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Request Strategies and Gender Differences among Bangladeshi Students within Online Classrooms

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ABSTRACT

This research tried to identify the type of requests made by the students within a few Bangladeshi online classrooms. The study also aimed at focusing on possible gender differences between the students based on the requests they made. It adopted the research method used by Onem (2016), who investigated how men and women make requests and observed how they differ in the case of being polite and showing directness. Since there have been no previous studies conducted like this before, this paper analysed and categorized the types of requests by addressing the research gap. The theoretical framework relied on the Cross-Cultural Speech Act Realization Project (CCSARP), outlined by Blum-Kulka and Olshtain (1984). Three video records of online classes of "London School of English, Keraniganj, Dhaka, Bangladesh" were undertaken as the main data which was observed naturally followed by analysis and interpretation. The data analysis framework was also undertaken from the Cross-Cultural Speech Act Realization Project (CCSARP) theory by Blum-Kulka and Olshtain (1984). To analyse the data gathered from the videos, a particular coding scheme of (CCSARP) was used. The result obtained showed that the female students made around 62.5% requests while the male students did only around 37.5%. The requests made by the female students were not only significantly higher but they were more polite than the males. Therefore, this small-scale study is expected to help teachers and both male and female students improve their communication skills. The types of requests identified in this study might help students of both genders become aware of their request-making techniques and help the researchers understand the process of request-making in the students' minds.

1. Introduction

1.1 Research Background

Research on speech acts such as requests (Jalilifar 2009, Elmianvari & Kheirabadi 2013) has been very popular in the field of pragmatics due to its frequent occurrence within a daily conversation. It is also one of the most produced utterances in second language classrooms (Thuruvan, 2017, p. 213), where male and female students behave differently due to the stereotypical gender roles. In other words, requests are speech acts where although the students are of the same age and the same status, their use of language and pragmatic behaviour in the classroom becomes different (Haas, 1979b, as cited in Onem, 2016, p. 13).

Like other Asian countries and cultures, Bangladesh is also very particular when it comes to the gender issue and the girls and the boys are far different from each other, especially when asking for a favour. For example, it is believed that Bangladeshi female students tend to be extremely polite and avoid face-threatening acts at all costs when talking to their teachers, as described by Onem (2016). However, there are also studies (like Alakrash, 2020) claiming that the request-making strategies by male students are equally polite when directed toward teachers. The different outcomes of these studies interested the

researcher of this study to investigate whether and how different the request strategies are in respect to the students' gender roles.

Therefore, the present study aims at identifying the type of requests made by the students within a few Bangladeshi online classrooms. The study also aims at focusing on possible gender differences between the students based on the requests they made.

1.2 Research Questions

- a) What types of requests are made by Bangladeshi students within the online classrooms?
- b) Are there any differences between Bangladeshi male and female students in case of making requests?

1.3 Research Significance

The study by Onem (2016) took the initiative to investigate how men and women make requests and observed how they differ in the case of being polite and showing directness. Therefore, this present study will also consider a similar approach. Moreover, a few studies are analysing and categorizing the types of requests in Bangladesh and to the best knowledge of the researcher, this particular type of study has not been conducted within Bangladeshi online classrooms. Therefore, this study attempts to initiate future researchers to understand the relationship between the genders and making requests.

2. Literature Review

2.1 Requests and Gender

"Requests" occur when one takes the risk of losing his/her face, Ardissono et al., (1999). According to Brown and Levinson (1978), prior to a speech act, a speaker calculates the possible outcomes and then requests at the potential expense of taking the risk of losing face.

Requests are therefore believed to be influenced by many variables, especially by gender. Holmes and Stubbe (2003) presented a feminine speech as indirect and male speech as direct (p. 574). Similarly, Thimm et al. (2003) said that females used significantly more indirect requests while males preferred direct requests (p. 544).

2.2 Previous Studies on Requests and Gender Differences

There is much previous research on the language choice of males and females. As found in (Haas, 1979a), men are more directive, while women are more polite and expressive when making requests. Onem (2016) also found something similar; women tend to make a very detailed request while men tend to stick to the point. Furthermore, studies were carried out to investigate Turkish requests like Bikmen and Marti, 2013; Tabar, 2012 etc., which also yielded similar results. To sum up, it can be said that women tend to place more value on making connections and seeking involvement while making requests and men try to make it brief and straightforward (Onem, 2016, p.34).

2.3 Requests and English Medium Classrooms

Apart from the issue of differences between male and female students, other studies like Canale, (1983) and Kurdghelashvili (2015) confirmed that having only linguistic competence is insufficient for learners to understand 'classroom-based pragmatics' in a foreign tongue. Therefore, students need to have pragmatic competency which is defined as the students' use of politeness in speech acts (such as requests) for understanding each other well in a given classroom context which is usually influenced by variables like gender (Koike, 1989).

3. Research Methodology

3.1 Theoretical Framework

The theoretical framework of this study was based on the Cross-Cultural Speech Act Realization Project (CCSARP) framework, outlined by Blum-Kulka and Olshtain (1984). This is because well-known studies like Biesenbach-Lucas (2007), Jalilifar (2009) etc. considered this framework their fundamental guide. Also, because the criteria suggested in this framework were quite applicable in Asian settings like that of Turkey; therefore, it also seemed to be appropriate in the case of Bangladeshi contexts.

3.2 Data Type and Source

Three video records of online classes of "London School of English, Keraniganj, Dhaka, Bangladesh" (see appendix 1) were undertaken as the main data downloaded from YouTube.

Following is a table showing the details about the students and the online classes:

Table 1: Students and Online Class Details

Total Classes & Content	Total Class Duration	Number of Students	Male Students	Female Students	Education Level	Students Age Group
Class no. 1 Grade-5, (History)	21:36 mins	9	5	4	Elementary	7
Class no. 2 Grade 3, (General Science)	28:24 mins	8	3	5	Elementary	5
Class no. 3 Grade 4, (English Literature)	26:01 Mins	8	4	4	Elementary	6
Total	75 minutes	25	12	13		

This data was particularly selected to address the pragmatic issues within the newly set online classrooms due to the Covid 19 pandemic. Elementary students in Bangladesh never did classes in digital platforms and therefore were having some trouble understanding the technical part itself. Apart from this, there were problems related to the teachers' understanding of feedback, which were usually explained on blackboards within a traditional classroom before the pandemic. Also, there were internet connection disruptions taking place, for which the students had to make different requests from time to time. These videos were thus selected to address all these request strategies performed to solve the problems and understand the classes.

3.3 Data Collection Procedure

The data collection was done by the observation of naturally occurring interactions in the online classrooms. As all of them were video recordings, provided tangible evidence of data use

3.4 Data Analysis Procedure

For addressing research question one, extracts with request acts were obtained. The data was then classified, interpreted, and analysed in conversation extracts through verbatim transcription (refers to the word-for-word reproduction of verbal data, where the written words are an exact replication of the audio recorded words, Poland 1995). Apart from this, as all the students attempted to talk in English within the online classrooms, the recordings were not translated.

For addressing research question two, the frequency and percentages of the total requests was calculated and compared according to the gender of the participants.

The data was analysed and discussed based on the Cross-Cultural Speech Act Realization Project (CCSARP) theory by Blum-Kulka and Olshtain (1984). To analyse the data gathered from the videos, the particular coding scheme of (CCSARP) was used. CCSARP framework indicated three levels of directness: direct level requests, conventionally indirect requests and non-conventionally indirect requests (as described in Blum-Kulka, et al. 1984). Blum-Kulka, et al. (1984) showed a combination of the level of directness and strategy types in CCSARP project as follows:

Request Categories Proposed by Blum-Kulka (1984, p. 133)

Descriptive Category & Examples

Direct level

1. Mood Derivable

Grammatical mood of the verb in the utterance marks its illocutionary force as a request.

e.g Clean up the kitchen.

2. Performative

Illocutionary force of the utterance is explicitly named by the speakers.

e.g I'm asking you to move your car.

3. Hedged Performative

Utterances embedding the naming of the illocutionary force.

e.g I would like to ask you to move your car.

4. Obligation statement

Illocutionary point is directly derivable from the semantic meaning of the locution.

e.g You'll have to move your car.

5. Want statement

The utterance expresses the speaker's intentions, desires or feelings vis-à-vis the fact that the hearer do X.

e.g I would like you to clean the kitchen.

Conventionally Indirect

6. Suggestive Formulae

The sentence contains a suggestion to X.

e.g. How about cleaning up?

7. Query Preparatory

Utterance contains a reference to preparatory conditions (e.g. ability or the possibility of the act being performed) as conventionalized in any specific language.

e.g Could you clean up the mess in the kitchen?

Non-conventionally indirect level

8. Strong hints: Utterances containing partial reference to object needed for the implementation of the act

e.g. The game is boring.

9. Mild hints: Utterances that make no reference to the request but are interpretable as requests by context

e.g. We've been playing this game for over an hour now.

4. Findings & Analysis

4.1 Identification of Request Strategies

The request strategies and the degree of directness in each utterance were compared to the CCSARP coding scheme of Blum-Kulka and Olshtain (1984). Following are the identification of the types of requests along with examples from the extracts made by the male and female students within the online classrooms:

Table 2: Identification of Request Strategies

Extracts	Gender of Students	Type of Request	Descriptive Category	Examples from three Online Classes
1	Female	Conventionally Indirect	Query Preparatory	<i>Hi Rashid, could you read the homework for teacher?</i>
2	Female	Non-Conventionally Indirect	Mild Hints	<i>Yes teacher, yes...we were doing task 2 through the week</i>
3	Male	Non-Conventionally Indirect	Strong Hints	<i>Teacher, I could not do it teacher. Lesson 3 reading passage is hard.</i>
4	Female	Conventionally Indirect	Query Preparatory	<i>Teacher, can you say it again? sorry teacher.</i>
5	Female	Conventionally Indirect	Suggestive Formulae	<i>Tasnim, wait.. lets read it again?</i>
6	Male	Direct Level	Mood Derivable	<i>No, you read it to teacher.</i>

7	Female	Conventionally Indirect	Query Preparatory	<i>Ok.. so can you remove it and write the correct answer?</i>
8	Male	Conventionally Indirect	Suggestive Formulae	<i>So lets form the group again</i>
9	Male	Direct Level	Performative	<i>No, its your turn. I am the group leader. I am asking you to share the task with her.</i>
10	Male	Direct Level	Hedged Performative	<i>Ok teacher,..I have a question...I would like to ask you something..about what we need to study for the next class?</i>
11	Female	Conventionally Indirect	Query Preparatory	<i>Thank you teacher, but could you please give us more time so that we finish it all?</i>
12	Female	Conventionally Indirect	Suggestive Formulae	<i>No teacher,..not really, how about putting 'have' with 'she'?</i>
13	Female	Conventionally Indirect	Query Preparatory	<i>Teacher, excuse me, can you please tell how to write it?</i>
14	Male	Direct Level	Performative	<i>Yes, I say so.I will submit the copy and I want to you do the rest.</i>
15	Female	Conventionally Indirect	Query Preparatory	<i>No you..please can you give any example?</i>
16	Female	Conventionally Indirect	Suggestive Formulae	<i>Lets do the grammar part first, it is section two, fill in the gaps.</i>

The above table shows that the female students used mainly conventionally indirect requests which fall under the query preparatory category. A few of the male students made "direct" requests where they used performatives and mood derivable occasionally.

4.2 Discussion in Light of Research Question 1

Considering research question one on the types of requests made within the online classrooms, it can be said that the type of requests mainly seen are 'conventionally indirect requests' under which the preparatory query category was the most common one. For example, the utterance on '*can you please tell how to write it?*' has been asked as in to request the teacher to tell how to write and was therefore used with 'please' and 'can'; instead of only saying "tell me how to write it". According to Brown & Levinson (1987), students tend to employ the conventionally indirect request to appear more polite when making requests to teachers (as cited in Thuruvaan, 2017).

Again, there were uses of mood derivable like "no you read it to teacher" that acted as an illocutionary force used while making request to a classmate by another one. According to Thuruvaan (2017), these sorts of utterances might seem like a random statement, but the mood attached is understood by the hearer as a request (p. 213). This, according to Brown and Levinson (1987) is "less polite than indirect levels" however it was acceptable in the context because both the speaker and the hearer are classmates and they possibly share a similar level of social status and position (as suggested by Thuruvaan, 2017, p. 214).

In gist, the findings are similar to that of Thuruvaan's (2017) study, which showed that students seem to be less polite while making requests to their friends and more polite while making requests to teachers. This is because, like other Asian cultures, Bangladeshis also are expected to show more respect to teachers and therefore remains indirect while making requests to them.

4.3 Gender Differences in Request Strategies

Apart from investigating the types of request strategies, the study also looked at how the male and female students differed in case of making requests. The following table shows a statistically significant difference between the male and female students:

Table 3: Frequency and Percentage of Request Strategies by Gender

Categories of Requests	Female Students	Male Students
Query Preparatory	6	0
Suggestive Formulae	3	1
Mood Derivable	0	1
Mild Hints	1	0
Strong Hints	0	1
Hedge Performatives	0	1
Performatives	0	2
Total Requests	10	6
Percentage	62.5%	37.5%

The above table shows that the female students made around 62.5% requests while the male students did only around 37.5% within the online classrooms. The requests made by the female students were not only significantly higher, but they were more polite than the males. For example, most females stick to conventionally indirect strategies that belong to the query preparatory and suggestive formulae category while the males mainly use the performatives that fall under the direct level. The females avoided using mood derivable, performatives or even hedge performatives, while the males did not use a single query preparatory type of request in the classrooms.

4.4 Discussion in Light of Research Question 2

Considering the research question two, in the light of the above findings, it can be said that there is a significant difference between Bangladeshi male and female students in case of making requests. To state it briefly, in terms of the language, men used more directives and women used more supportive and polite terms while making requests to the teacher and within themselves (as stated in Onem, 2016, p. 14).

In other words, the results of the data analysis showed that females were not only polite and but also indirect with their requests and did the maximum number of request acts while asking for a favour in the classrooms. Such a way to make a request might be regarded as a social or cultural support strategy assigned to the females specially to avoid losing face (Al-Marrani & Sazalie, 2010). The result can also be traced to Al-Marrani & Sazalie (2010) who examined the request strategies by Yemen's male and female speakers. It was found that the directness was realized by means of mood derivable strategy and conventional indirectness was mostly realized by means of query preparatory as both the males and females were assigned to particular gender roles.

4.5 Limitations of the Study

This study was limited to only three Bangladeshi online classrooms recordings of a single school. Also, there were a few request acts exchanged among the students. Moreover, the age groups of the students were similar, so the result cannot be made generalized because if the age group were diverse, the result would also be different.

5. Conclusion

Research on the speech act of requests is very little in the context of English medium schools of Bangladesh. This study tried to explore what type of request strategies is commonly made and whether it varies according to the gender of the students. Interestingly the result obtained can be related to other studies carried out in different contexts and cross-culturally, although the Bangladeshi context is quite different from other countries. Thus, this small-scale study is expected to add to the existing data on the request strategies, which might help teachers and both male and female students to improve their communication skills. The types of requests identified in this study might help students of both genders become aware of their request-making techniques and help the researchers understand the process of request-making in the students' minds. As recommended by Thuruvan (2017), the level of directness or indirectness deemed appropriate from this study may be explicitly taught in the online classrooms, based on the students' level, to facilitate better communication.

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Appendix 1: Online Class Sources & Extracts with Examples of Request Strategies

- 1) Class no.1, Grade 5: 24th June, 2020, History class taken by Shanchitta Mridha Setu.
<https://www.youtube.com/watch?v=PaEgwMSWojo&t=36s>
- 2) Class no. 2, Grade 3: 25th June, 2020, General Science class taken by Jannatul Ferdush.
<https://www.youtube.com/watch?v=R4aWQPnVatk>
- 3) Class no. 3, Grade 4: 16th August 2020, English Literature taken by Asha Barman
<https://www.youtube.com/watch?v=mju2iDEwCsw>

Extracts	Examples from Three Online Classes
Class no. 2, grade 3	<i>Hi Rashid, could you read the homework for teacher? (3:06)</i>
Class no. 2, grade 3	<i>Yes teacher, yes...we were doing task 2 through the week (19:54)</i>
Class no. 1, grade 5	<i>Teacher, I could not do it teacher. Lesson 3 reading passage is hard (21:02).</i>
Class no. 2, grade 3	<i>Teacher, can you say it again? sorry teacher. (13:32)</i>


Class no. 3, grade 4	<i>Tasnim, wait.. lets read it again?(17:21)</i>
Class no. 2, grade 3	<i>No, you read it to teacher. (11:12)</i>
Class no. 2, grade 3	<i>Ok.. so can you remove it and write the correct answer?(15:21)</i>
Class no. 3, grade 4	<i>So lets form the group again (08:21)</i>
Class no. 3, grade 4	<i>No, its your turn. I am the group leader. I am asking you to share the task with her.(07:30)</i>
Class no. 1, grade 5	<i>Ok teacher,..I have a question...I would like to ask you something..about what we need to study for the next class?(5:21)</i>
Class no. 1, grade 5	<i>Thank you teacher, but could you please give us more time so that we finish it all? (3:12)</i>
Class no. 2, grade 3	<i>No teacher,..not really, how about putting 'have' with 'she'?(4:37)</i>
Class no. 3, grade 4	<i>Teacher, excuse me, can you please tell how to write it?(6:32)</i>
Class no. 1, grade 5	<i>Yes, I say so.I will submit the copy and I want to you do the rest.(4:50)</i>
Class no. 1, grade 5	<i>No you..please can you give any example?(2:30)</i>
Class no. 2, grade 3	<i>Lets do the grammar part first, it is section two, fill in the gaps. (9:37)</i>

Reading and Writing Performance of Senior High School Students

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ABSTRACT

The study was conducted to determine the performance and attitudes towards reading and writing of Grade 12 students in public schools of Cabagan, Isabela. There were 244 students involved in the study. Stratified random sampling was used in selecting the participants of the study. A quantitative research method was used in the study to determine performance and attitudes towards reading and writing. Frequency counts, percentage scores, the arithmetic mean, and Kendall's Rank Correlation Tau was used to describe and analyze the data in the study. The findings of the study revealed that students' reading and writing performance were poor. However, their attitudes toward reading and writing were positive. Hence, the study demonstrated that there is a significant correlation between students' attitudes and their reading and writing performance. Thus, the study supports DepEd's "SulongEdukalidad" in creating programs to enhance learners' reading mastery and sustain its basic goal of producing quality learners enhanced by quality education. Language teachers should also be engaged and exposed to training to handle weak foundations of learners in basic academic (reading and writing) skills.

1. Introduction

Individuals carry and develop the two most essential skills: reading and writing. Learning these skills contribute to success in daily living, especially for learners. The solid foundation for reading and writing is deeply engaged with determination for both teachers and students. As the education ladder progresses, the ability of learners to read and write also develops. This emphasizes the power of basic literacy among individuals.

According to Kern (2000), the term literacy is the capability to read and write, which are often focused at the beginning to intermediate stages of language learning, with literature and cultural learning being stressed at a higher degree. The modern perception of literacy, on the other hand, has shifted. The capability of reading and writing are no longer regarded as decisive elements in defining a person's knowledge. Scholars from rhetoric, writing, educational psychology, sociology, linguistics, and cultural theory argue for a more dynamic concept of literacy that includes both reading and writing.

Reading and writing are inextricably linked; good reading results in good writing, and good reading results in good writing (Stotsky, 1983). As a result, good authors also make good readers, whereas bad writers make bad readers (Hanane, 2015).

