, has historically denied women opportunity to practice this reasoning. Women have been isolated to the private sphere and take care of household duties and child rearing.

Moreover, she isn't ready for her domestic role as a wife. She'd rather take-home food from fast food than cook or attend her class while leaving her child to the care of her mother. She even carelessly let her child go to bed without washing her up or fail to notice that some of her stuffed toys need washing. But her husband, on the other hand, noticed all these and considers them a negligence of Patty's duty as a wife.

Without turning to face me, he says, "I just wish you took better of care of Naomi."  
I look up from my book. "Excuse me?"  
"You're her mother, you should take care of her."  
"What are you talking about? I do take care of her."  
"You'd rather leave her with other people."  
"My mother is not other people."  
"She ate candle wax this afternoon for heaven's sake!"  
I gently closed my book and explain, "Candle wax isn't toxic."  
"Oh it isn't," says Joaquin, then suddenly gets up again and grabs a pair of jeans.  
He pulls on his shoes shaking his head and muttering. "I don't believe this."  
(223)

In return, he developed a silent way of rebelling against her by treating her coldly and using idioms to communicate with her which is answered back by Patty through metaphor. Patty's husband Joaquin therefore is just like the society who expects that a woman's role is just limited to home, taking care of her husband and nurturing the children.

Patty indeed is not a maternal type of a woman because she doesn't feel like she wants to take care of another human being. It can be noted that when she was only twelve years old she was fascinated with her dog Douglas but when she is face with the need to take care of him such as washing and feeding him, she left the dog to other people even if she really like it. In other words, she abhors the idea of taking responsibility of nurturing and caring. Even when her child was born, she didn't feel the maternal love as what most woman feel when they have babies instead, she feels that the baby is alien to her...

When Naomi and I came home from the hospital---before Joaquin and I were married and I was still living with my parents---I stayed up all night just staring at her in the crib, like I had kept staring at Douglas. You know how newborns don't have faces yet? I couldn't tell if she look like Joaquin or me. She seemed so alien. I didn't know what to do with her, I thought that mother's instinct thing was a whole bunch of crap. (224)

## **2. What literary elements and devices are used to reveal these images?**

The story used allegory in the presentation of its theme and conflict. The first allegory is the story of *The Missing Piece* and next is the title *Language*. The Missing Piece is a children's book that Patty gave to her husband as gift to his birthday in a hope that it would send him a message on how she feels and what she thinks. Note that it is a children's book, which is inappropriate to give to an adult; but in a way by giving the book to her husband Patty assumes that she is sending a message to him. She ideates that she is the incomplete O searching for its missing piece, something to complete her and when she finally finds it, she realized that she's not happy with it because she feels restricted and burdened.

The incomplete O is Patty herself and the missing piece that completed the letter O is her family, her husband and her daughter Naomi. But when she finally has them, she realized that she's burdened and restricted like the incomplete O because she lost her freedom to do what she wants. She was forced to give up her studies when she got married and quit the band where she used to play the drum but when she had the chance to go back to school, she grabbed it even if she will have to sacrifice her time to her family. When she unexpectedly saw her old band mates playing in a gig, she felt frustrated and drink it off.

In addition to, the title is also an allegory to the plot of the story because language is a means to communicate but it can be noted that the husband and wife lacks clear communication that brought the conflict in the story. As defined in the Merriam-Webster dictionary "language is a system of words or signs that people use to express thoughts and feelings to each other" but in the story the husband and wife communicate subtly and silently. The husband talks to the wife in idioms and the wife replies in metaphors. The silent treatment between the two of them and their mode of communication through gestures and metaphors reveals the difference of communication style between a man and a woman.

Moreover, idioms are also used in the story "**you can't have your cake and eat it too,**" Joaquin said this to Patty at the beginning of the story. This was actually his manner of telling her to choose one between two things which she cannot have both. That is to go to school or to stay home and take care of their daughter Naomi. Another one was Patty's father's warning, "**the only good man is a dead man,**" and Patty repeated "the only good Patty is a dead Patty".

## **3. What feminist themes are conveyed in the stories?**

The theme of the story is represented by the story of The Missing Piece. Like the incomplete letter O, women also feel completer and more alive when she has the freedom to choose and decide for her life and not having others dictate and mandate her on what to do or how to act. MacKinnon claimed that it is a basic "fact of male supremacy" that "no woman escapes the meaning of being a woman within a gendered social system, and sex inequality is not only pervasive but may be universal (in the sense of never having not been in some form" (Allen, 2013).

In the story the protagonist is oppressed with the things she wants. Some say that a woman is incomplete without a husband or a man in her life but the story however tells that having a family isn't a guarantee for attaining happiness. A woman still craves for freedom and independence and that is her ultimate happiness. The concept that women should be confined to taking domestic role is a form of oppression and inequality because it limits her capacity as human being. And if she neglects to perform the duties imposed and defined by the society, she'll be accused as an irresponsible woman.



#### 4. Conclusions and Recommendations

This inquiry sought to discover the image of a woman as reflected in the selected contemporary short stories by contemporary Filipino women writers, the literary devices used to dramatize and illustrate these, and the feminist themes conveyed in the stories. The analysis done on the texts drew heavily of feminism, specifically liberal, radical, Freudian, socio-cultural, stereotypical feminist perspective for theoretical support and sustenance. Generally, feminist criticism sought to develop and uncover writings about female, interpret symbolism not on the male point of view, analyze them from a female perspective in order to resist sexism in literature and create awareness on the gender issues. Freudian or psychoanalytic feminist criticism was used in identifying and examining feminist issues or concerns in the stories, specifically the status of the Filipino woman as dramatized through the personalities, motives and experiences of the female characters in the story. Socio cultural feminism is used in probing the image and place of a woman as imposed by the society, culture and other environmental factors. Stereotypical feminist criticism is used in investigating feminist issues or concerns in the stories especially in identifying the biases. Some literary terms were borrowed from formalist approach or new criticism in the analysis for the literary devices used in the stories.

**Fall Out** is a story set during the martial law. "Isi," a fifteen-year-old, narrated the story from her point of view. The story tells say much about how the characters view the political uprising on hindsight and how revolution in the adult world rescues a teen aged-daughter from fate worse than death, or dictatorship—a bad prom date. As a daughter Isi is confined to obey her parent's authority. There are some things she wanted to do but she cannot, just like joining rally. And some things she does not want to do but she had to just like attending prom which was her mother's idea. Her mother is an epitome of a sophisticated hands-on working mother-wife who wanted what is best for her children and her family. Her mother, also, defies the patriarchal system's exclusion of women from social, political and economic activities. She is able to get involve in demonstrations and rally and as well in her domestic role as a wife and a mother. She is not afraid to speak up her mind to his husband. As a result, Isi somehow build up the character she observed from her mother. Isi displayed an image of a strong-minded minded and a good daughter as well.

In **Language**, Patty, a wife and a mother, get back to school 3 years after she gave birth to her daughter Naomi. She had to leave her daughter to her mother's house whenever she went to school and had to take home food from restaurants for their dinner whenever she came home late. For this reason, her husband developed a cold treatment towards her and even repressing her to her sexual needs. He wanted her to stay at home and be a good mother to their daughter. He asserts his male dominance and power that the patriarchal society has conferred on him through this and he expects her to obey on what he wants. Patty is a picture of an unconventional, non-conformist, and dependent woman. Though she was already married she was still dependent to her parent's support. At the end of the story, she had learned from her mother that the woman should learn to make compromises suddenly she felt a nagging feeling of being a terrible wife and a mother.

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## Exploring the Effectiveness of Audacity Readers' Theatre in Increasing Reading Motivation and Fluency Among Lower Primary ESL Learners

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### ABSTRACT

Being constantly motivated and capable to read fluently is one of the crucial aspects that should be acquired by an individual. This receptive skill is necessary in order to be able to decode written information and symbols of a language. The inability to read fluently imposes great threats to individuals as it may affect decoding skills and literacy. Low motivation and dysfluency in reading are regarded as the most blatant issues faced by learners in reading. This case study aimed to explore the effectiveness of Audacity Readers' Theatre in increasing Year 2 pupils' motivation and fluency in reading. The three Year 2 pupils were purposively selected due to their inability to read fluently and lack of motivation in reading. The main instrument used was the observation checklist where the lessons were observed and recorded by two observers. The pupils were interviewed to find out how Audacity Readers' Theatre motivated and helped them to read more fluently. The researcher wrote journals after the lessons to keep a record on pupils' behaviour and improvement throughout the lessons. Thus, the data from the semi structured interview and journal were used to triangulate the data from the observation checklist. The data which was analysed using thematic analysis illuminated on how Audacity Readers' Theatre aided the pupils in heightening their motivation level and reading more fluently. The findings of the study revealed the necessity of incorporating Audacity Readers' Theatre in the primary ESL classrooms to remedy problems of low motivation and dysfluency in reading.