Reading skills become increasingly useful as students' progress through school, while the division between expert and incompetent readers is widening. Noor (2010) and Pretorius (2002) noted that reading is a crucial skill in any academic or higher learning environment that requires students to connect and digest ideas from books. He also emphasized that the number of first-year language learners attending higher education institutions is not prepared because of the reading demands and numerous challenges. As a result, academic success is dependent on students' knowledge of and use of reading strategies.

Students "join postsecondary institutions with limited reading experience and skills," according to Livingston et al. (2015). Thus, making it difficult for them to comprehend literature at this level. Students must, however, be able to read at both the low and high levels, including comprehension, assessment, integration, and synthesis of information, as well as critical reading. This means that reading academic literature is seen as a required skill for university students.

Aside from reading, many students have difficulty writing. According to Jamaludin & Mohamed (2006), students are unable to write to the desired benchmark set due to a lack of general knowledge to extend and expound the concerns provided in their writing. Language accuracy, which encompasses spelling, punctuation, morphology, and syntax, is another obvious issue that students encounter (Sabar & Zamri, 2008). As a result, reading and writing have become a severe problem for tertiary students.

Basic writing patterns are difficult for second-language learners to master. According to Cabansag (2013), the majority of students at the State University of Cagayan make the most mistakes in grammar and mechanics in their papers, particularly in the usage of verbs and verb tenses and capitalization regulations. Furthermore, as evidenced in the classroom, many students continue to struggle with reading comprehension and writing.

The researcher became interested in conducting this study to improve and develop learners' skills and abilities in reading comprehension and writing as a result of the aforementioned challenges and concerns regarding students' reading and writing performance.

1.1 Statement of the Problem

The research investigated the reading and writing performance of Grade 12 learners. Specifically, it seeks to find answers to the following questions:

1. What is the reading performance of Grade 12 students?
2. What is the writing performance of Grade 12 students in terms of:
 - a. grammar; and
 - b. mechanics?
3. What is the attitude of Grade 12 students towards:
 - a. reading; and
 - b. writing?
4. What is the academic performance of Grade 12 students in the Reading and Writing subject?
5. Is there a significant relationship between:
 - a. the attitude of the students towards reading and their reading performance; and
 - b. the attitude of the students towards writing and their writing performance?

1.2 Significance of the Study

This study exhibited the importance of literacy among individuals specifically in reading and writing. Moreover, it provides the status of students in reading and writing, which highlights the basic skills every student has to master as part of attaining a quality education. It is the primary concern of the Philippine education system to equip learners with the potential to read and write. As a result, the research helps the Department of Education (DepEd) achieve its primary goal of providing a high-quality education and mastery of basic academic literacy.

The findings will help teachers and curriculum administrators become aware of students' performance and attitudes in reading and writing. Also, it will improve teaching strategies and materials to support students' reading and writing mastery.

In addition, the creation of programs that will sustain learners' engagement in reading and writing activities will be possible at the initiative of the curriculum planners for a particular skill. At the same time, it will assist curriculum developers in developing more meaningful strategies for addressing issues with students' basic academic skills particularly the reading and writing macro skills.

2. Literature Review

Reading Performance

Reading comprehension is a foundation that strengthens an individual's ability to read. It encompasses the skills in reading that allow learners to apply different types of reading.

The Department of Education's Basic Education Curriculum aims to develop functionally literate graduates with the essential and expected skills for the twenty-first century. As a result, reading is taught in both public and private schools to help students develop a valuable reading habits. The ECARP (Every Child a Reader Program) and DEAR (Drop Everything and Read) programs,

with the tagline "Reading Skills, Key to Learning," were created to prepare pupils with quick reading and writing skills. Additionally, these systems were used to supplement K-12 Curriculum subject offerings in order to build multiliterate and independent problem solvers. Reading and Writing is a core topic in the Senior High School curriculum that teaches students how to read and write in a variety of contexts other than poetry, fiction, and drama. It exemplifies key elements such as a) honing students' reading abilities through an in-depth discussion of reading and thinking strategies across text formats; 2) the ability to recognize text and context connections in a variety of reading resources; and 3) students' familiarity with writing as a complementary activity to reading. The subject intends to improve students' reading and writing habits by exhibiting them to academic and professional texts with applied applications in a real-life context (Ocampo, 2018).

In the digital society, literacy skills are essential. This progress human lifestyles by promoting growth through education and innovation. Countries with many students under the age of 15 who lack basic reading skills are likely to lag in the future. Investments aimed at improving literacy skills also benefit from an economic standpoint. They have a measurable impact on both individuals and society (OECD, 2013; the final report of the EU's high-level literacy expert group, 2012).

Castigador (2007) emphasized that reading is a remarkable skill for gathering knowledge obtained through comprehension and translation of written content obtained from various printed resources. Reading makes possibilities among individuals to communicate well and improves one's creativity, abilities, thoughts, imagination, and personality (Durualp et al., 2013; Hughes-Hassell & Ridge, 2007).

The habit of reading increases reading rate (Arcan & Yilmaz, 2010; Arslan et al., 2009; Balç et al., 2012; Dreher, 2002). Positive and higher reading comprehension is an effect of increased time spent and progressive reading engagements (Guthrie & Wigfield, 1999).

According to Bernardo (2009), reading is a form of nonverbal communication that helps us develop our vocabulary and knowledge. It is a useful learning tool for constructing meaning and acquiring new information (Pretorius, 2002). Furthermore, the foundation of education is for all learners, regardless of the level of expertise, because it offers the groundwork for future progress and achievement in all aspects of life (Scott 2010; Luckner & affected by Handley 2008).

Understanding what you are reading helps learners to understand a text and to be able to interact and generate things from the text. However, fluency in reading with comprehension is also the basic element learner's academic success. Thus, it is an integral part of individuals and indispensable in the circle of the educational system.

However, according to Iqbal et al. (2015), the key factors that affect students' poor reading comprehension are poor vocabulary, the habit of cramming without learning and understanding, just passing the examination without developing the skills, lack of multidisciplinary knowledge, poor sentence structure and tenses, and failure to use tactics to infer meaning from context.

As stated by Awe (2014), learners with reading problems develop a negative attitude towards reading. Hence, he suggested that schoolteachers must promote systematic patterning in reading skills that will enhance learners' reading development as they ascend the academic ladder.

Reading is an important skill for achieving educational success. It has been viewed as critical to academic success and is often emphasized in the curricula (programs) that constitute the initial steps of any course that helps learners to read and comprehend efficiently (Sünbül et al., 2010). Moreover, reading comprehension is critical. According to Tierney & Readance (2005), it is the major goal of ESL/EFL learners to understand the things around them and encourage them to hesitate about the content of what they have read. That requires an interactive mental process between the texts and the readers; linguistic experiences, world knowledge, and topic knowledge.

According to Iqbal et al. (2015), reading improves linguistic skills. It builds readers with an enriched vocabulary, writing models, and knowledge of different cultures and societies.

However, Ntereke and Ramoroka (2017) found in their study on the association between reading abilities and students' academic achievement that underperforming students exhibited major reading challenges, such as trouble linking information in a text and difficulty understanding the texts they read. Also, Zulu (2005) discovered that learners struggle with advanced reading abilities, such as critical analysis in her study of students' reading abilities and the impact of an academic reading course on their reading abilities.

In his study, Qashoa (2006) found that the most demotivating factors for students' difficulty with the subject of English were vocabulary, structures, and spelling.

Another study, conducted by Momani (2009) and Al Samadani&Ibnian (2015), found a strong correlation between the students' learning attitude in learning English and their academic success.

Attitude towards Reading

Yzer (2012) defined that attitude as a person's evaluation or belief in a thing and how favourable or unfavourable his or her performance is. Ajzen (2005) also believes that an attitude is an unobserved hypothetical construct that reflects and evaluates either positive or negative things.

As cited by Bastug (2014) from (Hood et al. 2012; House & Prion, 1998), attitude is a topic that is frequently researched in educational settings and extensively highlighted in reading studies as a characteristic that predicts academic accomplishment. Thus, he stressed the importance of students' reading attitudes in affecting their accomplishment. According to Tunde-Awe (2014), a person who does not regard reading would never acquire a good attitude about it. In a similar line, Petscher (2010) and Seitz (2010) argue that students' good reading attitudes are a critical indicator of their reading ability.

Appropriate reading instruction and remediation are framed to improve students' reading attitudes (Ortlieb et al., 2012). Koli-Vehovec et al. (2014) affirmed that positive attitudes towards reading were positively correlated with the amount of reading and linked to reading performance (McKenna &Kear, 1990; OECD, 2010b).

Learners will develop a good attitude toward reading as a result of their involvement in reading and enhance their reading achievement and literacy abilities (LaCour et al., 2013; McKenna et al., 1995). However, educators are aware that challenging texts to read will reflect a negative attitude among learners (Ganske et al., 2003). It is fundamental to attaining literacy and to improving struggling readers' attitudes towards reading. Teachers must be involved in curricular planning and instructional decisions (Guthrie et al., 2009; Marinak&Gambrell, 2010).

Positive reading experiences encourage learners to continue reading (Mol& Bus, 2011). However, students' unfavorable attitudes toward reading reduce their chances of improving their grades (Kush &Wattkins, 1996; Kush et al., 2005; McKenna et al., 1995; Mol& Bus, 2011; Urhahne, 2015).

De Guzman (2013) asserts that students who have positive feelings about reading but have negative thoughts are less likely to read. Hence, students' low reading frequency is due to their negative reading attitudes. Donaldson (2010) established a link between reading attitude and reading frequency, improving by increasing others.

Writing Performance

The importance of writing, according to Choi (2013), Li (2012), and Olanezhad (2015), allows people to express their thoughts, accomplishments, dreams, and opinions. It unites people from various origins and across boundaries by bridging the gap. As students are required to, it is a survival skill basically to learn, prepare assignments and projects, and interact with others.

For both first and second language students, Condon and Kelly-Riley (2004) considered writing a requirement of academic achievement and the most difficult language skill to learn (Umar &Rathakrishnan, 2012).

Writing is a critical academic talent over the developmental lifespan, according to Ubbes et al. (2018), as well as a self-regulated human expression to determine one's sentiments and opinions. Tanyer (2015) claims it is the most critical network to transfer existing information across academic subjects. An initial step in academic writing is to take higher-level composition. For first-year students, being proficient in writing can be a difficult process that entails several elements (Vocabulary, mechanics, citation processes, genre variants, and so on are examples).

According to David Nunan's definition in Afrin (2016), writing is the performance of delivering words or ideas to a medium. From sentences to paragraphs, it is the mental process of generating and expressing ideas. Success in relevant professions is contingent on students' ability to manage various writing types, such as summaries, essays, and reviews (Dudley-Evans and St. John, 2013). It is a strategy that native and nonnative speakers can use to uncover new ideas and abilities that improve writing quality by focusing on quality standards such as purpose, content, audience, organization, vocabulary, mechanics, punctuation, and spelling, among others things (Jahin&Idrees, 2012).

According to Salem (2007), language learners struggle to write successfully due to their restricted lexicon, styles, cultural knowledge, and lack of expertise with second language argumentative methods. Perspectives of undergraduate English majors on writing were investigated. When they were asked to write, the majority of the students felt overwhelmed. As a result, students

struggled to start and finish their papers. This revealed their lack of technical, compositional ability. As a result, they made major grammatical and mechanical errors.

Students have major challenges and weaknesses in employing proper lexical words, organizing thoughts, and grammar, according to Javed and Umer (2014). According to Darus and Ching (2009), the most common errors made by Chinese students are writing mechanics, tenses, prepositions, and subject-verb agreement. The other weak areas are articles, prefixes, suffixes, irregular verbs, prepositions, punctuation, and spelling.

In the business world and education, writing is a crucial communication ability (cf. Levy & Murnane, 2004; Murnane & Levy; National Governors Association Center for Best Practices, 2005). Writing, according to Sariyan (2004), is not just a pastime but also a profession. Many people utilize it as a means of communication. Bakar et al. (2011) also noted that successful writing promotes language register knowledge and appropriateness. Its progression entails the presentation of ideas, proper language use, grammar, elaboration, and paragraph development.

According to Lagayan (2018), writing composition activities help students enhance and guide their writing talents. Writing composition entails essay writing, analysis, and reaction to a certain subject, as well as just expressing one's feelings. The teacher permits free writing by students to fully convey their ideas at some point. On the other hand, learners struggle to master standard grammatical principles in English due to a lack of vocabulary and unclear sentences.

According to Alinsunod (2014), solid grammatical structures, adequate punctuation marks, suitable verb tenses, correct use of pronouns, and well-spelled words are some of the criteria for satisfaction in language learners' written work. The essentials of successful writing include paragraph writing with proper sentence structure, vocabulary, and spelling, which all contribute to the overall quality of the work (in Santangelo & Olinghouse, 2009, p.16; Berninger & Amtmann, 2003; Graham, Harris, & Fink, 2000; Graham, Harris, & Fink-Chorzempa, 2002). However, many students continue to make the same writing mistakes. Grammar is a common error that students make when writing their writing, according to Lagayan (2018). Prepositions, nouns, pronouns, and adverbs, among other parts of speech, were found to be misused in their sentences.

According to Ramos's (2019) study of first-year college students' common writing errors, the errors were grouped into eight grammatical categories: articles, agreements, tenses, pronouns, prepositions, incorrect word choice, spelling, singular and plural forms. Two significant factors that contributed to the presence of errors in students' written work were inter-lingual and intra-lingual transfer. General items (linguistic style and expression in particular), style, grammar, mechanics, lexical items, and syntax were found to be the most prevalent written errors by pupils, according to Bui Thui Tram (2010). Grammatical errors account for the majority of the common errors found. According to Cruz & De Juan et al. (2007), pupils made more errors in English usage than in English structure. Run-ons appeared to be the most prevalent sort of English structure fault, while coordination/subordination appeared to be the least common. The most common use error was the subject-verb agreement error.

Apart from grammar, mechanics is another prevalent mistake made by most pupils. Umpa et al. (2019) describe mechanics in writing as standards of paragraphing, punctuation, spelling, capitalization, and handwriting are all factors that influence the text's grammatical and aesthetic value. However, according to Alfaki (2015), the lack of universally recognized punctuation norms is one of the reasons why people make punctuation mistakes. A similar explanation can be found in capitalization problems. The majority of pupils had substantial difficulty with simple present tense, passive voice, relative pronouns, use of adjectives, spelling, punctuation marks, and choosing appropriate vocabulary, according to Komba (2012) study.

According to Lasaten (2014), learners' common linguistic flaws in English works include errors in articles, choice of words, verb tenses, prepositions, sentence structure, punctuation, and spelling. These faults affect the grammatical, mechanical/substance, and syntactic components of writing English. The majority of these mistakes are the result of learners' weak familiarity with the target language, notably their lack of understanding of rule constraints. Others are brought on by the learners' carelessness, interference from their first language, and a restricted vocabulary in the target language.

However, according to Lagayan (2018), the students' obligation in language acquisition is to check for errors in their written discourse to increase effective communication.

Attitude towards Writing

This topic discusses how previous research and researchers have discussed writing attitudes and how they manifest themselves in writing among learners in various settings.

According to Forbes and Schomader (2010), student attitudes toward writing assessments may affect their willingness to learn. Writing can be utilized as a human self-regulatory expression to convey one's sentiments and opinions about a topic that is

being read or presented. Young people can use writing to reflect on their personal health behaviours and consider their attitudes, reasons, and/or beliefs regarding their activities (Ubbes et al., 2018). According to Akkaya and Kirmiz (2010), pupils who favour writing expend more energy on work. Hence, writing attitudes were characterized by Williams (2012). According to Graham et al. (2007), writing is an affective state in which the author feels a variety of emotions ranging from pleasure to dissatisfaction.

Students' attitudes and their ability to read and write are inextricably linked (Cunningham, 2008). A student with a positive attitude toward writing, on the other hand, is more likely to organize writing activities, be more meticulous, persevere in the face of problems, set demanding goals, and believe in his or her own abilities (Bandura & Graham, 2006). Students with a positive perspective are pro to writing than students who have a bad writing mindset. Furthermore, students with a positive attitude may choose to write even if it is not required. Students with negative attitudes may avoid writing assignments or write poorly (Graham et al., 2007).

Scholarly data recommends a few strategies that can help learners overcome their fear of writing, according to Ali and Kassem (2017). Non-graded writing assignments, for example, should be offered to students to assist them to overcome their fear of negative criticism (Clark, 2005). Peer feedback and self-correction should be viewed as an alternative to teacher feedback: the idea of writing as a process should be taken into account, students' voices should be acknowledged, and individual variances should be accepted (Rankin-Brown, 2006). Through collaborative work, students must overcome their apprehension and dread of writing. Working in groups to reduce fear is encouraged (Kurk&Atay, 2007), and students should be provided with the criteria for evaluating their work.

According to Wang (2012), students with inferior creative performance dislike writing and only write when asked. According to Ayachi (2017), writing is often overlooked because it is both productive and time-consuming. As a result, bad grades on writing papers are frequently observed. Thus, writing, as a skill, should be considered in various segments.

Conceptual Framework

The Department of Education (DepEd) claims that quality education is the most important goal in curriculum implementation. Quality education promotes Filipino citizens' acquired literacy, specifically reading and writing literacy.

The tertiary institutions expect freshmen students to be products of the Senior High School program under the K to 12 Curriculum. These students are moving forward to courses that lead them to their preferred professions. Their reading and writing performance play a vital role in whether they achieve the target course or not. According to Mosha (2014), the level of mastery in terms of attitudes, production and comprehension is referred to as language performance. When predictor variables and mediator variables were favorable, the higher the performance; otherwise, the performance would suffer.

Reading and writing skills have been at a developing level among learners. These skills seem common among students as they develop them for 12 years in basic education, but many still struggle to read and write. This provided the researcher an initiative to determine students' performance and their attitude to these skills.

As cited by Ocampo (2018), the reader's organized knowledge supports the reader's comprehension, learning, and retaining the text's ideas. However, teachers should ensure appropriate interventions to address students' difficulty reading that help learners achieve high academic performance on the educational ladder.

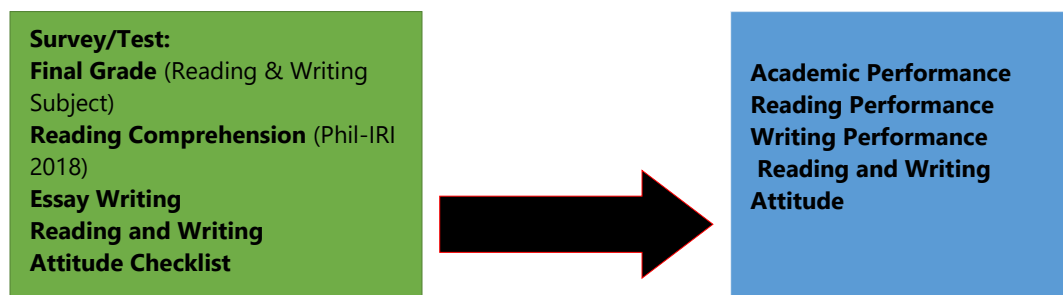


Figure 1: Conceptual Framework

3. Methodology

3.1 Research Design

A quantitative research design was utilized to assess the reading and writing performance of the learners and their reading and writing attitudes. The study dealt with the descriptive method where the students underwent a reading comprehension test and writing activity. A survey questionnaire was also used to identify students' attitudes to reading and writing.

3.2 Participants of the Study

The research is conducted in Delfin Albano High School – Main (Catabayungan), Delfin Albano High School Annex (San Juan), and Alfreda Albano National High School Main in Cabagan, Isabela (Magassi). The participants were senior high school students. Using a 5% margin of error, 244 out of 670 Grade 12 students participated in the survey. They came from the Academic Track, specifically the Humanities and Social Sciences (HUMSS) strand, Accountancy and Business Management (ABM) strand, and Science, Technology, Engineering, and Mathematics (STEM) strand; and the Technical Vocational Livelihood (TVL) Track, specifically the Industrial Arts Strands [Shielded Metal Arc Welding (SMAW), Electrical Installation Maintenance (EIM), and Automotive]. The study's participants were chosen via proportional allocation – stratified random selection.

3.3 Research Instruments

To gather the data for the study, a one hundred-item objective test, a three-item question, and a checklist of reading and writing attitude were used.

A 100-item reading comprehension test adopted from Phil-IRI 2018 was prepared and administered to assess the reading performance of the respondents. On the other hand, three open-ended questions were given for students' engagement in writing. The outputs were assessed through a researcher-made rubric.

The Attitude Survey was also used by (Kolić-Vehovec, et al., 2014), was adopted, modified, and administered. Students estimated how they felt during reading using a 4-point scale ranging from 1 (highly unfavourable) to 4 (highly favourable).

3.4 Data Gathering Procedure

The primary goal of this research was to evaluate the respondents' reading and writing performance. The researcher himself personally administered the conduct of the study. The researcher was permitted by the head of the school to conduct the study and introduced the objective of the study among students to obtain full participation. The students underwent a 100-item reading comprehension test answered in one and a half hours. They were also given three questions to express themselves freely. The written outputs of the students were collected and checked accordingly using the researcher-made scoring rubric with the inter-rater checking participated by three in-service English teachers.

The reading and writing attitude survey questionnaires were also administered to the respondents. The researcher personally guided the respondents in answering the questionnaires to maintain the accuracy of the data to be collected. The data determined the attitude of the students towards reading and writing activities.

The attitude survey results were also used to determine the relationship between the students' attitudes towards reading and writing and their reading and writing performance.

The requested grades of the students in their Reading and Writing subject were added to the task to determine the students' academic performance in the subject.

The researcher collected, checked, and analyzed the outputs of the respondents from the sessions conducted.

3.5 Statistical Treatment of Data

Frequency counts, percentage scores, the arithmetic mean, and the Kendall's Rank Correlation Tau were used to describe and analyze the study's data.

The outputs were checked and interpreted using the criteria from the manual for the Philippine Informal Reading Inventory (Phil-IRI) published in 2018.

A researcher-made rubric was used. The rubric highlights two indicators: Grammar such as Subject Verb Agreement, Antecedent, Modifier and prepositions and Mechanics such as Capitalization, Spelling and Punctuations. The students' written output was opted to be checked by at least three English teachers guided using the rubric.

Furthermore, the students' performance output was classified using the K to 12 Program's regular grading system.

4. Discussion

4.1 Reading Performance

Table 1 : Percentage Distribution of Students based on their Reading Performance

Reading Performance Level	f	%
80-100 (Advanced)	3	1.23
59-79 (Instructional)	45	18.44
58-below (Frustration)	196	80.33
Total	244	100
Overall Mean	41 (Frustration level)	

One of the most critical abilities for academic achievement is reading. According to Tierney &Readance (2005), it is regarded as one of the major goals for ESL/EFL students to achieve understanding of the world around them and of themselves and encourage them to hesitate about the contents of what they have read. Iqbal et al. (2015) also assert that reading skills help students write and speak well-structured and meaningful sentences, improving other linguistic skills. It builds readers with enriched vocabulary, textual models, and an understanding of many cultures and societies. The result on the reading performance of the students implies a poor performance.

Furthermore, Sünbül et al. (2010) stated that students who cannot read efficiently and comprehend what they read would not be successful. Thus, the result of the study is a serious problem needing immediate action.

4.2 Writing Performance

Table 2 : Percentage Distribution of Students based on their Writing Performance

Percentage Score	f	%
90-100 (Outstanding)	0	0
85-89 (Very Satisfactory)	0	0
80-84 (Satisfactory)	1	0.41
75-79 (Fairly Satisfactory)	5	2.05
74 and below (Did Not Meet Expectation)	238	97.54
Total	244	100
Overall Mean	54 (Did Not Meet Expectation)	

Writing is a medium of communication and is considered a profession. Thus, an efficient writer needs to master the facets of writing (Lagayan, 2018).

However, learners struggled to write successfully due to a lack of expertise with second language rhetorical strategies, cultural awareness, and vocabulary. They were overwhelmed by the task of writing a specific topic and struggled to write passable English writings. As a result, there were numerous grammatical and punctuation problems, as well as unnecessary information (Salem, 2007).

As identified from the participants' writing, the errors committed by the senior high school students are presented below.

4.3 Frequency of Errors Committed on Writing

Table 3 : Indicators	f
Grammar	
Modifier	1,137
Subject-Verb Agreement	1,113
Preposition	1,065
Antecedent	891
Mechanics	
Capitalization	2,263
Punctuation	1,282
Spelling	964

Subject-Verb Agreement

The students failed to retain the distinction between subject and verb in terms of singularity and plurality. They still do not understand how verbs relate to topics. Grammar and structure, on the other hand, are critical in academic writing. Therefore, it is

necessary to make sure that subjects and verbs always agree. In grammatically accurate English writing, the relationship between subjects and verbs is important. A sentence's subject-verb agreement merges it and enables clearer comprehension (<https://www.enago.com/academy/make-subjects-verbagree/>). Below are some examples of their mistakes.

"It happen when I'm in Grade 10"

"Before that I finish my study in SHS...I encounter many challenges"

"There are many experience in our lives that makes us happy or sad"

Modifiers

The Filipino context appears to have affected students' use of redundant modifiers. Afrin (2016) concluded that articles were sometimes used to over-correct written outputs among students. They used the word "very" twice as an adjective; another is "party-party song"; "so very proud". They also used double superlatives like "My most greatest achievement...". The improper use of articles was also observed, e.g., "I see myself an successful welder"..

Use of Preposition

Students had confusion about the proper use of prepositions. They misused the function of prepositions as linkers in writing compositions. The data further confirmed Lorincz's (2012) claim that prepositions are barriers to L2 learners due to their vast number and diversity. According to their study of learners' language output, substitution, addition, and omission are the most prevalent syntactic errors. Examples are shown below:

"...because my mother is there in together to join me..."

"I gave the gift on her"

"...we visited in my cousins..."

"...even we are on a poor family..."

Antecedent

Antecedent errors were the least of all the indicators in terms of grammar. In the students' work, it was the least type of error. However, in English grammar, the antecedent is significant since it clarifies each sentence for the reader. The sentence is useless and incomplete without the antecedent. In short, it intensifies the authors' writing style. Below are some examples.

"They won't know I hurt but I'll show them that their wrong."

"Every person has their own unforgettable moment in their life."

Capitalization

The students were accustomed to writing proper nouns in lowercase, and the pronoun "I" beginning with a small letter. They were not careful about emphasizing the role of each word in their composition. Worst is the use of uppercase letters [f], e.g. "10 years From now, I see myself as Future proFessional teacher." Like other errors, capitalization should also be addressed. Siddiqui (2015) underlined that new pedagogical strategies in capitalization instruction should be included in the English curriculum to promote mastery of capitalization principles, norms, and comprehension of the orthographic-linguistic-cultural conventions of the English language.

Punctuation

Run-on sentences were observed in the students' write-ups. They were also used to write long sentences without any presence of punctuation. Errors were mostly observed in writing complete addresses, appositives, apostrophes and ending the sentences with a period. Aksoy (2014) stressed the need to maintain clarity in our works and to avoid ambiguity in expression. A run-on sentence is a structural defect that can affect even the shortest sentences, and it should be avoided in all second-language writing.

Spelling

Many students continue to make spelling mistakes in their written work. This could be due to the students' insufficient exposure to the vocabulary terms. They make omission, addition, and replacement errors. "Athlete," "complition," "bussiness," "intrepreneur," "desission," and "expiience" are some of the words. On the other hand, Botley and Dillah (2007) emphasized that regular reading practice on the part of language learners would be a highly effective way of exposing students to a large number of examples of "correct" spellings, thereby assisting them in unconsciously avoiding spelling errors.

The table (Table 3) above demonstrated the errors committed by the students in writing. Among all the indicators, the study revealed that capitalization, punctuation (mechanics), modifier, SVA, and preposition (grammar) were the most errors committed in writing. The findings corroborated Cabansag's (2013) study, which found that most students make the most mistakes in the

use of capitalization in their writing. Nevertheless, the bulk of the signs in grammar and mechanics were most of the faults, as seen in the study's findings.

Grammar plays a significant role in writing because it provides information that could help the reader's comprehension. Hence, eliminating errors in writing provides a clear message for both writer and reader. On the other hand, mechanics, like grammar, also convey information.

The result of the study which focused mainly on grammar and mechanics, concurs with the findings from the study conducted by Bui Thi Tram (2010). The study revealed six types of common written errors of the students, namely, grammar, style, general items (in particular, language style and expression), syntax, mechanics, and lexical elements. Grammatical errors were the most prevalent errors found which was surprising. Also, in the study conducted by Cruz and De Juan, et al. (2007) on identifying language students' errors, students made more mistakes in their English usage than they did in their English structure. Run-ons appeared to be the most prevalent sort of English fault, while coordination/subordination appeared to be the least common. The most significant error was the subject-verb agreement error.

Moreover, the result of the study also agrees with the findings cited by Bakar, et al. (2011) from the study of Mahamod, et al. (2008) that the most visible issues learners experience are those relating to language accuracy, such as spelling, punctuation, morphology, and syntax.

Students were also weak in using prepositions, spelling, irregular verbs, and articles (Javed and Umer, 2014) and writing without planning, making their output purposeless (Mustaque, 2014).

Thus, the result of the study is a serious problem that indicates students' poor writing performance.

4.4 Students' Attitude towards Reading

Table 4 : *Percentage Distribution of Students according to their Attitude towards Reading*

Attitude	f	%
3.50-4.00 (Highly Favorable)	26	10.65
2.50-3.49 (Favorable)	199	81.56
1.50-2.49 (Unfavorable)	19	7.79
1.00-1.49 (Highly Unfavorable)	0	0
Total	244	100
Mean	3.0 (Favorable)	

The students' positive attitude to reading indicates a positive mindset. This shows that students value reading, which may help them do better. According to Mol& Bus (2011) research, children who love leisure reading read habitually and significantly improves their language and reading skills. Students' favorable reading engagements encourage them to continue reading but students' negative reading attitude lessen their opportunities for progressive performance

Students with a negative reading mindset have lower interests to join in reading events and have a lesser ability to progress (Kush &Watkins, 1996; Kush, et al.,2005; McKenna, Kear, et al., 1995; Mol& Bus, 2011; Urhahne, 2015).

Table 5 shows the results of a survey on students' attitudes toward reading, with a grand mean rating of 3.02 indicating a positive attitude toward reading.

Table 5 : *Mean and Description on Reading Attitude Survey*

Statements	Mean Rating	Description
1 How do you feel when you're reading a book during rainy days?	3.09	Favorable
2 How do you feel reading during a break?	2.87	Favorable
3 What are your thoughts on reading for pleasure at home?	3.34	Favorable
4 How do you feel after receiving a book gift?	3.08	Favorable
5 How do you feel reading a book during a vacant hour?	3.08	Favorable
6 How do you feel reading a new book?	3.13	Favorable
7 How do you feel reading over your summer break?	2.86	Favorable
8 How do you feel shifting from playing to reading?	2.85	Favorable
9 How do you feel about going to a bookstore?	3.03	Favorable
10 How do you feel after reading a variety of books?	3.22	Favorable

11	How do you react when a teacher quizzes you about what you've read?	2.83	Favorable
12	How do you feel reading workbook pages and worksheets?	2.79	Favorable
13	What are your thoughts on reading when you're in school?	2.97	Favorable
14	How do you feel when you are asked to read schoolbooks?	3.03	Favorable
15	How do you feel about earning knowledge from books?	3.36	Favorable
16	When it's time to do reading in class, how do you feel?	3.03	Favorable
17	How do you feel about reading stories in class?	3.16	Favorable
18	How do you feel about reading aloud in class?	2.78	Favorable
19	What are your thoughts on reading along with dictionary?	3.00	Favorable
20	What are your thoughts about taking a reading test?	2.86	Favorable
Overall Mean Rating		3.02	Favorable

Students' positive attitudes toward reading suggest reading to be a pleasurable activity (Karimabadi et al., 2015). Hence, learners with a good reading mindset would want to read, like reading, improve their reading skills, and become lifelong readers (NASP, 2004).

4.5 Students' Attitude towards Writing

Table 6 : *Percentage Distribution of Students according to their Attitude towards Writing*

Attitude	f	%
3.50-4.00 (Highly Favorable)	32	13.11
2.50-3.49 (Favorable)	191	78.28
1.50-2.49 (Unfavorable)	16	6.56
1.00-1.49 (Highly Unfavorable)	5	2.05
Total	244	100
Mean	3.02 (Favorable)	

As illustrated in the conducted survey on the writing attitude of the students in Table 13 with the grand mean rating of 3.02 is favourable. Bustamante & Eom (2017) emphasized that developing favorable students' writing attitude backs success in their education and future career and help them become more motivated to lead to academic success.

Table 7: *Mean and Description on Writing Attitude Survey*

Statements	Mean Rating	Description
1 How do you feel about writing from someone else's perspective?	2.92	Favorable
2 How do you feel about writing about something you have heard or seen?	2.94	Favorable
3 How do you feel about checking your own written work?	3.25	Favorable
4 How do you feel explaining to someone in writing?	2.94	Favorable
5 How do you feel about writing during your free time?	2.92	Favorable
6 How do you feel about writing a diary?	3.06	Favorable
7 How do you feel about writing poetry for pleasure?	3.01	Favorable
8 How do you feel about drafting a letter expressing your insight on a subject?	3.11	Favorable
9 How do you feel being an author of certain books?	3.26	Favorable
10 How do you feel being a writer for a newspaper?	3.05	Favorable
11 How do you feel about being a better writer?	3.09	Favorable
12 How do you feel about composing a story instead of doing your homework?	2.87	Favorable
13 How do you feel about composing a story while watching TV?	2.99	Favorable
14 How do you feel about your friends reading your work?	3.07	Favorable
15 How do you feel about writing about your life experiences?	3.15	Favorable

16	How do you feel about writing more in school?	3.09	Favorable
17	How do you feel taking notes on significant points during discussion?	3.10	Favorable
18.	How do you feel about writing a lengthy story or report in school?	2.87	Favorable
19	How do you feel your classmates discussing ways to improve their writing?	2.99	Favorable
20	How do you feel your teacher is requesting you to revise your work?	2.67	Unfavorable
Overall Mean Rating		3.02	Favorable

A student with a good writing mindset organizes writing activities, exerts more effort, perseveres in the face of obstacles, sets challenging targets, and believes in his or her own accomplishment (Bandura & Graham, 2006). Hence, the more enthusiastic kids are about writing, the more time and effort they put into it (Akkaya&Kirmiz, 2010).

4.6 Academic Performance

Table 8 : *Distribution of Students according to their Academic Performance*

Final Grade	f	%
90-100 (Outstanding)	31	12.70
85-89 (Very Satisfactory)	79	32.38
80-84 (Satisfactory)	80	32.79
75-79 (Fairly Satisfactory)	54	22.13
74 and below (Did Not Meet Expectation)	0	0
Total	244	100
Mean	84 (Satisfactory Level)	

The students' satisfactory academic performance in the subject means that they have received a passing grade and have met the subject's standard requirement/s. This means that students are performing well academically, as no one is failing. On the other hand, students will be motivated to study more and reach high literacy levels due to the pressure to perform well.

4.7 The Relationship between Students' Reading Performance and Attitude as well as their Writing Performance and Attitude

Table 15 : *Summary of Kendall Tau Rank Correlation Values*

Variables	Kendall Tau	P-Value
Reading Performance and Reading Attitude	0.1080854	0.01451
Writing Performance and Writing Attitude	0.1419704	0.001929

The study determined that reading comprehension and reading attitude with a P-Value of 0.0145, which is less than 0.05, have a positive relationship. This implies that students' reading comprehension and their reading attitudes are significantly associated. The result parallels Karimabadi et al. (2015) findings that reading comprehension is positively correlated with high motivation for reading. Readers with a positive attitude read more and find reading an interesting experience, while readers with a negative attitude read less and find reading boring. However, Bastug (2014) asserted that reading attitude has a strong predictor of reading comprehension.

The students' writing performance and attitude, on the other hand, exhibit a positive correlation with a P-Value of 0.0019, which is likewise less than 0.05. This suggests that students' writing abilities are linked to their attitudes about writing. According to Graham et al. (2007), pupils with a positive writing perspective write more than those with a negative writing mindset. Furthermore, learners who have a positive mindset may choose to write even if it is not compulsory.

Students who have negative writing mindsets, on the other hand, may avoid writing assignments and put in little effort when doing so.

Thus, as cited by Ayachi (2017) writing is often overlooked because it is both productive and time-consuming. As a result, bad grades on writing papers are frequently observed. Thus, writing, as a skill, should be considered in various segments.

5. Conclusion

The study investigated the students' reading and writing performance as well as their attitudes toward reading and writing. This gave interest to the researchers because reading and writing are basic academic skills that learners must master, and the subject "Reading and Writing" is included in the Senior High School Curriculum. However, the results of the research will give curriculum

planners an idea of what changes and improvements should be made to maintain the high level of education that the Philippine educational system can provide.

The findings of the study showed that the students are under a level of frustration in their reading performance following the standards of the Manual for the Philippine Informal Reading Inventory (Phil-IRI) 2018. According to the senior high school program's regular grading system, the students did not satisfy the requirements of the writing activities. The study's findings revealed that the majority of students made mistakes in their writing efforts, which is a serious issue. This suggests that the students' writing skills are lacking.

The students' academic achievement in the area of Reading and Writing is satisfactory. The attitude of the students towards reading and writing activities is favorable, which means a positive attitude. However, students' attitudes toward reading have a substantial impact on their reading performance, as well as their attitude toward writing has a substantial impact on their writing performance.

Thus, reading and writing are skills that help individuals become more literate. Immediate action in response to students' poor reading and writing performance will improve educational quality. Hence, suggesting programs and/or activities to improve or empower pupils' reading and writing abilities.

Despite their low performance, their positive attitude will help them improve their performance on the mentioned skills. Thus, resolving the issue will be sufficient to meet the Department of Education's major goal of producing quality Filipino learners who will be known globally and prepared to play a larger role in 21st-century learning. Hence, the findings of the study will also be a reference for further research on reading and writing performance as a help to improve the English curriculum.

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Development of Reading Fluency from the Perspective of Automaticity Theory

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ABSTRACT

Reading fluency has been a persistent problem among learners. A couple of experimental studies reveal the existence of this problem in many primary and secondary schools as well. In the past century, experimental psychologists have popularized automaticity theory as a relevant paradigm in developing children's reading fluency. The theory identifies four important aspects that feature automaticity, which are speed, autotomy, effortlessness, and lack of conscious awareness. This study adopted a documentary review where various studies were collected, thoroughly reviewed and finally examined for qualitative analysis. The study aimed at expanding understanding of reading fluency by examining roles played by teachers in the development of child's reading fluency basing on automaticity theory. There were similar findings related to reading fluency and automaticity theory from various publications reviewed. However, this study considered three of them, which have shown significant information across the topic and have been cited in various books and world-class journals.