### 1. Introduction

According to Lems (2012), motivating pupils to read has been one of the major issues faced by educators in ESL classrooms. Lems (2012) opined that children who learn a second or a foreign language possess high level of anxiety and low motivation and therefore refrain themselves from reading. This situation is also evident in Malaysian classrooms whereby the English language is being taught as a second language. Tay (2014) believed that reading fluency, literacy rates and reading motivation among the lower primary pupils in the Malaysian ESL classroom is rather appalling and that an official program or an intervention to remedy this problem has yet to be implemented in the Malaysian primary schools. The fluency rate of lower primary pupils should be enhanced to prevent further difficulty or dissuasion in reading when the pupils proceed to the upper primary level. Thus, this article is believed to provide stakeholders some insights on one of the reading programs that could be carried out in schools and classrooms to motivate pupils in reading thus achieving reading fluency.

In addressing the issue discussed above, a wide repertoire of studies about using Readers' Theatre in improving pupils' reading fluency had been carried out (e.g., Vogan, 2013; Mraz et. al, 2013; Lekwilai, 2014 and Young & Rasinski, 2017) and the studies were successful in assisting struggling readers to read more fluently. However, the studies carried out focussed on the effectiveness of Readers Theatre in improving the pupils' pace of reading rather than accuracy, automaticity and prosody. The research findings of Tay (2014) and Khor, Low and Lee (2014) revealed that some of the pupils were able to read words correctly but obtained low scores due to the inability to read the words within the stipulated time (1 minute). The researchers further

reasoned about using less subjective assessment tools to assess their accuracy and prosody and not the pace of reading in future studies.

According to Hasbrouck and Glaser (2016), readers need adequate time to learn how to read quickly with minimal pause as reading is a process. This statement is agreeable as pupils become fast readers with time and practice and it is almost impossible to gauge pupils' reading pace within a few months. This reveals the gap whereby the findings of this study will reveal how Audacity Readers' Theatre increased the pupil's accuracy in reading words and reading texts with meaningful expressions.

In addressing the problem of reading fluency, most of the previous studies were conducted without the inclusion of technology. Lekwilai (2014) claimed that Readers' Theatre improved pupils' prosody and comprehension but they perceived reading via Readers' Theatre as dull and monotonous. Vogan (2013) recommended that the usage of technology with Readers' Theatre will be beneficial for future research as it could increase pupils' motivation and would be an attempt to address the scarcity of studies in the area. This provided an insight to this case study due to the high usage of technological devices by the pupils in this study. Thus, this case study which involved three participants will provide an overview of Readers Theatre with the aid of a podcasting tool (Audacity) in increasing lower primary pupils' reading fluency and motivation. This case study is believed to have provided an extensive data about the ways Audacity Readers' Theatre improved pupils' reading motivation and fluency.

This study aims to explore the effectiveness of Readers Theatre and the Audacity software in developing Year 2 pupils' motivation and fluency in reading. The strategy is effective in increasing motivation, accuracy, prosody and automaticity in recognizing words. Therefore, the ways Readers Theatre and the Audacity software helped in developing motivation and reading fluency were highlighted. Thus, this study was carried out to answer two research questions, (a) How does Audacity Readers' Theatre motivate Year 2 pupils to read? (b) How does Audacity Readers' Theatre increase Year 2 pupils' reading fluency? The findings of this study are catered specifically to the three pupils who faced difficulty in being motivated to read fluently and thus could not be generalised to a larger population which served as one of the limitations of the study. Future researchers could therefore obtain insight from this qualitative research in order to broaden the horizon of the research under the quantitative paradigm. The findings of the study revealed that incorporation of technology via the Audacity app and the existence of repetitive reading and scaffolding via Readers' Theatre helped to increase pupils' motivation and reading fluency.

## **2. Literature Review**

### **Motivation in Reading**

Alhamdu (2016) opined that the existence of motivation in reading would allow pupils to reach their full capability in learning and the absence of motivation would bring catastrophe to pupils' reading fluency and comprehension. Ericksen (2016) claimed that educators nationwide face grave difficulty in motivating pupils to read. Ericksen (2016) also claimed that pupils are unmotivated to read due to their fluency level, high anxiety level and perception of the pupils whereby some of them find reading monotonous and dull. Pupils who spend little time in reading would face difficulty in recognising and pronouncing printed words automatically. Hence, educators should be capable of finding tools or strategies that would motivate pupils to read more thus increasing their reading fluency.

### **Reading Fluency**

Reading fluency encompasses three elements; accuracy, prosody and automaticity. Hasbrouck and Glaser (2016) claimed that when reading, the accuracy of the words pronounced should be given greater importance than the speed of reading. In other words, natural reading comes with a few pauses and this should not be given grave scrutiny which could impede pupils' attitude towards reading. Pupils should not possess the false assumption that reading fluency can only be achieved if an individual could read quickly. Hasbrouck and Glaser (2012) opined that accuracy of the words pronounced should be given importance compared to rate of reading to prevent ingrained errors among young readers.

Rasinski (2012) asserted that a fluent reader is not someone who does speed reading but is someone who has the ability to express the meaning of the text using one's own expressive voice. This is known as prosody whereby readers read texts or passages using appropriate pitch, intonation apart from being able to pause after commas, question marks and periods. Ashby (2016) opined that disfluent readers often read monotonously and therefore the meaning of the sentences would be obscured and vague. Prosody is a crucial aspect of fluency in order to comprehend the intended meaning of sentences and texts.

Automaticity has been defined as the ability to recognise words automatically without difficulty. This includes words like sight words and other words that pupils have learnt. Wolf (2018) claimed that automaticity comes through practice and via reading a wide variety of materials. For instance, an avid reader would have encountered sight words such as 'am', 'go', 'has', 'have', 'play' and many more via reading a variety of materials. Hence, when the reader encounters these words in different texts, the individual would automatically remember and have the capability to read those words aloud. Therefore, in order to achieve automaticity in reading, one has to continuously read and gain vocabulary in order to be fluent in reading.

### **Audacity Readers' Theatre**

Reutzler and Cooper (2011) stated that Readers' Theatre is an expression of literary works whereby a particular text is read repeatedly in groups during rehearsals and then is staged in front of an audience. A particular text will be selected and the teacher will provide guidance in rereading the text in order to familiarise the words present in the text before performing in front of the selected audience. The sole reason of Readers' Theatre is to provide a platform for pupils to perform by reading texts with expressions, accuracy, pitch and intonation. However, before being able to read fluently, one should be motivated to be involved in the reading process.

According to Yienger (2016), it is undeniable that reading habits amongst young children as well as adults is deteriorating due to excessive usage of technological devices such as mobile phones and I Pads. According to Celik (2020), when young learners utilize more screen time, they are more inclined to pick up the language from listening rather than reading which explains the plight of struggling readers. Due to this, pupils face difficulty in reading and thus refrain themselves from doing so. The same technological devices could be used in order to motivate pupils to be indulged in reading due to the ubiquitous use of these devices by pupils in their daily lives.

Beamish and Brown (2012) believed that Podcasting tools could be implemented in the classroom to remedy this issue and to encourage pupils to be actively involved in reading and other classroom activities. After a few sessions of repeated reading with the model (teacher) in Readers' Theatre, pupils could be introduced to the Audacity software whereby pupils take turns to record their voices when reading the text. Hicks, Winnick and Gonchar (2018) claimed that Podcasting tools such as Audacity and Soundtrap immerse and encourage pupils in the process of inquiry and spur them to be actively engaged in tasks. Vasinda and Mcleod (2011) believed that repeated reading via using microphones and Audacity software would increase the motivation level of pupils compared to practicing via the traditional method. Thus, this reveals the gap of this study as one of the Podcasting tools (Audacity software) is incorporated with Readers' Theatre to enhance motivation in reading which could then help pupils to attain fluency.

### **Activity**

According to Irvine (2019), self-determination theory asserted that pupils would be spurred to learn new things for satisfaction and accomplishment (intrinsic motivation) and pride (extrinsic motivation). Performing for an audience confidently to receive praises and acknowledgements would be a source of extrinsic motivation for pupils to rehearse reading with correct word pronunciation, pitch and intonation. Godsey (2018) opined that Podcasting software (incorporation of technology) motivates distracted pupils and digital natives to learn and perform. The final recording of the pupils' which would be broadcasted is a source of extrinsic motivation for pupils as they would want their voices to be heard by the audience.