1. Introduction

Reading is a cognitive process that involves decoding words from printed words and producing them orally. According to Alyousef (2005), reading is defined as an interactive process between a person reading and a text that results in automaticity. Some earlier scholars like Huey defined reading as the choice from what is printed, suggesting a continuous sensation of values in all effective reading (Huey, 1908). The interpretation of Huey's definition is that there is a mechanical process involved in the mind when taking information from the printed pages (Glazer et al. 1990). This implies that reading is an activity that requires visual and cognitive processes, while interpretation of orthographic symbols comes as a result of such a process.

Reading is a long process that begins from an informal environment to a formal environment where the teaching and learning process occurs. Various circumstances support children learning to read the language. They learn through listening to their parents, peer, or other people around them. The difficulties they encounter solicit their sense of struggle to well interact with whom they meet. When these children start to read in a formal stage (in a classroom), they already acquire a large amount of vocabulary, a set of language structure, and realize some clues related to discourse (Nation, 2009).

Reading fluency refers to automatic reading of printed text where a reader can connect words into meaningful expressions faster and effortlessly (Corcorn, 2005). The National Reading Report (2000) asserts that reading fluency is a capability of an individual person to read a text with appropriate speed, accuracy and expression. It is that stage of accuracy and speed where decoding is automatic, quite effortless. Reading is smooth, accurate and appropriate prosody while attention is focused on comprehension (Wolf & Katzir-Cohen, 2001). Reading fluency is an important skill considered a prerequisite for reading comprehension, as stated by Tinda et al. (2016) and Rasinski (2014). They argue that fluency as skill plays a significant role in comprehension, which is basically the ultimate purpose of reading. Precisely, reading fluency denotes the accuracy and speed at which learners expressively read a given text (Francis et al., 2008; Harn et al., 2008; Hasbrouck & Tindal, 2006; Jenkins et al., 2007). Fluent reading is also defined by Hudson, Mercer & Lane (2000), as reading a connected a printed text at a conversational speed by

appropriate expression. It is argued that once fluency is acquired, it takes a long time to demise even without practice and normally generalize across various texts. A fluent reader is hardly distracted by external factors and reads the text automatically and effortlessly. Normally, a fluent reader recognizes the words at hand and at the same time understands the author's intended message. However, poor reading fluency is a basic predictor of a reading comprehension problem (Stanovich, 1991). Less fluent readers put much effort into figuring out the words and text at large, leaving little attention for comprehending the text (Armbruster et al., 2001; Perfetti, 1999). If a reader frequently stops to find out words unclear to him, most likely the reader will not remember or comprehend what is reading (Perfetti, 1985, 1999; Pikulski & Chard, 2005; Samuels & Flor, 1997). This implies that there is a close relationship between reading fluency and reading comprehension. It is reported that about 90% of comprehension difficulties among students are rooted in a deficiency in reading fluency (DiSalle & Rasinski, 2017). Therefore, if a student fails to acquire fluency at the early stage of his academics he is likely to continue suffering in his learning which means this particular learner will not be able to make meaning from the books (Pahamzah, et al., 2021).

2. Literature Review

The nature of learning, in general, is basically determined by the cognitive capability of a learner, where memory takes a central role in the process. To help readers establish and apply this body of knowledge from literature, the author has adopted and discussed automaticity theory as a guiding frame of this study.

2.1 Automaticity Theory

Automaticity theory takes its root from the word automatic, which means a person's ability to recognize and process information with fewer efforts. According to Samuels (2007), automaticity theory has been used in reading fluency to determine the ability of a student to look at words and read them without thinking. The key point that the theory stresses is word recognition which should be developed through using easier texts for students who have reading problems. Moors & DeHouwer (2006) asserts that a reader is considered to have acquired fluency if the reading process takes place automatically and must have attained appropriate reading speed, lack of conscious awareness when reading and no efforts applied in reading. When a learner's automaticity develops, the performance becomes accurate along with speed. The Automaticity theory emphasizes repeated performance or practices because grasping new words and staying in the learner's mind requires successive exposures. LaBerge & Samuels (1974) insisted on repetition to enhance automaticity with the argument that sounding spelling forms generally becomes automatic through repetition of visual as well as articulatory sequences.

2.2 The Mechanisms of Automatic Theory

Most often, automaticity theorists assert that automatic processes do not require attention nor efforts in reading and it develops by continuous repetition of activity, leading to a gradual breakaway of attention and efforts from the given task. According to Logan (1988) automatic process is determined exclusively by the working memory. This means that automaticity directly utilizes target information stored in the memory without any mechanical steps. Logan claims that complex tasks are basically processed using fundamental procedures where later particular solutions for specific problems are adopted and kept in memory. Response to any problem of which a solution is already stored in memory is easily retrieved. Consequently, the use of procedures for a particular problem is withdrawn and retrieval of a particular solution from memory transforms to a central response to that particular problem. Over a period of time, automaticity is transformed from the procedure (algorithm) grounded responses to memory grounded responses in such a way that the process of retrieving responses then becomes completely automatic, or exclusively memory grounded. In respect to this view, it is evident that the theory is much linked with the development of fluency as opposed to Pikulski & Chard (2005), who see the theory as useful when finding learners with problems in reading speed. However, some theorists have challenged this theory for ignoring memory deficit. In fact, there is no human being whose memory is completely perfect. There are so many reasons for memory damages leading to deficit such as illness or information we take in our life experiences are anguishing our memory in one way or another. Another criticism about this theory is an insufficient explanation about prosody, one of the most important components of reading fluency. The claim that the theory relies on practice and drilling methods that consume a lot of time is undoubtful genuine, considering that every lesson is bound to specific time, but that should not stand as the fundamental reason to overlook all other significant roles plays. The strategies proposed by the theory (repetition or practice) are very significant in developing learners' reading fluency as it is all known that practice makes perfect. The more you read, the better you become.

3. Methods of the study

This study is based on a documentary review which was designed to explore the relationship between automaticity theory and reading fluency among learners of lower classes. Document review is one form of collecting information based on qualitative research whereby a researcher interprets a wide array of documents and analyse them accordingly (Brown, 2009). So far, the documents reviewed hereunder are considered as respondent of which relevant data were collected. The first activity was to identify prominent academic resources search engines where refseek (<https://www.refseek.com>); Google Scholar

(<https://scholar.google.com>) and Research Gate (<https://www.researchgate.net>) were selected. These search engines were used by allocating related articles: oral reading fluency, assessment of oral reading fluency and automaticity theory. Studies that appeared consistently in all search engine results or two were considered the best resource for the current study. Similarly, studies that were given first consideration were those conducted at an international setting showing the wide range of assessment norms.

4. Results and Discussions

The following studies report significant information on reading fluency basing on the theory of automaticity. Although the author reviewed a number of publications, the following studies are considerably significant across the topic and they are discussed to represent views of other studies.

4.1 The study by Logan (1988)

Samuels (LaBerge & Samuels, 1974) developed the theory of automaticity when he was proposing a repeated reading strategy. At this point, Logan conceptualized the idea of automatization as an important distinct unit in explaining the reading process. Logan (1988) argued that every experience and task place a separate memory hint that can be retrieved if that specific task is repeated. Logan argues that automaticity is attained when a cognitive activity has been executed with enough time so that retrieving information stored in the memory is processed faster than applying rules in solving a given problem (Rodgers, 2011). Logan's theory so far is based on memory retrieval (Rodgers, 2011).

The theory discussed reading as a mechanism that memory plays a central position. The more practice trials a person makes about activity-related knowledge; the more memory growth it creates. When there are several practices, mechanical processing of retrieving relevant solutions to the problem by reasoning declines to automatic processing. The automatic processing leads to a faster and effortless performance since retrieving information from memory is quick and involves less. The theory is based on speeding up the reading process through task practices by paying more attention to an activity. It is clear from the theory that practise and repetition are necessary conditions for developing reading fluency skills. Although there are arguments that automatic reading can take place in the first trial or instance of learning, the chance to exist for a long time without practice is very limited. Usually, automaticity takes place in piece meals through practice. As more and more activities get added into memory, the reaction of memory to accustomed context gains strength. The role of a teacher is to lead learners to repeat a single activity several times and set a context that is relevant to the activity in practice. When a learner read a text repeatedly, the time bond required to read declines as the function repetition periods. According to Levy, Di Persio & Hollingshead (1992), there is a rapid decrease in the reading time frame at the beginning of the first few readings, while with prolonged practice, the improvements become less dramatic.

4.2 The study by Samuels and Flor (1997)

From the year 1974, when LaBerge and Samuels proposed automaticity theory, more scholars have emerged, improving and developing new models to explain how fluency develops. For example, Perfetti (1985) and Logan (1997) have given a deeper explanation of automaticity theory affirming the memory retrieval process to function in reading fluency. Essentially, automaticity theory is part of information processing theory based on a cognitive paradigm that regards reading fluency as a complex process. The study insists that learners have to practice reading until the upper level of accuracy is attained. However, being accurate does not mean automaticity is already acquired. A learner may not be automatic because she is unable to decode and comprehend at the same time. The study reveals that automaticity develops along with repetition and practices over a given period of time of which during the course of practices, significant changes related to accuracy and attention occur. The level of accuracy on the one hand increases while attention on the other hand decreases. Therefore, Samuels and Flor's automaticity theory of reading attempts to understand the cognitive endeavors involved in learning to read. Learners must use the available cognitive space to decode words of a given text, of which only a little space is left for comprehension as a result when beginners are asked, for example, to tell what is all about the text they just have read. The learners will often fail to state what the text means accurately. So, automaticity theory explains how to move from processes to the automatic level where cognitive ability is freed up for parallel performance through practice.

4.3 The Study by Tavakoli (2019)

Taking a psychological perspective, Tavakoli defines it as a capacity to perform tasks with less or no conscious effort in processing information (Tavakoli, 2019). The task performance is also marked with moving away from sequential processing to parallel processing. In second language learning, especially at earlier stages of learning, the language processes are quite controlled and therefore becomes challenging to run diverse processes concurrently without assigning some sort of pressure on another process (Skeham, 2009). This is the point where the idea of automaticity turns into key to the development of reading skills then gradually changes due to practices and repetitions to become a fluent reader. It is important to understand that automaticity is not just an accelerated practice of faster performance of the same activity after a period of time of practice but a

qualitative transformation in a process that is performed effortlessly at time. In this case, two aspects are normally used to determine automaticity; reaction time and error rate. The amount of time required to perform a certain task and an average error made in performing that particular task. Essentially, automaticity as a theory stresses more repetition of a task by learners for a certain period of time to help their memory hold it for permanent use and develop fluency production. Repeated reading activity plays the most significant influence on reading fluency and comprehension as well (National Reading Panel, 2000). Therefore, learners should be exposed to repeated reading that involves reading a short passage repeatedly while receiving assistance from the instructor to fix errors immediately as learners make mistakes. However, repetition may be less useful if learners don't pay the required attention and concentration. These two aspects affect cognitive processing. As a result, there will be no changes in task processing time despite several repetitions.

Based on the analysis made from various studies, it is clear that reading fluency is built on different factors, including practices proclaimed by automaticity theorists such as Samuels and Logan. Many teachers pay more attention to teaching reading skills in the early years of primary education and ignore developing fluent reading skills. However, practically many teachers find it difficult to implement repetitions that are considered a core point of developing fluency. As a result, learner becomes handicapped not only in terms of reading fluency but also comprehension levels.

5. Conclusion

Several researchers in the reading study are concerned with the process and performance in reading while sparing little attention on fluency which is an important component of reading development. The purpose of this study was to examine the role of teachers in the development of child's reading fluency. The major findings from the literature reveal that reading fluency develops over time as learners continuously practice reading the simple text through the guidance of teachers who have to set learners' cognitive construction to accomplish the task. In line with automaticity theory, teachers have to use pictures, illustrations and drawings to support learners to create an actual schema. The schema construction will help learners develop concepts for words and put them in memorable patterns stored in memory, leading to the gradual development of automaticity. Basic skills such as decoding take place as learners continue to practice until reading becomes automatic. In this regard, it is clear that the development of reading fluency is an outcome of a cognitive process that involves a series of practices of which overtime shifts from a mechanical process to automatic. It goes without saying that practice makes perfect. However, the practices must be consistent and well-controlled by teachers to lead to automaticity acquisition. Once automaticity is attained, learners will certainly develop reading speed which fosters accuracy development as well.

The study is deemed to help teachers on the best practice that would promote learners to develop reading fluency. Furthermore, the findings presented in this study awaken teachers and all other instructors to understand that learning as do reading fluency takes time and therefore, learners will never develop automaticity just overnight. Therefore, teachers need to employ various teaching strategies and deliver well-coordinated reading activities.

The limitation of theoretical analysis of automaticity in developing learners' reading fluency is that extensive drilling and practice tasks often lead to boredom, decreasing learners' learning motivation. The author hopes that language teachers should find appropriate teaching strategies such as gamifying those learning activities to mitigate boredom situations.

This study recommends that research be carried out in the future to test the relevance of other theories such as Information Processing theory or Ehri and McCormick Word Learning theory on reading fluency. Finally, by considering that acquisition of reading fluency differs from one language to another, other researchers could develop their proposals of reading fluency using specific languages.

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Understanding the Lived Experiences of Tunisian Undergraduate Students in EAP Writing Courses: Students Voicing their Stories

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ABSTRACT

Studies that have investigated students' perceptions of EGAP and ESAP instructions have generally focused on students' perceived learning of the features of academic discourse that they can transfer to their subject-specific courses. Examining the processes that students go through when trying to adjust to EAP instruction has received little attention. The present study aimed to explore the challenges that Tunisian students faced when trying to adjust to the requirements of an ESAP course to which they had been introduced for the first time. Understanding these challenges can lead to a better understanding of the processes by which students move from the initial learning context to the transfer contexts (Lobato, 2003). The study was conducted over a period of two years and involved two student cohorts. A student cohort of 21 students participated during the academic year 2014-2015 and another cohort of 36 students participated during the academic year 2015-2016. The research consisted of a diary study, in that data were collected solely from the learner diaries that students were asked to keep as part of the learning activities. Results showed that ESAP instruction presented considerable challenges to students during the first semester of the course. These challenges often caused feelings of anger, disappointment, demotivation, and resistance. Despite these challenges, students' adjustment to the course was clearly observed in the second semester. The findings also revealed that all participants developed a very positive attitude towards the ESAP model at the end of instruction. The findings suggest that ESAP instruction has a greater potential to promote learning transfer because it provides students with a more authentic learning environment. However, the implementation and success of this model in the various Tunisian academic settings depends, on the one hand, on the EAP teachers' willingness to change their teaching beliefs and practices and, on the other hand, on their preparations to meet the challenges that such a teaching model can pose to teachers.

1. Introduction

The main role of EAP instruction is to facilitate students' induction into academic discourse. Duff (2010) defines academic discourse as "forms of oral and written language communication [...] that are privileged, expected, cultivated, conventionalized, or ritualized, and, therefore, usually evaluated by instructors, institutions, editors, and others in educational and professional contexts" (p. 175). This implies that students' academic success totally depends on their ability to accommodate to the demands and the preferred practices of their academic communities. In other words, once students enter a new academic community, they engage in what is referred to as academic discourse socialization (ADS). Kobayashi et al. (2017) refer to ADS as "the means by which newcomers [students] and those they interact with learn to participate in various kinds of academic discourse in their communities and other social networks" (p. 239). To date, there exists an important body of research that has investigated students' academic discourse socialization. Most of this research has been conducted in mainstream academic contexts and in

English-speaking contexts (Cheng et al., 2004; Campbell & Li, 2008; Cheng & Fox, 2008; Evans & Morrison, 2011; Wette & Furneaux, 2018; Jabeen et al., 2019). These studies focused on the challenges that international students experience when they try to adjust to their new academic environments. Some of the issues that have been reported related to academic literacy skills, language proficiency, coping strategies, student agency, and resisting teachers' demands, among others.

Other studies have focused on whether EAP programs can concretely facilitate students' navigation in their academic communities (Fox et al., 2014). While research tends to mostly justify the provision of EAP programs, the debate is still centered around whether students' academic socialization can be best facilitated by following a generic approach – English for General Academic Purposes (EGAP) – or a disciplinary approach – English for Specific Academic Purposes (ESAP). Many studies have investigated students' learning experiences within both EGAP and ESAP contexts. However, most of these studies were mostly conducted in English-speaking contexts like the USA, Canada, and Australia. The impact of these approaches on students' academic socialization is still underexplored in North African contexts. In Tunisia, English is used as the medium of instruction in all the public universities that offer degrees in English. This means that students' academic qualifications primarily depend on their ability to write in English. For this reason, English writing courses are an integral part of the curriculum in the English departments. In the university where the present study was conducted, writing instruction is still heavily influenced by the generic model. Too little is known about the extent to which ESAP instruction can better prepare students for the kind of writing that they need in their subject-specific courses. The present study aimed to investigate third year students' learning experiences with an ESAP course to which they had been introduced for the first time. The study aimed to answer two research questions:

1. What challenges did Tunisian undergraduate students face when introduced to ESAP writing instruction for the first time?
2. How did students try to adjust to the course and what were their perceptions of ESAP instruction in comparison to the EGAP instruction that they had previously received?

The literature review section provides a brief discussion of the main theoretical and pedagogical principles on which the EGAP and ESAP models are based. Then, it reviews the major studies that have explored students' learning experiences in EGAP and ESAP writing contexts. The methods section provides a description of the research context, the participants, the research tools, and the data analysis process. The results and discussion section presents the major findings and discusses them in relation to the existing research. The paper concludes with a summary of the major findings, the pedagogical implications of these results to EAP writing instruction, and the limitations of the study.

2. Literature Review

The EGAP model of EAP instruction is based on the theory that there is an identifiable set of linguistic forms and skills that are commonly found in all academic disciplines (Hutchinson & Waters, 1987; Jordan, 1997). Hutchinson and Waters (1987) argued that there were little variations in the grammar, vocabulary, and discourse structures in the academic disciplines to justify a disciplinary approach to EAP instruction. According to them, Students first need to master these basic common features of academic discourse before they start their academic content courses. Jordan (1997) justified a generic model for EAP instruction on the ground that EAP is too hard for students with low English proficiency. Therefore, in order to cope with the requirements of their academic disciplines, students first need to master the generic skills and linguistic forms through remedial courses (Jordan, 1997). EGAP instruction is still the predominant approach in many EAP contexts (Basturkemen & Wette, 2016). This is also reflected in the countless EAP textbooks that continue to be published for worldwide use. Notwithstanding, the effectiveness of EGAP has been questioned on both theoretical and practical grounds. Bhatia (2002) related the popularity of EGAP to its pedagogic convenience rather than to its convincing theoretical base. To Bhatia, EGAP courses are not really based on a clear understanding of academic discourse. They are simply easy to design, not time-consuming, and cost-effective as they are targeted for large audiences. In fact, recent research on academic discourse has demonstrated considerable variations in language use in the academic disciplines (Aull & Lancaster, 2014; Jiang & Hyland, 2015; Hyland & Jiang, 2016; Bruce, 2009). The other argument against EGAP is related to students' learning needs. Some argued that a generic model of EAP can create a significant mismatch between what is taught in the EAP course and what is really needed in the academic disciplines (Dudley-Evans, 1988; Hyland, 2007; Basturkmen & Wette, 2016). For example, Dudley-Evans argued that such a mismatch could be a serious problem as there would be very little chance for the new learning to transfer from the EAP course to subject-specific courses.