The whole process of being engaged in the reading lessons, exploring the software, recording, editing and broadcasting carried out by the pupils would be the reason for their self-satisfaction and accomplishment as they are responsible for their own learning. According to Nunez and Leon (2015), self-determination theory exemplifies that this would be a source of intrinsic motivation for the pupils as they would accomplish self-satisfaction and pleasure via indulging themselves actively during lessons and activities. Discussing during lessons, helping peers to rectify mistakes by editing their voices would encourage pupils intrinsically as the opportunity to be independent learners were given to the learners. Rectification of peers' mistakes and helping each other to pronounce words would allow the pupils to comprehend that they are being directed towards learning, improving and edifying each other which would increase their self-satisfaction and purpose for learning.

Besides that, the fruitful end product of the recording which will be broadcasted would be the source of motivation for pupils to read fluently during the practice stages. Therefore, it is proven that Readers' Theatre is a good tool in developing pupils' reading fluency of struggling readers apart from acting as a tool in motivating pupils to read. It is believed that the inclusion of the Audacity software with Readers' Theatre could motivate pupils to read apart from improving their reading fluency. Vogan (2013) recommended that the inclusion of technology with Readers' Theatre will be beneficial for future research and would be an attempt to address the scarcity of studies in the area of reading motivation and fluency. This reveals the gap in this study as most of the previous studies focussed on using Readers' Theatre in improving motivation and fluency of pupils without the inclusion of technology.

### **Repetition**

Repeated readings in Audacity Readers' Theatre improve automaticity of the pupils in recognising words. Al Jaffall (2014) opined that repeated reading would help pupils to pronounce words and sentences with intonation automatically and without difficulty. Pupils will be able to pronounce words learnt automatically as pupils will be reading the particular sentence continuously until the fluency level is attained before moving on to the other sentences. Consequently, frequent repetition of words improves the

accuracy of pronunciation as well as the ability to pronounce the same word correctly when it is encountered in a different context.

The concept repetition in repeated reading is further elaborated with Tolman's latent learning theory. This theory depicts that humans and animals learn best via repetition. Tolman (1948) claimed that the experiment proved that the rats were able to find the food in the maze after a few days as they tend to 'learn the environment' via repetition. Thus, pupils tend to discover information and store them in their memory easily when the actions are repeated. The tendency to acquire knowledge or skills is higher due to constant exposure to the repeated practice and behaviour. According to Weibell (2011), a stimulus that is constantly repeated generates a natural tendency for the response to occur again. Repeated reading that is present in Readers' Theatre acts as the stimulus whereby pupils are constantly engaged pupils into reading the same text or passage. When pupils are engaged in repeated readings, the tendency to improve their word pronunciation and prosodic skills will increase due to the repeated exposure to the words in the text.

### **Scaffolding**

Guthrie (2017) asserted that repeated reading will be more effective when pupils tend to repeat after models such as peers, parents or teachers. According to Myrset (2014), Readers' Theatre has improved the reading fluency of struggling readers due to repeated readings of the passage which is accompanied by appropriate modelling from the teacher. Alamri (2016) claimed that pupils and model reader will be immersed in the constructivist approach during repeated reading. The model reader or teacher would provide guidance for the pupils during these repeated readings. For instance, during the first two sessions of repeated reading, the teacher would provide guidance whenever the pupils pause or hesitate before pronouncing words, when they mispronounce words or when they tend to read without giving regard to the prosodic features present in the text. These forms of guidance are known as scaffolding which is based on the Sociocultural Theory of Cognitive Development by Lev Vygotsky. This is called a constructivist approach as pupils are constructing knowledge based on the guidance provided by the model.

According to Abtahi, Graven and Lerman (2017), Lev Vygotsky's theory proposed that pupils can achieve something that is difficult to attain with the help of a more knowledgeable other (MKO). This is identified as the Zone of Proximal Development (ZPD) whereby the new information from the MKO is blended with the existing schema and uses them to learn independently in future. Readers' Theatre supports this theory as pupils tend to learn to pronounce new words (new information), blends them with the existing schema (sight words) with the help of the teacher (MKO). For example, when the teacher rectifies pupils' mistakes during repeated reading, pupils tend to learn the 'new' and the correct way to pronounce words and thus self corrects themselves when reading the same words, the pupils are claimed to be in the zone of proximal development for learning how to read fluently. During repeated reading in Readers' Theatre, the technique of adult modelling is applied whereby a tutor or the MKO provides scaffolding by modelling the correct way to read with accuracy, pitch and intonation so that the pupils will be able to identify the correct way of reading.

## **3. Methodology**

### **3.1 Research Design**

This study intends to explore the ways Audacity Readers' Theatre helps reluctant readers to read. Therefore, this study aims to obtain knowledge and understanding about the pupils' experience in using the Audacity Readers' Theatre to increase their motivation and fluency in reading. Hence, a case study research design suits the purpose of this study.

### **3.2 Participants in the Study**

There were 29 pupils in the Year 2 class which makes the population of this study. Three pupils from the class participated in this case study. Based on the preliminary study carried out, these three pupils are fluent in speaking but refrain themselves from reading due to lack of motivation and incapacity in reading fluently. Hence, the three pupils chosen were intentionally and purposively selected due to having low motivation in reading apart from their inability to read fluently. The cases chosen helped in looking into how Audacity Readers' Theatre aided them in increasing their motivation and fluency in reading.

### **3.3 Research Instruments / Observation checklist**

The observation checklist was prepared by the researcher. The previous lessons that were recorded were observed by two English language teachers instantaneously. The checklist was developed based on the conceptual framework of this study. Before the observation, the checklist was checked by other teachers from the English department. According to Zohrabi (2013), observation is a tool that is planned beforehand and is carried out to provide answers to the research questions. Hence, via the video recordings, the observers identified the ways Audacity Readers' Theatre motivated the pupils and enabled the pupils to read more fluently via repeated readings and guidance from the teacher. The observers also recorded the pupils' behaviour and the occurrences throughout the lessons in the observation checklist. This was used to analyse the data and to answer the research questions.

### **3.4 Research Instruments / Semi Structured Interview**

The interview questions were prepared by the researcher. The questions were developed based on the conceptual framework of this study and was checked by the teachers from the English department. The pupils that have been exposed to Readers Theatre were interviewed to view how Audacity Readers' Theatre helped the pupils in reading fluently. Since the pupils are of lower primary, their attention span is limited and therefore a lengthy interview was not conducted. According to McLeod (2014), participants' ability and background should be taken into consideration before interviewing them.

The pupils are also good in oral skills and therefore oral interview would be more appropriate rather than a written interview. Semi structured interview was carried out to probe and elicit more information about how Audacity Readers' Theatre helped them to read more fluently apart from identifying how it helped to motivate them in reading.

### **3.5 Research Instruments / Journals**

Daily journals were written by the researcher after observing the video recordings. This enabled the researcher to keep track with the pupils' behaviour in relation to the motivation level of pupils apart from identifying how the repeated readings and guidance increased pupils' fluency in reading. The journals were written immediately; while watching or after watching the recording to prevent inability to recall incidents or event.

### **3.6 Data Analysis**

Thematic analysis was used to analyse the observation checklist, interview and field notes. The comments from the observation checklist, answers from the interview and reflection and observation from the field notes was read thoroughly and notes were written to aid in the analysis process. Suitable codes that describe pupils' and observers' response was written down. From the codes, the themes were generated. The themes and codes were discussed in the findings. Inappropriate themes were rejected and overlapping themes were re-examined. According to Maguire and Delahunt (2017), the themes should be well elaborated and explained using literature. For example, the themes were then related to past studies and literature. The themes were then used to answer the research questions. The themes provided clear explanations about the features of Audacity Readers' Theatre that improved the pupils' motivation and reading fluency.

### **3.7 Context**

The Audacity Readers' Theatre lessons were recorded. The recordings were then observed by two teachers from the English department in order to find out how Audacity Readers' Theatre motivated the refrained readers in reading and helped them to increase their reading fluency. The video recording of the researcher's lesson enabled the observers to revisit the occurrences that were failed to notice.

The three pupils that experienced Audacity Readers' Theatre were interviewed. Semi structured interview was carried out. The researcher adhered to the specific set of questions given but also asked questions to have a deeper understanding on their statements. Jamshed (2014) believed that semi structures interview provides in-depth response as the participants answer open-ended questions. Thus, the open-ended questions enabled the researcher to analyse the findings extensively and relate them to the research questions. The three pupils were interviewed individually and due to their short attention span, the interview did not exceed 10 minutes. The oral interview session was recorded in order to help code their response. Oral interview was preferred as the cases were more fluent in communicating the language via speaking rather than writing.