Generally, EGAP writing courses are based on two popular instructional models: the product approach and the process approach. The product approach emphasizes the teaching of rhetorical modes, such as cause-effect, comparison-contrast, explanation, and argumentation, among others, that are thought to be commonly found in American academic writing (Spack, 1988). Instruction is primarily based on the teaching of the organizational features that differentiate one essay pattern from another (see Silva, 1990). Students write on general topics, relying on their personal experiences and background knowledge to generate ideas. On

the other hand, process writing pedagogy centers around the teaching of writing strategies, such as planning, drafting, revising, and editing (see Seow, 2002). These strategies are also thought to be transferable across different academic writing situations. Similar to the product approach, process writing pedagogy encourages students to write from personal experiences. From a learning transfer perspective, what is expected from EGAP instruction is that learning will transfer to very different tasks and contexts, that is, across different academic disciplines. In other words, EGAP instruction will lead to what is referred to in educational psychology as *far transfer*. However, more than a century of research on learning transfer in educational psychology has demonstrated that *far transfer* is still an elusive phenomenon that is very difficult to prove (Detterman, 1993; Haskell, 2001).

Unlike EGAP, the ESAP model adopts a more complex role in that it sees learning as a process of disciplinary socialization. This process is viewed as induction or acculturation into a new culture (Hyland, 2002). In other words, students are expected to learn the specificities of their chosen academic discipline and to fully adopt the privileged practices of their discourse community in order for them to succeed. Specificity is deeply rooted in the concept of discourse community. According to Hyland and Hamp-Lyons (2002), understanding the complexity of EAP cannot be achieved outside the notion of discourse community. The authors argued that this concept helps clarify how academic discourse differs from one academic discipline to another. The concept of discourse community also helps explain how people learn the specialized discourse of a group in order to become successful members of that group. At the same time, Hyland and Hamp-Lyons (2002) cautioned that discourse communities are not static and autonomous and that variation in practice can also be found within the discipline itself. The view of disciplinary socialization is also rooted in Lave and Wenger's (1991) theory of situated learning, namely in their notion of legitimate peripheral participation. This notion is based on the idea that learners necessarily participate in communities of practitioners and that the acquisition of knowledge requires them to become full participants in the socio-cultural practices of the specific community (Lave & Wenger's, 1991). Another feature of disciplinary socialization is that learning the valued discourse forms of a particular discourse community is seen to take place through apprenticeship. It is a guided process that helps students move from peripheral participation to full members of their community of practice (Lave & Wenger, 1991). The ESAP model appears to be based on a more convincing theoretical ground, which might explain its growing popularity.

Accordingly, the main goal of ESAP instruction is to induct students into the specific practices of the academic discipline that they have chosen to enter (Hyland, 2002). Two instructional approaches characterize ESAP: Genre-Based Writing Instruction (GBWI) and Content-Based Instruction (CBI). GBWI emerged as a reaction to the process movement which has been criticized for failing to cater for the real writing needs of L2 students (Hyland, 2007). A central aim of genre-based instruction is to facilitate students' induction into their disciplinary community by teaching them the privileged written genres of the academic discipline in question (Hyland, 2007). Numerous studies have shown the effectiveness of this writing approach in both ESL contexts (e.g., Cheng, 2006, 2007, 2008; Tardy, 2005, 2006) and EFL contexts (e.g., Yasuda, 2011; Yayli, 2011; Negretti & Kuteeva, 2011). CBI as a teaching approach has also gained ground in many EAP contexts, and its effectiveness has been reported in many studies (Spencer & Wesely, 2020; Fenton-Smith & Humphreys, 2015; James, 2006; Kasper, 1997). CBI comes in many forms such as the theme-based model and the adjunct model. The model that is mostly related to ESAP is the adjunct model. It links an EAP course with a concurrent content course and is usually co-taught by the EAP instructor and a content subject lecturer. It can also be taught by the same instructor who has expertise in both the subject matter and EAP (Wingate, 2018). The main goal of the adjunct model is to help students with the skills and strategies required of them in the content subject in question. Thus, with the ESAP model, learning transfer is more likely to occur because it will occur in situations that look very similar. In other words, ESAP instruction leads to *near transfer* which is the type of transfer that is rather easy to obtain in comparison to *far transfer* (Perkins & Salomon, 1992).

Several studies have investigated the impact of EAP instruction – EGAP, ESAP, or a mixture of both– on students' perceived learning as well as the impact of these courses on students' ability to transfer their learning to their discipline-specific courses. Leki and Carson (1994) surveyed 77 ESL students in a US university to determine the extent to which the EAP courses had prepared them for the academic skills that were required of them in their academic subjects. The authors found that most students were satisfied with their EAP courses. Among the skills that they reported using from their EAP courses included writing strategies (planning, drafting, and revising) and writing skills such as summarizing, synthesizing, and using quotes. On the other hand, most of the surveyed students found the writing tasks that focused on personal writing unchallenging and not sophisticated enough for university-level studies. Other studies reported rather negative results on students' perceptions of the usefulness of the generic model of EAP instruction to their other courses. In a study that involved five ESL students in another US university, Leki (1995) reported that when she asked the students to describe strategies that helped them complete writing tasks in their content subjects, none of them referred to the EAP courses that they had previously taken. According to Leki (1995), the fact that these students could not make any link between the writing that they had done in their EAP courses and the writing they were required to do in their subject-specific courses was "potentially worrisome" (p. 255). Similar findings were reported in a study conducted by Counsell (2011) in an Australian university. In a survey study, students were asked to identify from their past EGAP course some effective writing strategies that they could use in their content courses successfully. Students' responses were

mostly in the neutral or negative, leading Counsell (2011) to conclude that the EAP generic skills-based course had not had any positive impact on the students' ability to recognize effective writing strategies that they can fully transfer to their discipline-specific courses. Among the few studies that were conducted in EFL contexts was Kirkgoz's (2009) study that surveyed 220 students and 15 content lecturers in a Turkish university. The study aimed to determine the extent to which the foundation EGAP program had prepared students for their subject-specific academic courses. Results revealed that students were largely dissatisfied with the EAP training that they had received prior to their disciplinary courses. Students perceived a big gap between the requirements of their disciplinary courses and what they had been taught in the EAP course. The students also found the writing tasks in the EAP course too general and academically unstimulating. In his study on learning transfer climate, James (2010) also found that among the negative factors that affected transfer climate were students' attitudes to their EAP courses. Many of his case studies subjects found their EAP courses (EGAP courses) generally boring, useless, and a waste of time.

On the other hand, studies that investigated students' perceptions of ESAP instruction mostly reported positive results. In an action research study conducted in a university in Canada, Currie (1999) showed how the use of academic journalogs can help bridge the gap between her EAP course and her students' diverse disciplinary courses. Currie's (1999) advanced writing course consisted of a content-based section that focused on five thematic units and an academic journalog consisting of six assignments. One of the assignments that students were asked to complete was to investigate the kind of academic writing required of them in their disciplinary courses by interviewing their professors. Currie (1999) reported that most of her students found the journalog activity beneficial as it helped them increase their understanding of the nature and importance of academic writing in their disciplinary courses. Other studies focused on the role of CBI in helping students transfer their learning to their content courses. For example, in James' (2006) study, the student participants reported transferring many learning outcomes from their theme-based course to their content courses. These learning outcomes included paraphrasing, synthesizing, guessing meaning of unknown words, organizing ideas, developing topics, establishing coherence, and using appropriate vocabulary, among others. Similarly, Terraschke and Wahid (2011) found that a ten-week discipline-specific EAP course had a positive impact on students' learning experiences. The students reported using study skills that they had learned in the ESAP course in order to cope with the requirements of their content course. These study skills included skim reading, summarizing, speed writing, the use of linking words, and the use of a clear essay structure. Baik and Greig (2009) also found that a content-based EAP program had a positive impact not only on students' perceived learning but also on their writing performance.

What can be said about the EGAP and ESAP studies in general is that they tended to focus more on students' general perceived learning of the features of academic discourse that they can transfer to their other courses and less on the challenges that these students face during the learning process. As stated earlier, students' learning experiences have been investigated particularly in mainstream academic courses. Examining students' learning experiences within EAP courses is also important because as Campbell and Le (2008) put it, "students' voices, narratives, or stories are lenses through which we view and review our teaching practices as well as students' learning experiences, levels of satisfaction, perceptions, intentionality, values, beliefs, desires, feelings, and aspirations" (p. 376). This is also true for EAP courses that have the primary goal to induct students into academic discourse and to promote transfer of learning. Indeed, examining students' perceptions of their EAP courses as well as the challenges that they face during instruction can help EAP teachers gain a deeper insight as to how learners move from the initial learning context to the transfer contexts (Lobato, 2003, 2012). Understanding these processes can definitely help EAP teachers design better courses and create better learning environments. Studies on students' learning experiences are generally self-report studies (Kobayashi et al., 2017) that are based on students' narratives using semi-structured interviews. Diary studies are not very common in EAP contexts. In a few studies, learner diaries have been generally used to investigate the influence of students' English proficiency on peer assessment (Zhao, 2011), students' use of learning strategies (Graham, 2011; Rao & Liu 2011), learner autonomy (Burkert, 2011), and students' reading practices (Kuzborska, 2015). In a more recent study, Cowley-Haselden's (2020) used learner diaries in an EGAP context. However, the study was not focused on students' development of language skills; it rather aimed to demonstrate how learner diaries can make knowledge visible to learners. The present study used learner diaries to examine the challenges that Tunisian students faced when introduced to ESAP instruction for the first time. The study also aimed to explore students' perceptions of ESAP instruction in comparison to the EGAP instruction that they had previously received.

3. Methodology

3.1 Research context

The study was conducted in a Tunisian university and focused on students' learning experiences in ESAP writing instruction during two academic years, 2015-2015 and 2015-2016. Two different cohorts of students participated in the research with 21 students in the first academic year and 36 students in the second academic year. Thus, a total of 57 students' diaries were collected for analysis. All the participants were third-year students who were at their final year of their BA in English. In their first year, the students had studied a core language module for two semesters. The module included a one-hour grammar session, a two-hour run-on session for reading and another two-hour run-on session for writing. Instruction was based on the EGAP

model. The reading skills that were emphasized included skimming, scanning, reading for details, guessing meaning from context, summarizing, and paraphrasing, among others. As for writing, students were first introduced to paragraph patterns with a great emphasis on organization (topic sentences, supporting details, and concluding sentences). Short essay writing was usually introduced in the second semester. The essay patterns that were frequently taught were cause-effect, comparison-contrast, and argument essays in which students had to defend a position. The writing process (planning, drafting, revising, and editing) was also emphasized each time students were introduced to a new writing pattern. In the second year, reading and writing were integrated and taught in a weekly run-on session of two hours. The course was a one-semester course that was also based on the EGAP model. It aimed to consolidate the reading and writing skills introduced in the first year, with the addition of some other skills such as hedging, quoting, and citing without necessarily focusing on a specific style guide for in-text citations. Essay writing was also focused on some rhetorical patterns. In the third year, students had a two-semester advanced writing course taught in a weekly run-on session of two hours. In the years that had preceded this study, the third-year advanced writing course also used to follow the EGAP model but emphasized the reading/writing relationship by engaging students in what Leki and Carson (1997) referred to as text-responsible writing that emphasizes content.

As a teacher-researcher, I taught the three levels for many years. Starting from the academic year 2014-2015, I decided to try the ESAP model with third-year students to whom I taught both the EAP course and a content course (TEFL) concurrently. The first semester course was based on the theme-based version of CBI and genre-based instruction that derived from the SFL genre school (Rose & Martin, 2012). The theme-based part consisted of two thematic units. The first unit addressed social problems and family issues such as divorce. The second unit was on science and technology. The reading skills and strategies (skimming, scanning, reading for details, summarizing, and paraphrasing) taught in the previous levels were consolidated. The skills that were introduced for the first time were writing from sources, synthesizing sources, expressing criticality through discourse markers, and using the APA style for in-text citations. As for essay writing, students practiced writing the argument and discussion genres based on Web sources. The differences and similarities between these two genres were highlighted in terms of their generic and linguistic features (Rose & Martin, 2012). Students practiced the argument essay on the topic of divorce and the discussion genre on social media. To emphasize the link between the EAP course and the TEFL course, students were constantly reminded that all the reading skills and strategies that they were practicing in the EAP writing class were required in the TEFL course. They were told, for example, that they needed to rely on paraphrasing, summarizing, synthesizing, and citing sources when preparing their oral presentations or when revising for their final TEFL exams. They were also told that they could be asked to write either an argument or a discussion essay for the end-of term TEFL exam.

In the second semester, the EAP writing course was slightly changed by linking it entirely to the TEFL course. Students practiced the complex skills summarizing, paraphrasing, synthesizing, and in-text citations using exclusively TEFL content. As for essay writing, the discussion and argument genres were consolidated. All students were encouraged to keep a learner diary to reflect on their learning experiences on a weekly basis. The primary aim of using learner diaries as part of the course was to help students develop their metacognition (Anderson, 2002) and, in turn, to promote the transfer of learning to other courses (Bransford & Schwartz, 1999). It was introduced as part of the oral mark which carried 20% of the overall mark. However, given the time-consuming nature of this task, the learner diary was not considered as a mandatory task, and thus students who were not able to submit their diaries at the end of each semester were not penalized on that. However, students were constantly encouraged to write diary entries on a regular basis if they wanted to enhance their oral marks. In order to reach a better understanding of students' learning experiences with ESAP instruction, the ESAP model was tried with another group of third-year students the following academic year, 2015-2016. This time, the two-semester reading/writing course was mostly linked to the TEFL course. The same reading skills and strategies taught in previous levels were consolidated. The new writing skills synthesizing sources, expressing criticality through discourse markers, and using APA in-text citations were introduced and practiced throughout the two semesters. The learner diary also constituted an important part of the learning process during instruction.

3.2 Research design: A diary study

Bailey (1990) defines a diary study as "a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events" (p. 215). Diary studies have been used to investigate issues related to language learning and teacher education (Dornyei, 2007). Despite their time-consuming nature, learner diaries can provide important data that can clarify processes that would not be possible to reach through other means (Hyland, 2016). Similarly, Mackey and Gass (2005) noted that learner diaries could yield valuable data on individual learners' experiences and on individual learners' perceptions of the course content and activities. More importantly, because of their longitudinal nature, diary studies "can illuminate how perceptions develop overtime" (Mackey & Gass, 2005, p. 204). Finally, as summarized by Dornyei (2007), "the multiple benefits of diary studies would warrant in many cases at least an attempt to implement a diary study" (p. 159). Conducting a diary study was deemed appropriate for the present research.

As mentioned earlier, learner diaries in the present study were used primarily as a pedagogical tool, the aim of which was to enhance students' metacognition. Students were introduced to diary writing in the first week of the course. The rationale and the benefits of diary writing were first explained, and then all students were encouraged to write a diary entry on a weekly basis. To enhance the quality of their entries, students were provided with some guidelines (Mackey & Gass, 2005) on a weekly basis, depending on the kind of activities that were done during a particular session. For example, for week 1, students were encouraged to reflect on their prior writing experiences and state their expectations of their new course. Later, they were asked to describe their difficulties with the assigned readings and writing tasks, evaluate the classroom activities, describe the aspects that they liked most or liked least in each session, and explain the extent to which the course helped them develop their academic writing skills in general. To encourage students to continue writing their journal entries, the students were asked to share parts of their reflections with their teacher. Near the end of each semester, they were asked to collect all their journal entries in one Word document and send it to the teacher as an email attachment. Not all students could write journal entries on a weekly basis because of time constraints. Some students wrote rather superficial reflections that could not be included in this study. Nevertheless, most of the diaries that were collected provided enough information to be used in the present research. At the end of instruction, the researcher asked students whether their diaries could be used for research purposes in the future. All of them gave their consent.

3.3 Analysis of students' diaries

The analysis of the students' diaries drew on suggestions for the analysis of qualitative data as presented in the literature (Curtis & Bailey, 2009; Corbin & Strauss, 2007). During the academic year 2014-2015, learner diaries were collected from 21 students. The length of these diaries per student ranged from 1,968 words to 441 words. In total, there were 28,857 words of diary entries to be used for analysis for that academic year. As for the second academic year 2015-2016, diaries were collected from 36 students. The length of each student's diary ranged from 2,427 words to 448 words with a total of 32,584 words of diary entries. Thus, there was a total of 61,441 words of diary entries to be used for analysis. To protect the students' identities, the students' names were changed into numbers. The numbers from 1 to 21 referred to the students who submitted diaries during the academic year 2014-2015, and the numbers from 22 to 57 referred to the students who submitted diaries during the academic year 2015-2016. In the first stage, all the diary entries were read from beginning to end without taking any notes. This first reading was helpful because it allowed the researcher to enter into the lives of the participants by feeling and reliving their experiences (Corbin & Strauss, 2007). The next step consisted of re-reading the diary entries many times to look for the salient themes and patterns that can be representative of the students or that can be unique to individual ones (Curtis & Bailey, 2009). The coding process was conducted in two stages. First, the diary entries were coded for students' learning experiences with ESAP instruction. This stage aimed to answer the first research question. The second stage aimed to answer the second research question and consisted of coding the diary entries for students' adjustment to the course and for their general perceptions at the end of instruction. Whenever deemed necessary, the students' quotes that were used in the results section were slightly edited for clarity, but mostly were kept unchanged.

4. Results and Discussion

4.1 Challenges faced by students with ESAP instruction

The analysis of the students' diaries showed that students experienced many challenges that can be grouped into three major points:

- Students' perceptions of their writing abilities
- Coping with the ESAP course requirements and activities
- Coping with teacher feedback

4.1.1 Students' perceptions of their writing abilities

Students' perceptions of their own writing abilities before ESAP instruction began seemed to have an impact on the ways students reacted to the ESAP writing course later. Some students came with rather positive perceptions of their writing skills. One student was quite confident that her writing skills were at the required level, but she also recognized that she had some weaknesses:

After two years specializing in English language, literature and civilization, writing emerges as one of the basics of our training. At this level, lots of questions come to one's mind concerning how long have we gone so far. Being a third-year English student, I shall admit from an objective perspective that my academic writing at this stage is neither excellent nor awful, but rather at the required level [...]. However, everyone has some weaknesses. (Student 1 – Academic year 2014-2015, Semester 1)

This student also seemed to be aware that the third-year writing course would be different from the courses that she had taken in her first and second year, in terms of expectations and requirements:

After spending two years acquiring the basics of writing, here we are today moving to the next step which is advanced writing. At this level, the course, I think, will be mainly devoted for going beyond what we were taught previously. (Student 1 – Academic year 2014-2015, Semester 1)

Interestingly, several students mentioned that they considered writing for subject-specific courses (literature and cultural studies) less challenging than writing on general topics in the writing course because they did not have to worry about content. For example, one student ranked the writing course, literature, and cultural studies in terms of writing difficulty as follows:

My academic writing is average. Indeed, I have some spelling mistakes and structure problems. I feel that writing in literature or cultural studies is easier than writing on general topics because I already have the ideas and I just need to select and organize them. However, in writing course, the topic is unpredictable. In addition, I think that writing in literature is easier than writing in cultural studies. The first is more flexible. One can interpret a literary work and give his point of view. However, in cultural studies there are many historical events to memorize. (Student 2 –Academic year 2014-2015, Semester 1)

This student perceived her writing difficulties in these three subjects namely in relation to content. In the writing course, she had to generate ideas for a general topic relying entirely on her background knowledge, which may not be sufficient and helpful for her. As for cultural studies, writing a good exam seemed to depend on her ability to memorize historical facts. Another student thought that her writing was good simply because she could get good marks in literature and cultural studies exams in the previous years. At the same time, she admitted that she had problems with organization:

No one can easily evaluate his or her writing. All that I know is that I'm good at writing since I get good marks in my literature and civilization exams [...]. Still, in writing in general we can come across many difficulties. Sometimes I find it hard to link my ideas and move from one point to another. (Student 3 – Academic year 2014-2015, Semester 1)

Many other students related their writing problems to their language proficiency. For example, student 22 described her writing as poor because of her language problems. She hoped that the third-year writing course would help her overcome these problems:

I find that my academic writing in general is poor. I have many difficulties especially in language. This is really my problem. I expect from this reading/writing course to help me to improve my language and write correctly without any problem. If it will help me to improve my language of course it will affect my writing not only on the reading/writing course but also on the other courses as well. (Student 22 – Academic year 2015-2016, Semester 1)

In a study that investigated the learning experiences of Asian students at a New Zealand university, Campbell and Li (2008) noted that the length of university study did not really help these students acquire the basics of academic writing. Similarly, after two years of university study, the students in the present study reached their final year of their academic studies while still presenting different types of problems. Although some students came with a kind of confidence about their writing abilities, most students reported having various writing problems. They came with the expectations that their third-year writing course would help them overcome their writing difficulties and become better writers not only in the reading/writing course but also in their content subjects. However, as will be demonstrated later, the new EAP writing course added more challenges to their existing writing problems.

4.1.2 Coping with the ESAP course requirements and activities

The analysis of the diary entries revealed that the challenges that the students experienced during the course were very similar to those reported in many studies such as Evans and Morrison's (2011) study. These challenges included understanding disciplinary texts, understanding technical terms, writing the required disciplinary genres, mastering citing conventions, and synthesizing information from multiple sources. As mentioned earlier, students in the present study had been introduced to writing from sources for the first time at third-year level. This factor, indeed, caused them to experience many difficulties, specifically during the first semester of the course. Concerning the first student cohort, the analysis of the diary entries showed that most students appeared to have found the assigned source materials for the theme-based part (divorce and social media) quite manageable. No student mentioned that the texts were difficult to understand neither in terms of content nor in terms of vocabulary. This can be explained by the fact that the texts were rather short and non-academic. However, this did not mean that the students could easily select, paraphrase, summarize, and synthesize the ideas that they needed for the argument and discussion essays on divorce and social media. These problems were mostly noticeable in the students' inability to incorporate ideas from the source texts using in-text citations. The following diary extracts illustrate how a student struggled with in-text citations when writing essays and doing presentations:

Week 6: Using a projector, the teacher explained to us more deeply how to use APA style with many examples [...]. The teacher presented different reporting verbs we can use when referring to an author. We wrote a long list of these verbs. For me it was a successful session. I was so enthusiastic about learning the APA style. I thought that I finally mastered it, but I discover later that I did not. But I learned a variety of reporting verbs. (Student 4 – Academic year 2014-2015, Semester 1)

Week 8: This week the teacher devoted the session to correct our essays. I was quite confident of how I used the APA style. However, while correcting my essay I discovered that I did not master anything about APA style. [...] But I decided to be more careful while using APA style. I succeeded to use it quite properly in my oral presentation because I focused a lot, so I did not make any mistake. (Student 4 – Academic year 2014-2015, Semester 1)

Another student described more explicitly how the use of in-text citations was a complex process for her because it involves complex skills such as paraphrasing:

I had a problem using the APA in-text-citation. I felt confused when paraphrasing the arguments, when to add the source and when not to add it. I felt confused with the step of paraphrasing itself. (Student 5 – Academic year 2014-2015, Semester 1)

Apart from the reading materials, students also found it difficult to learn the organizational features of the argument and discussion genres. The most common problems that emerged from the analysis of the diary entries of this student cohort related to organization and paragraph development. The following excerpts show how some students struggled with the organization and the development of ideas in the essay body paragraphs:

The part of the essay that I find difficult is the body. To reach a coherent, persuasive and well-organized body is not easy at all. In fact, to do all of these you have to use in-text citations effectively to make your work convincing. (Student 6 – Academic year 2014-2015, Semester 1)

I have a problem in thinking and concentrating [...]. I find a lot of difficulties selecting the appropriate arguments I am going to use in my essay. In addition to that, I face a lot of problems moving smoothly from one idea to another. (Student 7 – Academic year 2014-2015, Semester 1)

Another student felt frustrated because she could not follow the organizational features of the argument genre presented in class. She found the argument genre very different from the argument essays that she had practiced in the previous years:

We were exposed to the argumentative essay and how to write it, the structure and the stages. The session was too long, and it was too difficult for me to write an essay according to the stages of an argument essay. I felt exhausted because it was totally different from what I learned the previous year. (Student 4 – Academic year 2014-2015, Semester 1)

Interestingly, students reported less frustration when they were challenged by more complex specialized academic texts (research articles related to TEFL) and more complex writing tasks (synthesizing research findings) during the second semester. Indeed, what worried students most was how to manage their time between reading, summarizing, and synthesizing such long articles for the ESAP course and working for the other subjects. Nevertheless, this did not discourage some students from accepting the new challenges as illustrated in the following diary excerpts:

I think the hardest thing was when we were asked to read the TEFL chapters and synthesize them because we were already busy with exams and presentations during that week, but we accepted the challenge and we made it. (Student 1– Academic year 2014-2015, Semester 2)

Reading all those articles, evaluating, and synthesizing them were things to which I didn't pay enough attention before. It is true that sometimes I reached a point where I wanted to surrender. Yes, it was a battle for me. How should I read them? How should I manage my time between reading/writing and the other subjects we were studying? But I took the challenge. (Student 8 – Academic year 2014-2015, Semester 2)

The same difficulties were experienced by the second student cohort who participated in the study the following academic year, 2015-2016. The analysis of their diary entries revealed that as students were introduced to the TEFL content starting from the first semester, all students found it extremely difficult to comprehend, summarize, and synthesize specialized content, and to

write argumentative genres based on TEFL content. This student cohort provided a more detailed description of the kind of frustration that they experienced. The following excerpt from a student's diary illustrates the kind of struggle that most students faced during the first semester course:

Of course, I had no idea about TEFL or even what it is. When I had a look to the TEFL booklet I didn't understand anything from it [...]. My friends started to do the presentation and before each session I tried to read the chapter, but I was facing huge difficulties of understanding it. When my turn came to present one of the chapters, I was still facing problems with understanding the content because it was very academic and there were many technical words, and since I couldn't understand those words, I automatically fell into misunderstanding of the text. However, I tried all my best to understand and to make a good presentation, but I couldn't because I wasn't able to summarize the main ideas in the chapter. I only focused on minor details and missed the major ones. (Student 23– Academic year 2015-2016, Semester 1)

Another student described how she found it extremely difficult to understand technical vocabulary and to paraphrase the authors' ideas without distorting meaning:

While reading the chapters concerning ALM [The Audio-Lingual Method] and CLT [Communicative Language Teaching], I faced some difficulties. First there are many new words for the first time I see. Also, they are very complicated. They include many details and I try to read many times the chapters in order to understand them. Sometimes the important idea can be found in one or two words. But the challenging task for me is how to paraphrase the ideas without changing their meaning. (Student 24 – Academic year 2015-2016, Semester 1)

As can be seen, one major barrier for students to understand the disciplinary content was understanding specialized vocabulary. Evans and Morrison's (2011) subjects also reported great difficulty adjusting to the requirements of university-level reading because of their limited repertoire of technical vocabulary. Concerning writing the argumentative genres, many students in the present study reported having difficulty writing an appropriate introduction, relevant topic sentences for the body paragraphs, and an appropriate conclusion. For example, in her diary entry for week 7 of semester 1, one student explained how she found these essay parts challenging to write:

Week 7: I found that that the most difficult parts of the essay are first the introduction. I found it difficult to think of the general statements that will introduce the topic. I also found it difficult to write an appropriate thesis statement. It always takes me a lot of time. Another part that I found it difficult is writing an appropriate topic sentence that supports the thesis. Also, the conclusion which is an important part of the essay. I found myself repeating the same ideas of the introduction and I didn't know how to give my point of view at the end. (Student 22 – Academic year 2015-2016, Semester 1)

Coping with the teacher's feedback was another important factor that greatly impacted students' learning experiences with ESAP instruction. In a study that investigated students' socialization to and from English genre knowledge development, Goodman and Montgomery (2020) found that teacher's feedback had a strong impact on students' motivation. While some students valued detailed feedback on their writing, others felt extremely demotivated by fully negative feedback. Similarly, teacher's feedback had a significant impact on students' motivation in the present study. However, the two student cohorts did not react to it in the same way. Concerning the first group, students' strong resistance to the teacher's feedback started surprisingly at a rather early stage of the ESAP course. That is, most students reported feeling extremely disappointed when they received the detailed feedback on the very first draft that they had attempted to write for the argument essay. This detailed feedback was primarily meant to help students understand the specificities and complexities of writing from sources and, thus, to enable them to write a better draft. However, students saw a completely different story with the first written feedback that they had received from the teacher. For example, some students reported in their diaries that this feedback had caused them to lose confidence in themselves and in their ability to succeed in exams as illustrated in the following diary excerpt:

I felt disappointed when I found that all what I did was not enough. I felt that the teacher would not be happy of any effort. I was almost sure that I would not reach the average in the writing and TEFL exams. The idea of successful writing was presented to us as a ghost. (Student 8 – Academic year 2014-2015, Semester 1)

Other students considered the teacher's feedback as a kind of appropriation of their own writing, which made them feel disappointed and demotivated. For example, one student described how the course made her lose confidence in her writing ability, how she no longer knew what to do to please the teacher, and how she felt almost stripped of her writing identity:

I do not know what to do to show my teacher who I really am and what I can do. For instance, concerning the discussion essay, on which we worked in groups, I really tried to put so much effort in it especially with all the exams we had, but then we were totally disappointed. And when the teacher tells me don't do this and don't do that or do not use this word, get rid of this style, etc., it seems like taking me out of who I really am! (Student 1 – Academic year 2014-2015, Semester 1)

Some other students resisted teacher's feedback because they were still extremely influenced by their past and current writing experiences. Interestingly, no one referred to successful past writing experiences in previous writing courses (first year and second-year writing courses) in the diaries. These students referred only to their content subjects (literature and cultural studies). One student felt terribly bad when she saw many negative comments on her first draft of the argument essay because she was not used to receiving negative comments even on first drafts. Reminiscing about her successful writing experiences seemed to offer her a kind of comfort as well as a means by which she could reassert that her writing was good:

You know [addressing the teacher], whenever I felt frustrated [with the teacher's feedback], I remembered my first-year literature teacher. I could never forget how she encouraged me. She was surprisingly fond of my way of writing. (Student 9 – Academic year 2014-2015, Semester 1)

The following excerpt from her diary shows how competitive this student was although she claimed that she was not the kind of students who do not accept failure or negative feedback:

If I go further to talk about last year [her second year], my first semester average shocked me (12/20). If I didn't really accept failure, I'd have felt depressed, but the truth is something totally different. I worked hard and got 14/20 as average in the second semester. Also, I recently [talking about her third year] e-mailed my Anglophone civilization teacher to ask about my exam. I got a mark that I've never got. I mean never but I didn't feel uncomfortable at all. Instead, the encouraging words gave me the incentive to work harder. I received feedback from my teacher about an excellent language but off-topic content. (Student 9 – Academic year 2014-2015, Semester 1)

These two extracts clearly show how competitive this student was. She got used to receiving only good marks and only positive feedback on her writing from her content teachers. She also appeared to have developed a kind of over-confidence in her writing ability to the extent that she could be shocked by a mark like 12/20, even though such a score generally reflects somehow good performance for most content teachers in the English department. This student was, indeed, the one who showed the greatest resistance not only to the teacher's feedback but also to the new requirements of her third year EAP writing course:

Whenever I am overwhelmed with criticism, I wish I could say loudly that it is not my fault. I am trying. Some writing habits have become a part of me, and the other some is already a part of my personality. Sometimes I wish I could tell my teacher that that is the way I used to write, I don't know if I can call it personal style. I don't know. Sometimes I feel I can't abide by the tips I get because I can't see myself anymore in what I write. (Student 9 – Academic year 2014-2015, Semester 1)

Leki (1995) also found that some students tended to rely a lot on their past writing experiences when attempting to accomplish writing tasks for their academic subjects. Leki noted that while this strategy worked in favor of some students, it worked both in favor and against other students. In the case of the above-mentioned student in the present study, relying totally on past writing experiences to accomplish a complex writing task worked totally against her as she mostly failed to meet the new demands of the writing tasks. Worse than that, she demonstrated considerable resistance to these new requirements because, as she said, she was not ready to abandon her writing habits which she thought allowed her to succeed in her literature and cultural studies courses and to adopt new rules that did not reflect her writing identity.

On the other hand, the analysis of the diary entries showed that many students gradually became more aware of the specificities of their advanced writing course and became more receptive to the teacher's feedback. For example, in her final diary entry of semester 1, one student described how her perception of academic writing changed over time despite the resistance that she had shown to the teacher's feedback at the beginning of the course:

At the very beginning of the year, I thought that academically speaking my writing is good especially if I relate it to subjects other than writing courses [...]. Talking about this year's writing course, after several weeks of practice, I honestly felt like I'm learning how to write again. I think this is good especially when talking about the organization of the argument and discussion essays [...]. Honestly, I was not very interested in writing courses till this year. Actually, I

was thinking that I'm doing well in essays in content subjects. But I realized that we are doing something different this year [...]. I learnt how to deal with in-text citations which is a new thing. In the previous years, I used to quote when adding information that is not mine without mentioning the source or the writer's name. (Student 10 – Academic year 2014-2015, Semester 1)

As can be seen, the student did not find her previous writing courses useful and did not care much about them. She rather considered the writing that she did in her content courses (literature and cultural studies) quite sufficient for her because it allowed her to succeed in the final exams. At third-year level, she was faced with two new courses (EAP and TEFL) that required her to learn and apply more sophisticated academic skills and, especially, to respect the rules and conventions of academic writing if she wanted to succeed in these two subjects. This student as well as other students needed several weeks to accept the requirements of these new courses. Students' initial resistance to the requirements of the ESAP course can also be related to the other content teachers' expectations in timed-written examinations which are the sole means of evaluation at under-graduate levels. In the present study, students were told to apply all the academic conventions that they learned in both the reading-writing and TEFL final exams. Some studies reported that subject-specific lecturers in English-speaking contexts tended to attach less importance to grammatical accuracy with ESL learners (e.g., Evans & Morrison, 2011). In contrast, some content teachers, in the context of the present study, tended to be more lenient with some important academic writing conventions, such as the appropriate use of quoting and citing techniques in timed-written exams at all levels, as indicated in the student's diary extract above.

Coping with teacher's feedback for the second student cohort of the academic year 2015-2016 was also an important recurrent theme that emerged from the analysis of the students' diary entries. This was particularly reflected in the students' reactions to the marks and comments that they had received on their final reading-writing and TEFL exams of semester 1. Although the students felt greatly frustrated and disappointed, many of them did not attempt to relate their failure, at least explicitly, to what they generally called the teacher's rigid and tough requirements. Some students related their failure to achieve good results to some factors that seemed to have affected their performances during the exams. Time management was one of those factors for many students. One student reported being unable to write a complete essay because she did not use effective reading and writing strategies that she had learned during the course and that could have spared her a lot of time:

In the reading-writing exam, I did the same mistake that I had done before. I read the extracts word by word without using the reading strategies (although we went through them during the reading-writing classes). So, I spent one hour reading and planning, and the other hour I wrote the first and second paragraphs. As usual I didn't finish the essay and I faced a big problem when organizing my ideas. (Student 23– Academic year 2015-2016, Semester 1)

Another student attributed her inability to manage her time during the reading/writing exam to over-thinking and over-planning although she appeared to have used some reading strategies effectively. Her inability to finish the exam on time left her extremely disappointed:

I felt really disappointed of the reading and writing exam. Nothing went as it was planned! I thought that I'm going to excel in this exam particularly; however, all the circumstances gathered against me. I tried to apply reading strategies like skimming and scanning so that I can gain some time and I succeeded in that since I have understood the articles and what I'm required to do in the essay. However, I struggled with time management and over-thinking. I spent a lot of time processing the steps of my work in my mind at the expense of the two hours. Finally, I find myself writing half of the exam. I felt very angry and frustrated because I know that I could have done much better. (Student 25 – Academic year 2015-2016, Semester 1)

Other students related their failure in the reading-writing and TEFL exams to some psychological factors. The following diary extracts show how stress, anxiety, and overwork can considerably affect students' performances in exams. For example, one student described how stress that she experienced during the exams was the main cause of the low marks she had received, and she was quite aware that these marks did not accurately reflect what she could do:

It's been a tough term for me especially that I had the lowest marks that I've ever had. I know these grades don't reflect my levels as I've been through a hard time during these exams. At the same time, I am fully aware of my responsibility and I'm willing to work more on my weaknesses to improve my grades. One of the elements that made me ruin the writing exam is stress. I wasn't thinking clearly, and I was almost shaking out of stress. (Student 26 – Academic year 2015-2016, Semester 1)

Another student described how stress and exhaustion caused by overwork had a serious impact on her ability to concentrate during the exams. Her unsatisfactory exam performance made her feel even worse and considered herself fully responsible for her failure:

I want to tell you sorry [addressing the teacher] because I did not do well in my TEFL and writing exams. I am the one to blame. I killed myself revising and as a result the day of the exam I was so tired and exhausted. I attended class, did homework, and for the most part I revised. But during the day of the exam, I could not write down any word. I was unable to write an essay and I felt so depressed. I was physically there but mentally absent. I was so disappointed; it is my own mistake. (Student 27 – Academic year 2015-2016, Semester 1)

As can be seen, some students seemed to be aware of some of the factors that contributed to their unsatisfactory exam performances, and thus, they could in a sense justify and accept the teacher's marks and comments on their writings. On the other hand, other students found it difficult to link their unsatisfactory performance to any possible factor. For example, one student was shocked by the marks that she received in both the reading-writing and the TEFL exams because she simply thought she had met all the requirements, especially in terms of summarizing and synthesizing:

I was really shocked by the marks I have got in both reading writing and TEFL exams. I expected more but I got bad marks in both subjects. I revised better. I did summarizing and synthesizing. I did really my best, but at the end I was very disappointed. In the TEFL exam, I thought that I understood better the organization of the essay. I was happily thinking that I will get a good mark, but I was wrong. (Student 28 – Academic year 2015-2016, Semester 1)

In this example, the student's deep frustration stemmed from her initial conviction that she had complied to the exams' requirements and not from her rejection of those requirements. In other words, she did her best to apply what she had learned during the course; however, all the effort she made proved to be insufficient to help her reach pass marks. This was, in fact, the case of many students.

In sum, the analysis of the students' diary entries of semester 1 provided useful insight into the kind of challenges that students faced with ESAP instruction. The first semester proved to be extremely difficult for all students. The kind of frustrations that the students experienced were quite similar to those reported in many studies that were conducted in mainstream academic contexts (Campbell & Li, 2008; Cheng et al., 2004). Results in the present study also showed that one semester was not sufficient to help students accommodate to the demands of the course. As will be demonstrated in the following section, students' adjustment to the course was mostly observed in the diary entries of the second semester of both academic years, 2014-2015 and 2015-2016.