The researcher wrote journals when watching the recordings that were recorded during the implementation of Audacity Readers' Theatre whereby reflections and comments on the pupils' behaviour, motivation level and fluency of the pupils were explored. The video recordings helped the researcher from missing out any data or descriptions.

### **3.8 Validity and Reliability**

Maxwell (2012) believed that an extensive data should be obtained via observations to ensure validity and reliability. The researcher substantiated the checklist with video recordings of the lessons to assure validity and reliability. By doing so, observers were capable of revisiting the videos over and over again to get a better picture of behaviours and occurrences related to the research (Maxwell, 2012). The validity and reliability of the data analysis was reinforced via triangulation. According to Roulston (2018), by comparing results from various sources, a comprehensive and valid data can be obtained in a qualitative research.

When interviewing the pupils, the researcher used semi structured interview questions. According to Zohrabi (2013), this type of interview questions has increased validity and reliability as different participants express their different views. Hence, a rich data can be obtained from semi structured interview that involves open ended questions. Various factors were taken into consideration while interviewing the pupils such as pupils' attention span, language and types of questions. Zohrabi (2013) believed that interview questions that exhibit content validity and reliability has simple language and avoids multiple and yes-no

questions. Thus, the researcher ensured that the words used in the interview were clear and simple in order for the pupils to understand the questions asked. Concomitantly, multiple questions were also avoided to prevent ambiguity and confusion.

#### 4. Results and Discussion

##### RQ 1: HOW DOES AUDACITY READERS' THEATRE MOTIVATE YEAR 2 PUPILS TO READ?

Three themes are generated and used to answer the first research question. The themes are technology incorporation, self-directed learning and activity.

##### Technology Incorporation

During the preliminary investigation, it was revealed that the pupils refrained themselves from reading as they perceived reading as dull and monotonous activity. However, the theme above shows that the existence of the recording app (Audacity) which acts as a stimulus for the pupils' motivation enhanced pupils' level of excitement. The preliminary investigation revealed that the pupils were digital natives. Therefore, in order to motivate the pupils to read, Audacity Readers' Theatre was used. The inclusion of technology is believed to have motivated the three pupils to read.

As educators, teachers should identify pupils' proficiency level, prior knowledge and interest in order to motivate pupils in learning. Thus, since the preliminary investigation revealed that the three dysfluent pupils are interested in technology and apps, Readers' Theatre merged with the Podcasting tool, Audacity was used during the lessons.

*Their **motivation level was high** because they were **eager** when it was their turn to use the **computer's microphone**. (O2)*

The excerpt was taken from the observation checklist whereby one of the observers claimed that pupils were excited during the voice recording phase. As discussed in the literature review, Hicks, Winnick and Gonchar (2018) claimed that Podcasting tools such as Audacity and Soundtrap immerse and encourage pupils in the process of inquiry and spur them to be actively engaged in tasks. When the pupils took turns in recording their voices, they were excited to hear their own voice. Hence, the presence of the Audacity software (technology) motivated the pupils to read. The findings from the observation checklist is further reinforced using the findings from the semi structured interview.

***Nice to use the computer app to read.** (Pupil A, SSI)*

*I like the **edit [sic], recording and using microphone** to read. I want to **do again and again**. (Pupil B, SSI).*

*After read, I like **try [sic] the editing, speaking with [sic] microphone** and hearing to [sic] my own voice. (Pupil C, SSI)*

The statements above were claimed by all three pupils during the interview. The word 'again and again' implies that the pupil's motivation and interest has increased due to the usage of the software throughout the lessons. The statement above consolidates the findings of this study as the Audacity software acts as a stimulus in ensuring that reading will be enjoyed permanently by the pupils as Pupil B claimed that he would want the reading lessons to be carried out repeatedly.

*Pupils were **squealing with joy and excitement** when it was their turn to **record their voices**. (RJ)*

The excerpt which was taken from the researcher's journal proves that the pupils were highly motivated in using and exploring the Audacity software to ensure that their pronunciation, prosodic features and their delivery during the performance would be perfect. They enjoyed exploring the contents of the software and were attracted to the attractive features such as the keys to record and edit as well as the keys for the background music. This enhanced their motivation to read and improve themselves and their performance. This supports the research of Vasinda and Mcleod (2011) whereby they opined that pupils' motivation and attitude towards learning would increase when Podcasting tools are used in the classroom due to the incorporation of technology.

##### Self-directed Learning

The theme self-directed learning also depicts how Audacity Readers' Theatre motivated pupils to read. This is portrayed in the data from the observation checklist, pupils' interview and researcher's journal. The excerpt below shows the response from one of the observers.

*They were **dominating most of the lessons** because during lesson 2, pupil B constantly corrected pupil C's mistake when he pronounced the word baker and during lesson 3, pupil B asked if pupil C could pronounce the word baker. (O1)*

During the lesson, pupils were asked to reread the script while the teacher models pronunciation and intonation. After that, the teacher acts as a facilitator as the teacher guides the pupils whenever necessary. While using the Audacity app, pupils were given the liberty to explore the app thoroughly which included recording and editing, rectifying peers' mistakes and evaluating

appropriate background music for the performance. The data from the observation checklist is supported by the data from the semi structured interview.

*Because it's **not just read and read**. After read, I like try [sic] the editing, speaking with [sic] microphone and hearing to [sic] my own voice. (Pupil C, SSI)*

The response was the answer to the question 'how did Audacity Readers' Theatre motivate you to read?' The excerpt clearly showed that Audacity Readers' Theatre is not confined to the reading process but also allows the pupils to be active and responsible in their own learning. The use of Audacity software could function as a mini project as the pupils collaborated with each other to practice reading in order to enhance their reading fluency. By delivering their voice in order to convey the meaning of the text read, pupils took the role of anchors when broadcasting their performance.

*They even asked and discussed if the chosen background music would be apt for their performance. This shows that **pupils were allowed to take control of their own learning**. (RJ)*

The above excerpt which was taken from the researcher's journal is used to triangulate the data from the observation checklist and semi structured interview. Based on the excerpt above, the pupils were constantly discussing appropriate pronunciation and other elements to produce their own work. The keyword such as 'take control of their own learning' reveals that the pupils took the responsibility to improve themselves to produce a valuable performance. Therefore, this tool is believed to reduce the satiation level of struggling readers apart from motivating them to read more.

This coincides with Nunez and Leon's (2015) explanation about self-determination theory as the theory exemplifies that self-directed learning would be a source of intrinsic motivation for the pupils as they would accomplish self-satisfaction and pleasure via indulging themselves actively during lessons and activities. When pupils are no longer being told of what to do all the time, they will feel more motivated and curious about the whole learning process. They would portray more initiative in reading by exploring the Audacity software in future reading lessons. Thus, this would contribute to being intrinsically motivated as they are capable of directing their own learning.

### **Activity**

The activity present in Audacity Readers' Theatre (performance) is believed to be one of the factors that motivated the pupils to read. The excerpt below shows the response from one of the observers.

*The **performance motivated the pupils to read** because they were constantly **reminding each other not to make mistakes during the performance**. (O2)*

The observer clarified that the pupils were excited to perform and thus they were reminding each other not to make mistakes. The performance therefore acts as an impetus for the pupils in achieving reading fluency and motivation to read. The responses from the pupils also revealed that the pupils were motivated to read due to the existence of the performance stage.

*We get to **perform** and my mom and friends told me that **I did well**. (Pupil A, SS1)*

*It is so nice! (laughs) I not [sic] scared to make mistakes because we can record again. **Got a lot of likes and comments so I am so happy**. (Pupil B, SSI)*

When the pupils were asked about what made them enjoy about Audacity Readers' Theatre, they claimed that they enjoyed the performance stage. This coincides with self-determination theory as Irvine (2019) opined that this theory exemplifies that individuals would be motivated to learn new things for their own satisfaction and accomplishment (intrinsic motivation) and pride (extrinsic motivation). Performing for an audience confidently to receive praises and acknowledgements would be a source of extrinsic motivation for pupils to rehearse reading with correct word pronunciation, pitch and intonation. The pupils' codes elucidates that the pupils had achieved a sense of pride and accomplishment. Thus, the performance enhanced their motivation to perform more in upcoming reading lessons thus portraying their interest towards reading with the use of Audacity Readers' Theatre. Response from the researcher's journal is used to triangulate the data.

*The **moment after the performance**, pupils B and C **claimed excitedly** that they could not wait for their voices to be broadcasted. (RJ)*

The researcher claimed that the pupils were eager to listen to their own performance which proves that the pupils were highly motivated to perform. This supports the study of Godsey (2018) whereby he claimed that Podcasting tools encourages digital natives and refrained readers to learn and perform. As claimed by Irvine (2019), self-determination theory states that pupils need to achieve a sense of pride and satisfaction in order to be extrinsically motivated in acquiring knowledge and skills. Similarly, the



performance stage acts as a sense of pride and satisfaction as the performance will constantly remind them of their productive performance. Thus, the pupils will be encouraged to read when Audacity Readers' Theatre is used during the next lessons due to the pleasure of getting their voices broadcasted and delivered for others to listen and enjoy.

## **RQ 2: HOW DOES AUDACITY READERS' THEATRE INCREASE YEAR 2 PUPILS' READING FLUENCY?**

Two themes have been identified in answering the research questions which will be discussed in the following section.

### **Repetition**

The theme repetition will be discussed in relation to the ability to pronounce words, ability to read with intonation and ability to recognise words automatically as these three elements form the core of reading fluency as discussed in the literature review.

#### **a. Ability to Pronounce Words**

*Pupils **pronounced words better** in lesson 2 and 3 compared to lesson 1 due to **reading the same text repeatedly**. (O2)*

The excerpt above is taken from the observation checklist whereby one of the observers claimed that repeated reading improved the pupils' fluency in reading. The observer stated that due to being exposed to the same text repeatedly, pupils' pronunciation became better in the next two lessons as compared to the first lesson. This is due to the fact that the pupils had been immersed in the text during lessons 2 and 3 compared to the first lesson. This reinforces the study of Guthrie (2017) as he opined that pupils' constant exposure to the same passage can effectively improve accuracy and speed of reading.

*I **repeat and repeat** so now I know to [sic] read. (Pupil A, SSI)*

*We **repeat again and again** the story [sic] so it is easy for me to read the words. (Pupil B, SSI)*

Both the excerpts were taken from the pupils' interview. The pupils were aware that they were capable of reading and pronouncing the words easily and fluently due to repeated reading. This is aligned with Weibell's (2011) statement and Tolman's behaviourism theory whereby he claimed that repetition allows the behaviour to occur again and again. When using Readers' Theatre, pupils were asked to read sentences repeatedly until a maximum amount of perfection is reached. Therefore, this enabled the pupils to recognise the words and pronounce them correctly.

*Pupil C who usually stammer when pronouncing the word 'baker' **could pronounce the word in lesson 2 without guidance due to repetition**. (RJ)*

The excerpt above is used to consolidate the data from the other two instruments as the researcher believed that one of the pupils' pronunciation improved after reading the same text repeatedly. Previously, the preliminary investigation revealed that the three pupils were incapable of identifying sight words and other words in print while reading. However, due to the existence of repeated reading in Audacity Readers' Theatre, the pupils were able to recognise and pronounce sight words and other words without much difficulty.

#### **b. Ability to Read with Intonation**

Repetition also allowed the pupils to read with intonation. The pupils claimed that they were capable of reading the text with the correct intonation because of reading the same text repetitively.

*When you read miss I follow so I read with inton- intonation. When we **so many times [sic] read the story**, we know how to read **correct intonation** for performance. (Pupil A, SSI)*

The excerpt above is taken from pupils' interview whereby pupil A claimed that he is capable of identifying different intonation of different sentences due to repetition. Therefore, this clearly shows that repeated reading enabled the pupils to read with appropriate intonation. The word 'so many times' mentioned by the pupil proves that being constantly exposed to the same text causes the pupils to attain fluency in reading due to having enough practice. This supports the findings of Al Jaffall (2014) where he opined that repeated reading would help pupils to pronounce words and sentences with intonation automatically and without difficulty. In other words, pupils will 'get used' to the correct ways to read the sentences or dialogues with correct pitch, pause and intonation when they practice reading the same text constantly thus improving their reading fluency.

***Repeated reading also helped the pupils to stop during commas and full stops and use appropriate tones according to context. For example, when I kept repeating the falling tone for the command "give the cookies to me now", the pupils were able to grasp the tone in the next lesson.** (RJ)*

The excerpt was taken from the teacher's journal whereby the researcher claimed that pupils were capable of using falling tone for commands after repeated reading. Thus, when pupils encounter commas and full stops repeatedly, they tend to notice that they should pause after these specific punctuations apart from identifying the different tones for different sentences. Thus, it is proven that repeated reading increased the pupils' ability in reading with the appropriate intonation.

### c. Ability to Recognise Words Automatically

Repetition also helped the pupils to recognise the words automatically.

**Reading the story repeatedly** greatly **helped** the pupils to **recognize the same words in different parts of the text**. For instance, during the first lesson itself, the teacher guided the pupils in reading the word 'cents' as the pupils stuttered when pronouncing the word. When the **pupils saw the same word in a different part of the text, the pupils could recognise the word and blurt them out** before the teacher could even guide them (O2).

The excerpt above is extracted from the observation checklist. It is clearly proven that repetition in Audacity Readers' Theatre is an impetus for pupils' ability in recognising words automatically. The observer stated that the pupil who stammered at the word 'cents' upon sight could easily identify the same word due to high exposure to the same text. This is due to consistent and constant practice which enables the pupils to recognise words in print without any guidance.

I realised that **repeated reading** allowed the pupils to **identify words read previously without difficulty**. I realised that pupil A had serious **difficulty in pronouncing the word 'where'**, however, by the time we reached the third lesson, **he was able to pronounce the word without any guidance**. (RJ)

The excerpt above from the researcher's journal proved that the pupil was able to automatically recognise the word 'where' without difficulty due to reading the same text for numerous times. This coincides with the study of Al Jaffall (2014) as he opined that repeated reading would help pupils to pronounce words and sentences with intonation automatically and without difficulty.

I was dumbfounded when pupil C could **associate the previously read word 'count'** in lesson 1 with the **suffix 'ing'** in lesson 2 and **pronounced the word naturally**. (RJ)

The above extract which is taken from the teacher's journal exhibits that the pupil was able to associate the previously read word with the suffix due to the stimulus (repeated reading). Therefore, repetition present in Audacity Readers' Theatre helped the pupils in recognising words automatically thus enabling them to achieve fluency in reading.

### Scaffolding

The theme scaffolding will be discussed in relation to how Audacity Readers' Theatre helped the pupils to enhance their reading fluency. The excerpt below depicts the responses from the two observers.

**The teacher guided the pupils** so that they can pronounce the words with the correct pitch. (O1)

**Teacher's guidance helped the pupils to identify pauses** and therefore helped them to pronounce words and read with proper intonation. (O2)

The observers expressed that the teacher's help and guide was necessary in aiding the pupils to pronounce words correctly apart from reading with appropriate intonation. Without a model or guidance, it would be difficult for the pupils to identify correct word pronunciation and intonation. The findings support the statement of Abtahi, Graven and Lerman (2017) in relation to Lev Vygotsky's theory which claimed that pupils can achieve something that is difficult to attain with the help of a more knowledgeable other (MKO). Similarly, the pupils needed a model in order to help them to recognize words that they are not familiar with. The model (the teacher) represents the More Knowledgeable Other as the teacher offered expertise in pronouncing words and reading with correct intonation to assist the pupils.

**Miss you read the story first and help me reading** with correct intonation. (Pupil C, SSI)

The following excerpt was taken from the interview transcription whereby pupil C claimed that the teacher guided the pupils to read the story with the correct intonation. It is clearly evident that the teacher helped the pupil to read the text with the correct intonation by modelling the appropriate prosody. Thus, this helped the pupil to grasp the correct intonation. For example, when the teacher constantly guides the pupils in pausing after commas and full stops, pronouncing words correctly according to word stress and intonation and reading with appropriate tone and expressions, pupils would be able to cognize the correct ways of reading thus increasing their reading fluency. The data from the observation checklist and interview are reinforced and triangulated with the data obtained from the researcher's journal.

**When I guided the pupils, I realised that the pupils were capable of recognising words especially sight words without much difficulty.** (RJ)

The excerpt above is extracted from the researcher's journal. The researcher claimed that one of the pupils were capable of rectifying peer's mistake in pronouncing word. The pupil was capable of doing so due to the guidance of the teacher during the Readers' Theatre lessons. When using Audacity Readers' Theatre, the teacher is responsible in scaffolding the pupils to pronounce words, pause during commas and full stops, varying expressions accordingly and reading with proper intonation thus increasing their reading fluency.

## 5. Conclusion

A few limitations of this study are discussed in this section. In doing so, suggestions are provided to enable future researchers to consider about before carrying out their research in this related context. Firstly, this case study which was carried out under the qualitative paradigm did not explore on the background or the characteristics of the pupils. This study could be further explored by investigating and exploring the economic differences or gender of the participants in order to find out if these characteristics affect the pupils' motivation in reading motivation and reading fluency. This would provide an extensive understanding of the phenomenon. The study could also be carried out under the quantitative paradigm to find out the effects of the tool to a larger population as the findings of this case study had limited number of participants thus could not be generalised to a larger population.