4.2 Students' adjustment to the ESAP course

Results from the analysis of the diaries showed that most students from both cohorts felt much more confident with the ESAP course during the second semester. This was basically reflected in (1) the coping strategies that they used to adjust to the demands of the final ESAP exams as well as of the other content subject exams and (2) in their perceptions of the ESAP instruction compared to the EGAP instruction that they had received in previous years. In her study on ESL students' coping strategies of five ESL students in writing tasks across academic subjects, Leki (1995) found that no student ever mentioned using skills or strategies from their past or current writing courses when doing writing tasks in other subjects, which raised concerns about the usefulness of these writing courses in preparing students to the demands of their academic subjects. These findings stood in stark contrast to the results of the present study. All students reported in their diary entries that they had used skills and strategies from the reading-writing course when doing writing tasks not only for the reading-writing and TEFL exams but also for the literature and cultural studies exams. For example, some students mentioned that they were able to solve the problem of time management in the second semester reading-writing exam thanks to the strategies that they had learned in class. One student provided a detailed description of the strategies that helped her feel better about her exam performance:

All that I tried to do during the exam is to follow the tips of the teacher. First, I read the question carefully and wrote a brief pre-reading plan. Then, I read the titles of each extract and wrote next to each one if it is for or against. After that, I started skimming and scanning the extracts, and each time I highlighted the ideas that I will use in my essay. Then, I went back to the plan that I wrote before reading the extracts and reorganized it with more details. I spent the first half of the hour reading, planning, and writing the introduction. Then, I spent the rest of the time writing the rest of the essay [...]. It was the first time that I finish an essay exam before time. I was satisfied with myself because I tried to improve myself and I sensed it through the exam, and I said to myself whatever the mark will be I won't be upset because I managed to overcome problems that I used to have before. (Student 23 – Academic year 2015-2016, Semester 2)

To another participant, learning how to manage her time more effectively during the reading/writing exam allowed her to revise her exam before the allocated time, something that she had never been able to do before. This was a big achievement for her, regardless of the marks that she would have received. What mattered most to her was that she attempted to apply what she had learned in the course and to follow the instructions of the teacher:

Another aspect of my academic development that actually surprised me is that I had the chance to review my essay two times before time ending. Before that and in the first semester, I never had the chance to have a second look on my writing which really bothered me [...]. At the end of that exam [reading/writing exam], I remember feeling relieved. I remember saying to myself that no matter how much I will get on it, I should be proud of myself because I followed the rules and it did me good, at least with time management. (Student 29 – Academic year 2015-2016, Semester 2)

Not only were students able to transfer their learning to their writing across the reading/writing course but also to their content subjects. Many students reported using skills from the reading/writing course when doing the second semester TEFL exam. This was rather expected because the two courses were linked during instruction, and students were constantly reminded that these two courses had the same expectations in terms of skills, strategies, and writing genres. For example, one student described how the reading/writing course helped her do well in the TEFL exam:

I really enjoyed the TEFL exam. It was the first time I knew how to argue by linking my arguments with what research suggests. I tried to apply what we practiced in writing. I tried to write a clear thesis statement in the introduction and topic sentences for each paragraph that reflect the thesis. (Student 11 – Academic year 2014-2015, Semester 2)

Another student described how summarizing helped him improve his learning strategies when working on the TEFL course:

The mixture between the TEFL content and the writing course was really helpful. It was very effective because I was obliged to revise before coming to class. This strategy helped me because every week I had to write at least a summary of a TEFL chapter. (Student 30 – Academic year 2015-2016, Semester 2)

Many students reported using skills from the reading/writing course in the literature and cultural studies subjects. They used these skills not only during exams but also during their exam preparations. One student mentioned how she kept thinking of what she had learned about essay organization in the reading/writing course during her cultural studies exam:

I can feel that that I've done a really good job in the cultural studies exam. [...]. I tried to focus on organization. I remembered every single word the teacher said [in the reading/writing class]. I respected the steps of the introduction of course and tried to make the general statements in the introduction not too vague. I also remembered that there should be a smooth transition between these steps and did apply it. I was for the first time so confident when writing an exam because I felt that I'm more or less well-equipped, and I can make it. (Student 1 – Academic year 2014-2015, Semester 2)

The other skills that many students found useful for their literature and cultural studies were paraphrasing, summarizing, and synthesizing. One student reported stopping relying on memorizing lectures and using instead summarizing and synthesizing when preparing for her classroom test:

Compared to the first semester I sensed an improvement in my writings especially when citing, quoting, paraphrasing, summarizing, and synthesizing. These strategies helped me not only in the reading-writing and TEFL exams but also in other subjects. For example, when revising for the civilization test, I summarized the lecture using my own words and tried to link between the chapters by synthesizing them. Whereas, in the first semester I only memorized the lecture and reproduced what was in the lecture. (Student 23 – Academic year 2015-2016)

Similarly, another student seemed to have developed a strong awareness of the important role that these skills played in ensuring her academic success:

I am grateful for the fact that we had the opportunity to practice these important skills [paraphrasing, summarizing, synthesizing] because we will need them for the other subjects. In fact, the reading and writing techniques helped me a lot in my literature and civilization exams. We were told many times by our teachers to never copy and paste what we are given in class, and I have seen them giving low marks because of this. So, I began to paraphrase everything and to try to synthesize articles. (Student 31 – Academic year 2015-2016, Semester 2)

As can be seen, students' adjustment to the demands of the ESAP course and of the other courses was observed in the strategies that they had learned in the reading/writing course. This adjustment was also reflected in students' general perceptions of the ESAP model. Despite all the challenges and all the frustrations that they had experienced during the first semester, the students eventually managed to adjust well enough to the demands of the course by the end of instruction, regardless of the exam results that they had achieved. Equally important, they ended up developing a very positive attitude towards the ESAP course. This positive attitude was identified in all the diary entries and can be summarized in a few major points. Thanks to the ESAP course, students were able to understand the purpose of having EAP writing courses whose main aim was to help them understand the specificities of academic writing and, especially, to help them cope with these specificities in their academic courses. In other words, the ESAP course helped students make the link between writing in EAP writing classes and writing in content subjects as illustrated in the following diary excerpt:

I finally saw the link between what we should do in writing and how we can apply it in writing in a content subject. I mean, in the past, reading and writing were as if separate subjects. I remember in first year, my literature teacher used to make us practice writing paragraphs [...] because she found us unable even to write a paragraph. But because this was done in the literature sessions, I didn't know that the writing [course] has anything to do with content subjects. (Student 11 – Academic year 2014-2015, Semester 2)

This student was able to see the link between the writing courses and the content subjects in terms of writing skills only in her third-year writing course. In her first year, she found herself unable to write a paragraph for her literature class although she normally spent a whole semester practicing all sorts of paragraph patterns in her reading/writing class. However, as she put it, she used to see the reading/writing courses as completely dissociated from the other content subjects or as Leki and Carson (1997) put it as "completely different worlds" (p 39). Many students referred to similar problems in their diary entries as shown in the following diary excerpt.

I learned many basic techniques that I should have known in the beginning of college years. In fact, before this academic year, my writings in general were a lot worse than now. I did not know anything about the writing process. I had no organization and I used to write any idea that comes to my mind without even making an outline. But now, I learned that making an outline can be very helpful. I can now organize my writing better so the teacher can understand my essays better. (Student 32 – Academic year 2015-2016, Semester 2)

In fact, the first-year and second-year writing courses focused particularly on the organizational features of both paragraphs and essays. The writing process was also emphasized by making students write multiple drafts whether for paragraphs or for essays. However, as can be seen from the students' comments, two years of EGAP instruction helped students neither to master these skills nor to see their relevance to their content courses. In this study, students had the opportunity to understand the importance of organization and the writing process through a genre-based model that emphasized not only the generic and linguistic features of the argumentative genres but also the writing process. In addition, content appeared to have played a fundamental role in helping students value their third year EAP writing course. Despite all the difficulties that they faced with the TEFL content, all students found it more useful to practice writing argumentative essays that were based on their TEFL content than on the readings that dealt with general topics such as divorce or social media. For example, the first student cohort, who first practiced writing the argument genre on the theme of divorce in semester 1, found the topic divorce unstimulating and boring. Many students from this group could not relate to such general topics although they were helped by source texts. One student suggested that the whole course be based only on TEFL. To her, the thematic units on divorce and social media that were used in the first semester were useless:

Another suggestion is why we didn't work on TEFL for writing topics from the first semester till the end of the year. [...]. I deem it will be more beneficial and helpful for us instead of talking about not only boring but also dull and lifeless topics such as divorce. (Student 33 – Academic year 2014-2015, Semester 2)

As mentioned earlier, the rationale of using thematic units that did not relate to any content course in the first semester of the academic year 2014-2015, was to introduce students to ESAP instruction gradually. However, as can be seen, students' reactions to the thematic units were in great part negative. Indeed, most students found the idea of TEFL content as the basis for the reading/writing course much more engaging because it provided them with the opportunity to hone their academic writing skills in more authentic situations and to cope with the complexity of their TEFL course in terms of content, skills, and writing genres. Some students even suggested that ESAP instruction be introduced starting from first year.

Imagine if writing courses, starting from first year, use content subjects to teach writing. That would be really great. At least we will be able to write coherently in content subjects. (Student 11 – Academic year 2014-2015, Semester 2).

In sum, the study of the students' diaries showed that students experienced quite similar challenges to those reported in studies conducted in mainstream academic courses (Cheng et al., 2004; Campbell & Li, 2008; Cheng & Fox, 2008; Evans & Morrison, 2011; Leki, 1995). At the first stage, results showed that students experienced great difficulty coping with the demands of the ESAP course that linked an EAP writing course to a subject-specific course. These difficulties engendered quite often feelings of anger, disappointment, demotivation, and even resistance to the course demands during the learning process. As noted by Campbell and Le (2008), understanding such experiences from students' voices and stories can help teachers re-examine their teaching practices and create learning environments that can cater better for students' learning needs, aspirations, and even learning preferences. Concerning learning preferences, one of the important issues that emerged from the analysis of students' diaries was students' reactions to the teacher's feedback which played a central role in students' learning processes. In the present study, the teacher's feedback clearly had a negative impact on students' motivation although some students tried to cope with it as much as they could. In the context of the present study, balancing positive and negative feedback was quite often a difficult task for the teacher. However, teachers should make effort to find other ways that can help students be more receptive to the teacher's feedback. Teacher-student writing conferencing is one possible solution (Hamloui & Fellahi, 2017). It consists of a meeting between a teacher and an individual student to provide interactive oral feedback on a first draft or on a written exam. While this form of feedback may not be feasible with large classes, it can be provided at least to the students who demonstrate strong resistance to the teacher's feedback as was the case with student 9 in the present study.

From a different perspective and more specifically from a learning transfer perspective, students' accounts on their learning experiences in the present study shed some light on the process by which students moved from the initial learning context to the transfer contexts (Lobato, 2003, 2012). The students' accounts showed that this process was indeed very complex and fraught with difficulty. As can be seen from the results, after one semester of ESAP instruction most students were still unable to cope with the demands of the ESAP course. Their adjustment to the course and their positive perceptions of learning were essentially observed in the second semester. This supports the view that learning transfer is not instantaneous but rather takes time to occur (Haskell, 2001). Nevertheless, although students reported much greater adjustment to the ESAP course in the second semester, many students acknowledged that they still faced challenges related to some complex skills such as summarizing, paraphrasing, synthesizing, and using in-text citations as illustrated in the following diary excerpt.

This year, I have learned in-text citations, though I still haven't learned it 100% correctly. I also learned more about summarizing and paraphrasing. I still haven't mastered the skills of summarizing and paraphrasing. When paraphrasing, I tend to repeat most of the words and just replace some of them with their synonyms. (Student 34 – Academic year 2015-2016, Semester 2)

Summary writing, paraphrasing, reading strategies, writing strategies, paragraph structure, and essay structure were skills that formed the backbone of first year and second-year reading-writing courses. However, most students hardly mentioned having remembered learning any of these skills in their previous courses, which raises more concerns about the value of EGAP instruction that is still the dominant approach in the context of the present study. Nevertheless, students' perceptions of EGAP instruction still needs further investigation. As for ESAP instruction, students' accounts of a one-year experience with this EAP model added support to the studies that demonstrated the positive impact of such a model on students' perceived learning (James, 2006; Terraschke & Wahid, 2011; Baik & Greig, 2009). Finally, ESAP instruction in this study seemed to have provided students with a more positive learning transfer climate (James, 2010).

5. Conclusion

Using learner diaries, the present study explored the learning experiences of Tunisian third-year undergraduate students with ESAP writing instruction to which they had been introduced for the first time during their final year of their English BA. The study was conducted over a period of two years and involved two student cohorts. A student cohort of 21 students participated during the academic year 2014-2015 and another cohort of 36 students participated during the academic year 2015-2016. The study aimed particularly to investigate the challenges that each student cohort faced over the two-semester course, the coping strategies that the students used in order to meet the demands of the ESAP course, and the students' general perceptions of the ESAP model in comparison to their previous writing courses which were based on the EGAP model. Results showed that ESAP instruction proved to be extremely challenging for all students during the first semester. These challenges were in part affected by the students' perceived writing abilities and by their prior writing experiences in their content subjects. These factors made it more difficult for students to cope with the new demands of the course that required them to comprehend specialized academic texts, write text-responsible argumentative essays, and meet the teacher's expectations in terms of feedback. These difficulties engendered quite often feelings of anger, disappointment, demotivation, and even resistance. However, students reacted in a much more positive way to the ESAP course during the second semester. The fact that students

showed more receptivity to the ESAP course during the second term indicated that they needed more time to adjust, though partially, to the requirements of the course. This adjustment was also reflected in the students' other academic subjects.

The results obtained from the analysis of the students' diaries have important implications for EAP writing pedagogy in the context of the present study. Reading/writing instruction in the English department has always been based on the EGAP model. EAP instructors still depend too much on published EGAP textbooks that clearly failed to help students see the link between the writing that they do in their writing courses and the writing they need to do in their content courses. Many teachers tend to believe that they are teaching the right skills and strategies that will enable students to improve their academic writing skills across all subjects. However, the idea that students can automatically or unconsciously make the link between the reading-writing courses and their other courses through EGAP courses is a flawed assumption, as can be concluded from the students' narrative accounts. Students need to learn the specificities of academic writing discourse in more authentic situations. It is true that the ESAP model may pose greater challenges to Tunisian students, especially to low-ability students; nevertheless, these challenges could be overcome if students were given more time and more opportunities for practice.

Finally, the present study had some limitations that should be addressed in future research. First, the ESAP course was taught by the researcher who happened to have the necessary expertise to teach EAP and a subject-specific course, which greatly facilitated the implementation of the ESAP course as well as the data collection process. While this trend is, nowadays, encouraged (Wingate, 2018), it is still quite uncommon in many EAP contexts. As mentioned earlier, the adjunct model generally involves an EAP teacher and a content teacher working together in the design and implementation of the course. This kind of collaboration hardly occurs in the English department. It will be useful to explore the level of collaboration that can take place between the EAP instructors and the subject-specific lecturers as well as the role they can play in promoting transfer of learning. A second limitation of the present research is that students' learning experiences with ESAP instruction were explored with students who were at their final year of their English BA. Seeing how this model would work with lower levels, particularly the first-year level, will provide more insights into its feasibility in the Tunisian context. Finally, it will be useful to explore EAP teachers' perceptions of implementing a new approach that differs in many ways from the skills-based approach to which they have been accustomed for many years. This is an important issue to consider because the success of the ESAP model depends in great part on the extent to which EAP teachers are willing to change their teaching beliefs and practices.

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«The white man is a Tiger at my throat»¹ ou la parabole des trois mauvais fondements de l'existence humaine : le fondement racial, le fondement hégémonique, et le fondement économique-matérialiste

English Title : «The white man is a Tiger at my throat» or the parable of the three bad foundations of human existence: the racial foundation, the hegemonic foundation, and the economic-materialist foundation

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ABSTRACT

This paper studies the poem "Tiger" by Claude McKay from a metaphorical perspective in order to find out and highlight all the possible hidden meanings about the quality of the white man characterized as a "tiger" in the expression "the white man is a tiger at my throat". This study will be conducted under theories such as stylistics, hermeneutics and sociocriticism and thanks to those theories; we have explored the plurality of meanings of this sonnet by McKay. The meaning revolves around the white man and his role in the life and existence of black people, but also it sheds light on the new deals or bases or foundations which are race, hatred, power and money that the white people have implemented in human existence and the outcomes of those new deals and foundations in everyday life. It is therefore a metaphorical study at three levels in this paper which appreciate the relationships between different races and namely between black people and white people. Through images, symbols and metaphors, the characteristics of the white man in human existence have been presented.

1. Introduction

En affirmant clairement "I have nothing to give but my singing. All my life I have been a troubadour wanderer, nourishing myself mainly on the poetry of existence. And all I offer here is the distilled poetry of my experience"³; le poète Claude McKay réaffirmait son rôle de traiter des problèmes de l'existence humaine et de son expérience de vie dans ses poèmes. Ainsi, lorsque dans cette expérience de vie, il a étudié les doctrines de Karl Marx et qu'il s'est officiellement présenté comme «a worker for social change».

For the first time I found myself in an atmosphere of doctrinaire and dogmatic ideas in which people devoted themselves entirely to the discussion and analysis of social events from a radical and Marxian point of view (...) the contact stimulated and broadened my social outlook and plunged me into the reading of Karl Marx (...) the world was in the beginning of passing through a great social change, and I was

¹ 1er vers du poème de titre « Tiger », un vers qui donne tout son sens au titre ou mieux un premier vers qui élucide ou explique le titre du poème.

³ The poet Claude McKay ended *A Long Way from Home* with this assessment of himself: "I have nothing to give but my singing. All my life I have been a troubadour wanderer, nourishing myself mainly on the poetry of existence. And all I offer here is the distilled poetry of my experience". En effet, cette expérience de vie du poète ne pouvait ignorer cet impérialisme et ce capitalisme patents menés par les occidentaux à travers le monde durant son époque, alors il était tout à fait évident que celui en parle.

excited by the possibilities. These people believed that Marx was the true prophet of the new social order⁴

Il est tout à fait évident (comme l'atteste d'ailleurs certains critiques et en l'occurrence Rudolph Lewis) que les thèmes tels le capitalisme, l'impérialisme et le matérialisme des occidentaux soient dénoncés par McKay, surtout lorsqu'il s'agit de sa manière de percevoir les hommes blancs dans leurs rapports avec les autres races notamment la race noire :

Clearly, McKay took an anti-capitalist stance throughout his life, moving from Fabian socialism toward Marxism, but not necessarily Marxist-Leninism, discovering later its Stalinist direction. But his alliance with the working and poorer classes of the African Diaspora was steadfast as one can see in his poem «Enslaved»...I recommend you read Lloyd McCarthy's book *In-Dependence-from-Bondage*. It deals with many of the problems of present-day Africa. There is nothing in there I think you will find offensive...There is much here to learn about the poet Claude McKay and Michael Manley in how they responded to global capitalism and today's globalization and the impact that those economic ideologies have had on the quality of life for African people. McKay's optimism was elevated by the Russian soul and its struggle against Tsar and Western imperialism. He not only recite to them his poem *If We Must Die*, written in response to the 1917 East St Louis massacre, but he wrote several poems dedicated to the struggle of Russian workers including «To Holy Russia»⁵.

C'est ainsi que présenté comme «a worker for social change», le poète Claude McKay dans ses poèmes a évidemment comme nous le disions un peu plus haut dénoncé l'impérialisme, le capitalisme et le matérialisme des blancs ; souvent de manière directe et ouverte comme c'est le cas dans certains poèmes où l'on retrouve les vocables «imperialism»⁶ et «capitalist»⁷, souvent de manière indirecte ou en filigrane comme c'est le cas ici avec le poème de titre «Tiger».