In addition, while conducting the research, the pupils faced difficulty in editing their voices at times due to large size of the app. To remedy this issue, different Podcasting tools which are smaller in size can be taken into consideration in future research. Apart from the Audacity software, a wide repertoire of software such as Adobe Audition, Pinna and Soundtrap are available and they have similar functions to the Audacity software. Although the Audacity software is free and easily accessible, the software collapses at times when it is used constantly without halt. Thus, future researchers could try using different software to remedy this issue and to explore other interesting features in the other software.

This research was conducted in a primary school to explore how Audacity Readers' Theatre improved Year 2 pupils' motivation and reading fluency. The findings revealed that the pupils' motivation level increased due to the existence of the Audacity software which contributed to autonomous learning. Teachers should pose as a facilitator by allowing the pupils to learn independently while guiding them when necessary to allow satiation to take place. The findings of the study also proved that the pupils could pronounce unfamiliar words and read sentences with intonation. Apart from that, the guidance given by the teacher and repeated readings helped the pupils in recognising words in print automatically which depicts that their reading fluency had improved. Thus, as educators, it is important for teachers to identify tools or teaching styles that could help their pupils in attaining success so that language learning can take place effectively.

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## An Investigation of the English Vocabulary Knowledge of Lower Secondary Students: A Case Study of a Malaysian School

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### ABSTRACT

This preliminary study aimed to investigate the vocabulary level of lower secondary students in Kedah, specifically in a school located at a sub-urban area. The purpose was to gather the base data for a study on the effectiveness of using audio-visual materials in enhancing students' vocabulary. In this preliminary study, quantitative approach was employed to identify the vocabulary level of the secondary school students. The samples consisted of 30 Form 1 students from a sub-urban school in Kepala Batas, Kedah, Malaysia. A vocabulary checklist was used to identify their knowledge of vocabulary and a vocabulary test was used to identify their vocabulary levels. The finding of this study shows that the students are at intermediate level on vocabulary knowledge. Based on this finding, the researcher will be able to conduct a suitable activity according to the students' vocabulary knowledge for the study on the effectiveness of using audio-visual materials in enhancing students' vocabulary.

### 1. Introduction

Learning English Language especially in a community whose mother tongue is not English poses a great challenge to the students. This is because, not only they have to master the four language skills which are listening, reading, speaking and writing, they also need to have a good knowledge and mastery of the language's grammar and vocabulary. In fact, vocabulary is vital in any language learning as without vocabulary, the other skills as well as the language aspects cannot be mastered.

In Malaysian education system, English Language is a very important subject. The objective of having English as one of the main subjects taught in school is to ensure and enable all school leavers to use English in their daily life. It is also because most information on the internet is in English Language so this will help students to access them easily as being stated in Dokumen Standard Kurikulum dan Pentaksiran Tingkatan 3 (April, 2018):

*"As English Language is also dominantly used in Information and Communications Technology (ICT), pupils need to master it to enable them to have easy access to information that is available via the electronic media such as the Internet. Besides, it is paramount that pupils equip themselves with the necessary skills in order to keep pace in a rapidly emergent global economy as indicated in the Malaysian Education Blueprint 2013-2025."*

It is also well known that English has become a language of communication around the world. According to the recent statistics, English has been the official language in 55 sovereign states and 27 non-sovereign entities. Even many country subdivisions have also declared English an official language at the regional or local level (Rao, 2019). Knowing and understanding English will be a huge help to the students in order for them to be updated with the current issues around the globe or in their studies. Thus, having wide knowledge on vocabulary will be a huge advantage for them as they will be able to comprehend the language better.

When the students who are the second language learners learn English, the students should master all the language skills. However, in order to master all the four skills, students must have strong vocabulary mastery. Undeniably, vocabulary is much

more than grammar, it is the key to children to understand what they hear and read in schools ; and to communicate successfully with other people (Rojas, 2015). If the students do not have wide vocabulary, it will become a hindrance for them not only in spoken communication but also written communication. We can still understand the language even if the correct grammar is not used. On the other hand, the language will tell us nothing if we know nothing about vocabulary (Gasma, 2017).

Thus, this study is conducted on a group of students by using quantitative approach in order to measure the vocabulary level of the lower secondary school students. Based on their overall performances in their English Language examinations, 83 students or 51.875% of the total students in Form 1 of a school in Kepala Batas, Kedah, Malaysia failed their mid-year examination. They were not able to perform well especially in the writing section. This is because they cannot express their thoughts and idea as they do not have sufficient amount of vocabulary. By doing this research, it is hoped that their level of vocabulary knowledge can be identified. This will then help teacher in planning lessons which are suitable for their level especially during the current Covid-19 pandemic situation where schools are closed due to Movement Control Order (MCO). Other than that, from this research the base data for a study on the effectiveness of using audio-visual materials in enhancing students' vocabulary can be gathered.

## **2. Literature Review**

### **2.1 Vocabulary Acquisition and Learning**

Vocabulary is words used in a particular language. A language user needs to have vocabulary knowledge in order to convey the meaning while communicating to others. Vocabulary knowledge refers to knowledge of word meanings, but entails more than the acquisition of word meanings as isolated units (Hwang et al, 2019). According to Alqahtani (2015), there are two kinds of vocabulary which are Receptive Vocabulary and Productive Vocabulary.

Receptive vocabulary (vocabulary refers to all the words in a person's language repertoire) refers to words that a person can comprehend and respond to, even if the person cannot produce those words (Burger and Chong, 2011). The receptive vocabularies can be grasped by language learner in their daily live through spoken language which are from daily conversations or from any media such as television and radio. Besides that, they can also learn new receptive vocabularies through written language such as newspaper, blog entries, novels, magazines and many more. Sometimes, a language learner is not even aware of the new vocabularies that they have learned daily. However, the language learners may not be able to produce or to utter the words. On the other hand, productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners (Maskor and Baharudin, 2016). This means that the language learners are able to use the vocabularies that they have acquired in their daily conversation through spoken or written conversation. They are aware of the vocabulary and they can use it in correct situation to convey the correct meaning.

According to the study by Boonkongsean, (2012), the factors affecting students' vocabulary learning strategy can be divided into three categories which are learner individual difference, social and situational factors and learners' learning outcomes. The learners individual difference includes learners believe, attitude, motivation and language learning experience. Similarly, a different study also mentions motivation as one of the factors. The result shows that nearly ninety percent of the respondents express that the most important reason for learning English is to pass the examination in the classes. Results of study show that students with stronger motivation participated in self-initiated learning activities than did the less motivated (Wu, 2013). These two studies show that one of the most important factors that is affecting students' vocabulary learning is their own motivation. If they are motivated in learning, they will have their own desire and will to master this aspect of language learning.

Harjit et al (2015) found out that is crucial to address the issue of limited vocabulary knowledge prior to their tertiary education. Their research shows that the undergraduate students have inadequate vocabulary knowledge in their secondary education level which will then affect their tertiary level of education. In another study among Year 5 primary students, Wang and Yamat (2019) found out that majority of the participants have yet to master the English vocabulary according to the standard set by the Malaysia Standard-Based Curriculum English syllabus. When the students have not mastered the language according to the standard, this will give effect to their studies in the future. This can be related to the research that have been mentioned previously. If the students fail to master the vocabulary, they may face hardships when they further their studies. Some of the obstacles that they will face are related to their overall academic success and influence their writing quality (Mokhtar et al, 2010).

### **2.2 CEFR Vocabulary Assessment and Resources**

Students start learning English formally when they enroll into Primary school and Secondary school. They have to study the language for at least 11 years before furthering their studies in tertiary education. The widely used benchmark in determining one's proficiency in English for the purpose of admission into tertiary institutions is the Malaysian University English Test (MUET) (Rethinasamy and Chuah, 2011). This means that in order to pursue their studies in local universities, students must sit for an English Language test which is known as MUET. The students will be tested on four language skills which are reading, writing, speaking and listening. The scores from these four tests will be accumulated, graded and students will be given a certificate.

Some tertiary institution also makes it compulsory for their students to learn English if they failed to achieve certain standard in MUET. Thus, it is important for students to prepare themselves from their early age if they are planning to further their studies to the higher level.

Common European Framework of Reference or CEFR was established in the 1990s. In 2017, the Ministry of Education Malaysia have introduced the new syllabus for English Language which is known as Common European Framework of Reference (CEFR). This is a also a step to familiarise and prepare the students for MUET. For students in Secondary Level, this new syllabus was introduced starting with Form 1 students. At that time, the students in Form 2 to Form 5 continued with the old KSSM (*Kurikulum Standard Sekolah Menengah*) syllabus. For this new CEFR syllabus, a new textbook was chosen to be used to accompany students in their learning process which is Pulse 2. Up to this year in 2020, the new CEFR syllabus has been cascaded and are currently being used by students in Form 1 to Form 4. Every year, new textbooks are being introduced to accommodate the new syllabus in each of the secondary school level. By 2021, all students in Form 1 to Form 5 should be taught by using CEFR in their syllabus and the Form 5 students in 2021 will be the first batch to sit for their SPM (*Sijil Pelajaran Malaysia*) with CEFR syllabus.

The CEFR descriptors are being divided into six levels which are A1 & A2 for Basic User, B1 & B2 for Independent User and C1 & C2 for Proficient User. The description for each level is as follow:

Level		General description	
Proficient user	C2	Mastery	High proficient – can use English very fluently, precisely and sensitively in most contexts
	C1	Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts
Independent User	B2	Vantage	Can use English effectively, with some fluency, in a range of contexts
	B1	Threshold	Can communicate essential points and ideas in familiar contexts
Basic User	A2	Waystage	Can communicate in English within a limited range of contexts
	A1	Breakthrough	Can communicate in basic English with help from the listener

Table 1 : CEFR descriptors

As having a wide vocabulary mastery helps in better communication, CEFR has also stressed on vocabulary aspects. English Vocabulary Profile (EVP) is one of the resources in English Profile which is a long term, collaborative programme of interdisciplinary research whose goal is to transpose the Common European Framework of Reference for the English language (CEFR; Council of Europe 2001) and for teaching and assessment purposes where English is the language being learned (Anon, 2011). EVP can be accessed online by language users where they can search for the meaning of vocabulary in the EVP. Other than providing the meaning for each of the vocabularies, language users can also listen to the correct pronunciation of the word. The CEFR level for each of the word is also provided in the EVP.

**explanation** · noun [C or U]  /ˌek.spləˈneɪ.ʃən/

+ Word family

+ explanation

**B1** the details or reasons that someone gives to make something clear or easy to understand

Figure 1 : English Vocabulary Profile (EVP)

Vocabulary is an aspect that is highlighted in the current syllabus. The DSKP (*Dokumen Standard Kurikulum dan Pentaksiran*) contains list of words that are repeated within the textbook which are the suggested vocabularies suitable for students. The words are listed either based on textbook unit or by category. Students are not expected to learn all these words by heart, or to spell all of them with 100% accuracy; although good accuracy in spelling is a requirement at A2 level, complete accuracy in spelling is above the A2 target in CEFR (DSKP Bahasa Inggeris Tingkatan 1, 2017). Teachers are free to choose words that are not in the list or to omit some words from the list if necessary. Teachers are also advised to consult additional vocabulary resources such as the English Vocabulary Profile (EVP) when they want to choose the suitable vocabulary for their lessons. Other than the EVP, teachers can also refer to the Cambridge English: Vocabulary List. By the end of lower secondary level which is in Form 3, students are expected to reach the B1 level of CEFR. In order to achieve this, students should know or master the vocabularies that are listed in the DSKP.

### **3. Methodology**

#### **3.1 Research Design**

This preliminary study employs quantitative approach to identify the vocabulary level of the secondary school students.

#### **3.2 Instruments and Materials**

The instruments and materials that were used in this study are Vocabulary Checklist, Vocabulary Test and a scoring sheet. The vocabulary checklist consists of 300 words that students should know to achieve B1 level in CEFR. CEFR is Common European Framework of Reference which is a new type of assessment criteria used to evaluate students' English level of proficiency in Malaysia. The vocabulary checklist is to identify their knowledge of vocabulary which indicates the words that they know. As for the vocabulary test, students are required to give the meaning of the words in the vocabulary checklist. This is to identify whether the students know the actual meaning of the words and have vocabulary mastery. All the scores from the vocabulary checklist and vocabulary test are recorded in a scoring sheet.

#### **3.3 Participants**

The sample was 30 Form 1 students of a school located in Kepala Batas, Kedah. The total population of Form 1 students in this school are 160 students. However, due to the limited access because of the Movement Control Order (MCO) period whereby all schools were closed, only 90 students were able to be contacted from which only 30 students were willing to participate. Thus, only 30 sample were able to be obtained for this research. Convenience sampling method was used when samples were chosen.

#### **3.4 Data Collections**

During the study, the students went through a few processes in order to check on their level of vocabulary. The types of data that were collected are from the vocabulary checklist and also the scores that they get in the vocabulary test. Vocabulary checklist was given to the students at the beginning of the study to check on the number of vocabularies that the students are familiar with. The checklist consists of 300 words that were taken from the expected list of vocabularies for B1 level from CEFR. The words were chosen randomly from all the vocabularies for B1 level of CEFR. The scores for this activity were recorded and tabulated in the scoring sheet. The total score for this activity is 300.

After that, the students answered a vocabulary test. The test consists of 300 words that were on the vocabulary checklist that the student had answered previously. In this vocabulary test, students are required to give the synonyms of the words or explain the meaning of the words correctly. They are allowed to give the meaning in English and also in their own mother tongue which is Malay Language. This is to make sure that the students can really differentiate the meaning. All the words prepared are based on the vocabulary level for B1 of CEFR. This is because by the end of their lower secondary studies or when the students reached Form 3 or 15 years old, they are expected to achieve B1 level of CEFR. The score from this test is also recorded and tabulated in the scoring sheet. In order to collect all the data, teacher checked the students score for the vocabulary checklist and vocabulary test. All the answer samples were collected and kept by the teacher to be analysed and graded by percentages (%).

#### **3.5 Research Context**

The target population are Form 1 students. The school is situated in a sub-urban area where the students have minimum exposure to English Language in their community. The community living in this area are mostly villagers who works as farmers, lorry driver, grocery store owners and some government servants. Other than that, they are usually exposed to the language only during lessons in school with their English Language teacher. The minimum exposure leads to unfamiliarity to the language. Thus, the target vocabulary level of all the students is from lower intermediate to intermediate level of vocabulary.

All of the samples are at the age of 13 years old and they are all Malay. The students have limited amount of vocabulary because of their background which hinders them from participating in the English Language lessons. As a result of this, they always lose their focus in class and do not show any interest during lesson because they are not able to understand the lesson.



### 3.6 Validity and Reliability

To ensure the validity and reliability of the instruments and materials used, the researcher chose all the words tested from the list of vocabulary in CEFR which are in B1 level. As being mentioned earlier, B1 is the level that students should achieve when they achieve when they reach Form 3 level or 15 years old. Thus, in order to prepare them to achieve the targeted level of CEFR, students should be familiar with all the words in the vocabulary list. Other than that, the questions chosen for the Vocabulary Test are also adapted from the current CEFR textbook which is Pulse 2. This is to ensure that the questions are within the topic and theme that students are taught in their classroom.

### 4. Results and Discussion

In order to measure the vocabulary level of the students, data were collected and analysed from the vocabulary checklist and vocabulary test score. The vocabulary checklist was given to the samples at the beginning of the study to check on the number of vocabulary that each of the samples are familiar with. The number of vocabularies that they chose also represents the number of vocabularies that the samples recognized. The scoring for vocabulary checklist is divided into three categories which are lower vocabulary level, intermediate vocabulary level and advanced vocabulary level. The samples who score between 0-100 is identified to have lower vocabulary level, those who scored between 101-200 are identified to have intermediate vocabulary level while those who scored between 201-300 are identified to have advanced vocabulary level. From the vocabulary checklist, 16.67% samples were in lower vocabulary level, 66.66% samples were in intermediate vocabulary level and 16.67% were in advanced vocabulary level.

Score	0-100 (Low)	101-200 (Intermediate)	201-300 (Advanced)
<b>No. of Samples</b>	5 (16.67%)	20 (66.66%)	5 (16.67%)

Table 2: Vocabulary Checklist scores

From the results of the vocabulary checklist, we can see that majority of the samples are in the intermediate vocabulary level with the total number of 20 out of 30 samples. This also equals to 66.66% which is the majority within these samples. The remaining number of samples have the same percentage is 16.67%. The results obtained from this vocabulary checklist cannot be the only way of measuring the vocabulary level of the students. This is because this result only represents the number of vocabularies that the samples are familiar with. The samples may have heard or come across the vocabularies in their daily life but may not know the meaning and usage of the vocabulary. Thus, the vocabulary test was also done following the vocabulary checklist.

Next is the vocabulary test. As being mentioned earlier, the results of the vocabulary checklist cannot be the only indicator to determine student's vocabulary level. Thus, the vocabulary test was conducted to make sure that the samples have really mastered the word. In this test, samples are required to give the synonyms or meaning of the words that they have ticked in the vocabulary checklist. If they are able to give the synonyms or meaning of all the words that they have chosen, that shows that the samples have mastered the word.

The scoring is also divided into three categories. The first category is for lower vocabulary level where samples need to score between 0-100 marks. The next category is between 101-200 marks is in intermediate vocabulary level while those who scored between 201-300 is considered in the advanced vocabulary level. In this test, 33.33% samples are in lower vocabulary level, 53.33% samples are in intermediate vocabulary level while 13.33% samples are in advanced vocabulary level.

Score	0-100 (Low)	101-200 (Intermediate)	201-300 (Advanced)
<b>No. of Samples</b>	10 (33.33%)	16 (53.33%)	4 (13.33%)

Table 3: Vocabulary Test scores

On contrary to the results from the vocabulary checklist, we can see that more the number of samples who achieve intermediate and advanced level decreased. On the other hand, the number of samples who achieve low level increase. The samples were not able to explain the meaning or synonyms of the words. This shows that the samples were not able to master the vocabulary. The results also shows that although the samples already have prior knowledge of the words tested, they were not able to use the words in the proper context as they are not familiar with the meaning and use of the word.

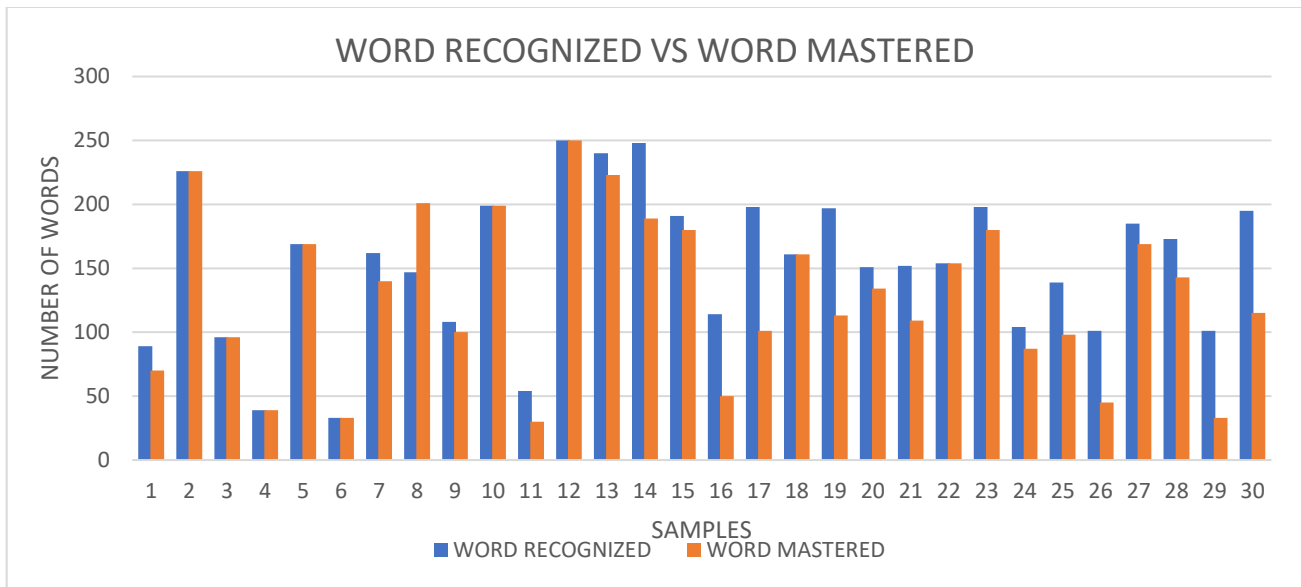


Figure 2: Comparison between vocabulary recognized and number of words mastered

From the vocabulary test, only eight samples (26.67%) were able to explain the meaning of words or give synonyms for the words that they have chosen in the vocabulary checklist. This shows that they have mastered the vocabulary. The remaining 22 samples (73.33%) were not able to do so. This shows that although they recognized the words listed in the vocabulary checklist, they do not know the meaning or the synonyms of the words. For example sample number 17 recognized 198 words from the checklist. However, he only managed to master only 101 out of 198 words which is 51.01% from the words that he recognized. Same goes with sample number 30. He was only able to master 115 (58.97%) out of 195 words that he recognized in the vocabulary check list.

The results from the Vocabulary Test shows that the students have not mastered the vocabulary tested. As being mentioned earlier, 73.33% of the samples were not able to master all the words that they have recognized. This shows that they have come across the words in their daily life for example from their readings or from the shows that they watch on the television. However, although they recognized the words, they were not able to master it. This may be because they have not been taught specifically about the words that they have recognized. This also shows that the students do not have productive vocabulary level because productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners (Maskor and Baharudin, 2016).

Students should master their vocabulary since their school years in order to help them in when they further their studies to higher level. In the research by Harjit et al (2015), the results shows that it is crucial to address the issue of limited vocabulary knowledge prior to their tertiary education. Their research shows that the undergraduate students have inadequate vocabulary knowledge in their secondary education level which will then affect their tertiary level of education. Thus, this research is one of the steps that could help in fixing the issue. The students' level of vocabulary identified in this study will help teachers in preparing them with suitable activities in class. This will hopefully help students' in mastering the vocabularies required according to the standard.

### 5. Conclusion

This study is conducted on a group of students in order to measure the vocabulary level of the lower secondary school students. The result of this study shows that the level of vocabulary for the students in this school is at the intermediate level. The students might be aware of the words or vocabulary listed in the vocabulary checklist as they may have heard them during lesson or from their daily activities or surroundings such as from radio or television shows. However, they might not know the actual usage or meaning of the words that they have heard of. Besides that, some of the students may have heard the word and are only familiar with the pronunciation of it. Unfortunately, they are unaware of the spelling and meaning of the word. That might be the reason why it is difficult for them to retain the vocabulary that they have learnt. Thus, it reflects on the results of their Vocabulary Test whereby only 13.33% of the students are in the advanced vocabulary level.

After conducting this research, the researcher had identified a few limitations in this study. There were a few problems faced by the researcher while doing this study. One of the limitations is that this study was done in a very short time which was only

within two weeks. This was because of the time constraint. The researcher started off by giving a vocabulary checklist to the students. In the following week, the researcher gave a vocabulary test to the students. The vocabulary test was only done once with the students. Thus, it makes this study could not be done to the maximum. The study may have identified a better result if it was done in a longer period of time. Other than that, the researcher can also give a few vocabulary tests to the students to ensure that the results that are obtain is more reliable and valid.

Next, the implementation of the study process was less smooth. This was because there were times that the students do not want to cooperate during the study. This was especially because the study was done online because of school closure due to Covid-19 pandemic. All the vocabulary checklist and vocabulary test were given to the students via online platforms such as WhatsApp group application and Google Forms. Some of the students ignored the test given. According to Bahasoan, Ayuandiani, Mukhram, & Rahmat (2020), this learning still has some weaknesses, including signals that are difficult to reach by students who live in the area, a lot of chat that makes the cell phone memory full so that the internet connection is slow and quite tiring because they have to go back and forth to see the chat from the beginning of learning. If this study was done in the classroom, the researcher will be able to monitor the students and they will be able to make sure that all the students in the classroom participate in the study. However, since this was done at home, the researcher can only give reminders to the students through online applications, text messages and phone calls. Thus, the number of participants of this research are only 30 students which only represents around 18.75% of the total population.

Other than that, since the vocabulary checklist and vocabulary test was given via online platforms such as WhatsApp group and google form, the researcher cannot ensure that the students do all of the activities on their own without any help from their family members. This is because the researcher could not monitor them while they are doing the activities. The students answer both Vocabulary Checklist and Vocabulary Test at home through Google Form. Links were given to them via WhatsApp. Some of the students share the mobile phone with their parents. Therefore, there are possibilities that the students may have answered it by asking their siblings or parents. They may have also referred to dictionaries for meaning of the words before answering the Vocabulary Checklist and Vocabulary Test. It would be better if all the procedures could be done in classroom to avoid these problems. However, this situation was unavoidable because of the pandemic that is happening around the world which is Covid-19 which causes school closure.

Thus, it can be concluded that the limitation of this study was mainly because it was conducted during the Covid-19 pandemic. The Movement Control Order (MCO) that was enforced around Malaysia had forced school closure. As a result, the research could not be done in classroom settings which leads to limitations such as short research period, students' cooperation in the research and the researcher cannot ensure that students took part in all of the activities without any help from their family members and other learning tools such as dictionaries and gadgets. It is suggested that this research should be done in classroom to overcome the limitations listed.

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