En effet, ce poème, dans la traduction thématique, contextuelle et idéologique avancée de sa deuxième strophe (selon le découpage du poète lui-même) dénonce en filigrane et dans un processus de transcendance des notions de race, de pouvoir et d'argent : l'impérialisme, le capitalisme et le matérialisme des blancs. En clair, en dénonçant de manière métaphorique la race, le pouvoir et l'argent que les blancs mettent au devant de l'humanité, le poète Claude McKay dénonce en filigrane dans le poème «Tiger» ces trois systèmes que sont l'impérialisme, le capitalisme et le matérialisme et de manière indirecte, il dénonce les trois mauvais fondements que les blancs ont institués à l'existence humaine : le fondement racial, le fondement hégémonique, et le fondement économique-matérialiste.

En somme, dans ce poème Claude McKay après avoir expliqué le comportement de l'homme blanc à son égard ou à l'égard de la communauté noire en général, après avoir présenté l'homme blanc comme un tigre à sa gorge, une véritable métaphore qui traduit tous les sens nuisibles possibles du rôle de l'homme blanc dans sa vie et dans la vie de l'homme noir. Claude McKay nous instruit sur les lois futures, les fondements futurs sur lesquels vont reposer l'existence humaine ou la vie. Et à cet effet, il utilise le temps du futur car c'est une véritable mise en garde ou une prophétie que le poète fait. Et c'est cette mise en garde ou une prophétie qui constitue la quintessence de la deuxième strophe visible⁸ de ce sonnet. Cette deuxième strophe visible qui dénonce de manière indirecte le fondement racial, le fondement hégémonique, et le fondement économique-matérialiste de l'existence humaine.

Comment le poète McKay arrive à dénoncer les trois mauvais fondements de l'existence humaine qu'imposent les blancs ?

Ou encore, comment McKay dénonce les fondements racial, hégémonique, et économique-matérialiste de l'existence humaine qui continuent de légiférer la vie de nos jours dans son sonnet?

Quelles méthodes stylistiques utilise t il pour nommer ces fondements sans les nommer directement de manière ouverte ?

Voici en bref les quelques questions qui vont sous-tendre cette étude du poème « Tiger » et notamment de son premier vers « The white man is a Tiger at my throat » qui présente à la fois une image voilée du rôle que jouent et des actes que posent les blancs dans la vie de l'homme noir. Mais c'est tout aussi fondamentalement l'étude stylistique d'un poème métaphore sur le fonctionnement du monde d'hier à aujourd'hui et sur les fondements de ce monde dans son fonctionnement d'hier à aujourd'hui.

Pour cette étude, trois théories littéraires nous seront d'une utilité importante. Il s'agit notamment de la stylistique, l'herméneutique et de la sociocritique.

⁴ Claude McKay, "Radical London and the Workers Dreadnought in the early 1920s", *A Long Way From Home* (London: Pluto Press, originally published in 1937).

⁵ Rudolph Lewis, "Race Struggle is Class Struggle, A Review of *In-Dependence from Bondage*", in *Chicken Bones: A Journal for Literary and Artistic African-American Themes*, article publié en février 2007.

⁶ Comme c'est le cas dans le poème de titre «To Holy Russia» de Claude McKay. Claude McKay, «To Holy Russia», *PoemHunter.Com-The World's Poetry Archive (Classic Poetry Series, 2004)*.

⁷ Comme c'est le cas dans le poème de titre «A Capitalist at Dinner» de Claude McKay. As part of the Occupy Movement/Protests I give you this poem by Jamaican poet Claude McKay. This poem was written in 1919, (*Liberator*, July 1919).

⁸ Selon le découpage du poète lui-même lors de sa création littéraire.

La stylistique est notre première théorie d'analyse car c'est véritablement une analyse stylistique du poème et principalement de sa deuxième strophe (visible et formelle) pour faire ressortir les trois mauvais fondements de l'existence humaine, fondements imposés par les blancs et que le poète dénonce de manière métaphorique dans cette strophe visible.

L'herméneutique est notre deuxième théorie d'analyse puisque nous faisons une interprétation du poème de titre « Tiger » à la lumière des trois mauvais fondements de l'existence humaine. De manière plus explicite, comment est ce que l'interprétation de ce poème à la lumière du contenu sémantique de la deuxième strophe fait ressortir l'existence d'un fondement racial de l'existence humaine imposé par l'homme blanc, ensuite fait ressortir l'existence d'un fondement hégémonique de l'existence humaine imposé par l'homme blanc, et enfin fait ressortir l'existence d'un fondement économique-matérialiste de l'existence humaine imposé par l'homme blanc ?

La sociocritique, elle sera utile pour référence aux rapports entre les blancs et les noirs dans la société non seulement sur la base des rapports entre les blancs et les noirs dans son contexte américain mais surtout et beaucoup plus dans le contexte d'une société dans ses rapports impérialistes, capitalistes et matérialistes entre les blancs et les noirs.

Pour une bonne analyse, dans un premier temps, nous verrons à travers l'étude stylistique et herméneutique les différents mauvais fondements de l'existence humaine ou les trois mauvais fondements de l'existence humaine et quelles images ou expressions le poète Claude McKay a utilisées pour les identifier.

Ensuite nous verrons en quoi ces mauvais fondements font référence aux trois systèmes que sont l'impérialisme, le capitalisme et le matérialisme de manière métaphorique ou mieux en quoi dans le prolongement du symbole utilisé, le fondement hégémonique nous conduit au capitalisme, le fondement économique-matérialiste nous conduit au matérialisme, et le fondement racial nous conduit à l'impérialisme.

2. Le Poème « Tiger » et les différents mauvais fondements de l'existence humaine imposés par les Blancs

Le fondement étant défini philosophiquement comme étant un principe moral servant de base à un système, à une théorie et aussi comme la cause, la raison ou le motif d'une action quelconque ; il est généralement admis que le fondement de toute chose est nécessaire en ce sens qu'il faut une base à toute action, une raison à toute chose, une justification à chaque entreprise humaine, un début à tout comme le justifie Antoine de Saint Exupéry :

Il n'est point de détour possible dans la création. On fonde ce que l'on fait et rien de plus. Et si tu prétends, poursuivant un but, tendre vers un autre, et qui diffère du premier, celui là seul qui est dupe des mots te croira habile. Car ce que tu fondes, en fin de compte, c'est ce vers quoi tu vas d'abord et rien de plus⁹

Le fondement de toute chose étant donc nécessaire, nous admettons sur la base du vécu quotidien que si les blancs recherchent par tous les moyens le pouvoir politique, la puissance économique et la suprématie de leur race dans cette société des hommes. Il va certainement s'en dire que les blancs ont fondé l'existence humaine sur ces trois principes ou ces trois choses. C'est notamment ce point de vue que partage le poète McKay dans son poème «Tiger» et précisément dans la deuxième strophe (selon le découpage formel et visible).

En effet, cette strophe visible permet de dégager une perspective assez intéressante sur les vrais fondements de l'existence humaine selon la conception des blancs. Puisque le poète McKay, au-delà d'identifier les blancs à des tigres dans la société¹⁰, arrive grâce à cette strophe qui découle de sa création poétique à nous instruire sur le fait que les fondements sur lesquels les blancs axent l'existence humaine sont autres choses que certaines valeurs morales, éthiques et spirituelles que promeuvent les saintes écritures ou certains peuples et aussi différents de l'amour, le sens de la vie et le goût de Dieu comme le préconise Antoine de St Exupéry :

Mais moi, je dis qu'il n'est rien à faire sans l'amour...J'ai toujours appris à distinguer l'important de l'urgent. Car il est urgent, certes que l'homme mange, car s'il n'est pas nourri il n'est point d'homme et il ne se pose plus de problème. Mais l'amour et le sens de la vie et le goût de Dieu sont plus important.¹¹

Ainsi, au travers de la traduction poétique et l'interprétation de cette strophe particulière, il ressort clairement que McKay perçoit et caractérise les blancs comme des personnes qui fondent l'existence humaine sur la race et la haine, le pouvoir de domination et enfin l'argent¹². En clair, les vrais fondements de l'existence humaine pour les blancs sont entre autres

⁹ Antoine de Saint-Exupéry, Chapitre XVII, *Citadelle* (Edition Gallimard, 1948), pp. 88-89.

¹⁰ Le tout premier vers du poème : V1 "The white man is a tiger at my throat,

¹¹ Antoine de Saint-Exupéry, Chapitre XIX, *Citadelle* (Edition Gallimard, 1948), p. 95.

¹² V11 New systems will be built on race and hate,

V12 The Eagle and the Dollar will command.

désormais: un fondement racial (la race)¹³, un fondement hégémonique (le pouvoir de domination)¹⁴, et un fondement matérialiste et économique (l'argent)¹⁵.

- V1 The white man is a tiger at my throat,
 V2 Drinking my blood as my life ebbs away,
 V3 And muttering that his terrible striped coat
 V4 Is Freedom's and portends the Light of Day.
 V5 Oh white man, you may suck up all my blood
 V6 And throw my carcass into potter's field,
 V7 But never will I say with you that mud
 V8 Is bread for Negroes! Never will I yield.
- V9 Europe and Africa and Asia wait
 V10 The touted New Deal of the New World's hand!
 V11 New systems will be built on race and hate,
 V12 The Eagle and the Dollar will command.
 V13 Oh Lord! My body, and my heart too, break—
 V14 The tiger in his strength his thirst must slake! ¹⁶

Grâce à la structure grammaticale de construction du vers 1 «The white man is a tiger at my throat», expression dans laquelle le poète n'utilise aucun mot de comparaison entre «the white man» et «tiger» ; nous comprenons aisément que le titre «Tiger» est une métaphore, c'est à dire une comparaison elliptique dans laquelle le blanc est identifié au tigre. Cependant, le titre est tout aussi une syllepse puisque le poète McKay emploie ce mot «tiger» à la fois au sens propre et au sens figuré : au sens propre parce qu'il fait référence au tigre selon la dénotation du mot «tiger», au sens figuré parce que c'est de l'homme blanc qu'il s'agit dans ce poème. Le poète crée donc une corrélation entre l'homme blanc et le tigre selon la première connotation qu'il donne au code poétique «tiger» et le titre devient de ce fait une sorte de synecdoque puisque la synecdoque consiste dans la désignation d'une chose par le nom d'une autre chose avec laquelle elle entretient un rapport d'inclusion. McKay appelle désormais l'homme blanc «tigre» parce que les deux (l'homme blanc et le tigre) entretiennent bien entendu un rapport d'inclusion.¹⁷ Ce titre devient finalement un symbole (une image concrète) que le poète McKay utilise pour illustrer sa perception générale de l'homme blanc.

Ce poème se présente dans sa création poétique sous l'aspect de deux strophes différentes (8 vers + 6 vers) et qui équivaut au découpage du poète lui-même selon l'agencement de ses idées. Ensuite, sur le plan stylistique¹⁸, le poème dans sa rime finale, nous donne le découpage de : (3 x 4) + (1 x 2) qui équivaut à trois quatrains : (1^{er} quatrain : vers 1 à vers 4), (2^e quatrain : vers 5 à vers 8), (3^e quatrain : vers 9 à vers 12) et un couplet (vers 13 et 14). La rime est croisée ABAB pour les trois premières strophes et une rime AA pour le couplet.

Lorsque nous nous référons à cette première partie de l'analyse, nous comprenons le découpage que nous impose McKay puisque le fait qu'il perçoive que les blancs ont un mauvais fondement de l'existence humaine se trouve uniquement dans la traduction thématique, contextuelle et idéologique de la deuxième strophe visible de ce sonnet (les six derniers vers).

Ce poème est un poème descriptif à cause de la description qui est faite de l'homme blanc que le poète assimile au tigre selon ses attitudes et comportements à l'égard de l'homme noir dans la société: «The white man is a tiger at my throat / Drinking my blood as my life ebbs away». Ensuite, le poème est lyrique parce que le poète relativise la description du comportement de tigre des blancs (comportements et pratiques dans la société humaine) à sa personne «I» et à sa race humaine «Negroes» grâce aux codes poétiques tels que : «my throat», «my blood», «my life», «my carcass», «I», «Negroes». Le passage du «I» au «Negroes» nous met dans une sorte de gradation ascendante où le poète de son individualité touche toute sa communauté. Enfin et pour ce qui nous concerne, ce poème est didactique en ce sens que la deuxième strophe visible du poème a la particularité essentielle de transmettre un message officiel au monde entier sur les différents fondements de l'existence humaine que les blancs imposent. Du vers 9 au vers 14, le poète s'adresse à la fois à l'Europe, à l'Asie et même à l'Afrique et les enseigne sur les théories futures sur lesquelles les blancs vont régir le monde dans lequel nous vivons. C'est donc en cette qualité didactique de ce poème (dans lequel le poète trace sa vision du monde de demain et prophétise sur les relations entre peuples de différentes races) que réside la quintessence du titre de cet article ou la quintessence de la parabole des trois mauvais fondements de l'existence humaine. Ainsi,

¹³ race

¹⁴The Eagle

¹⁵ the Dollar

¹⁶ Claude McKay, "Tiger", *Selected Poems of Claude McKay* (San Diego-New York: Harcourt Brace Jovanovich, Publisher, 1953), p. 47.

¹⁷ C'est-à-dire que selon sa perception de l'homme blanc dans la société et dans son comportement à l'égard du noir, le poète McKay admet qu'il y a une «partie» en l'homme blanc qui fait de tout son être un tigre ou encore il retrouve tout l'être du tigre en certaines «parties» du blanc. Ici le lexème «partie» peut signifier certaines manières d'être et de faire du blanc.

¹⁸ Ici, c'est-à-dire en termes d'analyse de l'organisation des composantes expressives des vers dans leur rime finale.

à la question de savoir quelles sont les principes ou fondements sur lesquels les blancs comptent fonder l'existence des hommes sur cette terre; le poète Claude McKay nous délivre clairement ce message :

- V9 Europe and Africa and Asia wait
- V10 The touted New Deal of the New World's hand!
- V11 New systems will be built on race and hate,
- V12 The Eagle and the Dollar will command.
- V13 Oh Lord! My body, and my heart too, break—
- V14 The tiger in his strength his thirst must slake!¹⁹

Du vers 10 au vers 12, le poète McKay avec deux images symboles et de manière directe établit toute la théorie sur les mauvais fondements que les blancs vont établir dans l'existence humaine et ces trois nouveaux fondements (lois) futures qui régissent désormais le monde et l'existence des hommes sont:

Fondement 1 / Loi 1 = New systems will be built on race and hate

Fondement 2 / Loi 2 = the Eagle will command

Fondement 3 / Loi 3 = the Dollar will command

A travers la lexie «New Deal» qui symbolise le concept de nouveau fondement et la lexie «New World» qui symbolise le concept de nouveau monde dans lequel nous allons désormais vivre et aussi à travers la répétition accentuée de la lexie «New» (caractérisée formellement par un grand «N» à chaque fois et même à l'intérieur du vers) ; le poète McKay fait ressortir clairement (bien même avant d'établir ces lois ou fondements) l'idée de «nouveau»²⁰. Ce qui sous entend que ces trois fondements sont de nouvelles lois dans un monde nouveau "The New Deal of the New World's hand!" puisque contraires aux valeurs humaines, morales, éthiques et spirituelles ou encore contraires à «l'amour et le sens de la vie et le goût de Dieu». Cette utilisation abusive de lettres majuscules dans un même et seul vers "The touted New Deal of the New World's hand!" à travers les codes poétiques «New», «Deal» et «World» est une forme stylistique grave pour attirer l'attention sur ce vers particulier, plein de sens, de visions et de prophéties et aussi pour inviter à réfléchir sur l'importance et la sémantique²¹ du vers quant aux nouvelles orientations que prend le monde des humains à cause du mode de pensée culturelle des occidentaux. Le code poétique «New» fait appel évidemment à la notion de changement puisqu'il est question d'un nouvel ordre qui vient changer un ancien ordre et dans le cas d'espèce, ce nouvel ordre fait intervenir les trois lois ou fondements suivant(e)s:

"The New Deal of the New World": «New systems will be built on race and hate»

"The New Deal of the New World": «The Eagle will command»

"The New Deal of the New World": «The Dollar will command»

Il est ici important de révéler que McKay fait une corrélation intrinsèque entre le nouveau fondement «New Deal», le nouveau monde «New World» et les nouveaux systèmes «New systems» de sorte à traduire tout simplement que le nouveau fondement «New Deal» appelle un nouveau monde «New World» et exige de nouveaux systèmes «New systems». Ce qui explique cette répétition du code poétique «New», trois fois dans ces deux vers que nous avons cités plus haut:

«New Deal» = «New World» = «New systems».

A travers les codes poétiques «race and hate», nous avons donc l'idée d'une race blanche qui sera nourrie par la haine et le racisme ; à travers les codes poétiques «The Eagle» et «command», nous avons l'idée d'une race blanche caractérisée par le pouvoir de domination ; à travers les codes poétiques «The Dollar» et «command», nous avons l'idée d'une race blanche caractérisée par l'argent et le pouvoir économique. Donc de manière concrète à travers cette strophe, nous retenons que McKay nous instruit sur les trois mauvais « nouveaux » fondements de l'existence humaine et comme il le cite dans l'ordre: un fondement racial de l'existence humaine, un fondement hégémonique de l'existence humaine et un fondement économique-matérialiste de l'existence en ce qui concerne l'interaction et la coopération des blancs avec d'autres races humaines et notamment la race noire. Sur la base de l'ordre établi par McKay dans sa perception des blancs à propos des fondements de l'existence, nous analyserons de plus près les trois mauvais fondements de l'existence humaine que sont: le fondement racial, le fondement hégémonique, et le fondement économique-matérialiste.

2.1: Le fondement racial : 1^{er} fondement de l'existence humaine : "New systems will be built on race and hate"

A propos des trois nouvelles lois qui fondent le nouveau monde; nous pouvons affirmer en effet que la loi numéro n°1 ou le premier fondement de l'existence humaine: *New systems will be built on race and hate* ; nous instruit clairement que les nouveaux systèmes du monde seront construits autours de la race et de la haine. Dès lors, nous avons un fondement racial de l'existence dans la conception du monde par les blancs.

¹⁹ Claude McKay, "Tiger", *Selected Poems of Claude McKay* (San Diego-New York: Harcourt Brace Jovanovich, Publisher, 1953), p. 47.

²⁰ De manière stylistique, McKay choisit d'utiliser la majuscule «N» pour le code poétique «New» à l'intérieur du même vers à deux reprises, de sorte à attirer l'attention sur ce mot et sur le concept de «nouveau» relativement à la notion de «nouveaux» fondements qui dirigeront le monde de demain.

²¹ C'est-à-dire la signification, le sens que McKay veut donner à son vers ; ce que le vers veut dire dans le fond termes de messages et d'idées.

L'existence humaine, comme nous l'avons dit peut avoir plusieurs fondements et généralement des fondements basés sur les saintes écritures, des valeurs morales et le bon sens. Cependant le poète McKay dans sa vision de la société blanche perçoit que les blancs ont un fondement racial de l'existence humaine. Et il le dit clairement: *New systems will be built on race and hate*.

Puisque généralement les poèmes de McKay sont lourds de sens, pleins d'images, de métaphores et de symboles comme c'est notamment le cas avec le poème «Tiger» et précisément ce vers prophétique "New systems will be built on race and hate". Nous allons utiliser un autre poème pour élucider de manière claire ce fondement racial et à propos, nous allons utiliser le poème de titre «Argument»²² de Langston Hughes.

En effet, grâce à ce très beau poème de Hughes, nous arrivons à comprendre comment sur la base de la race «race», les blancs à travers ce fondement racial de l'existence humaine se disent que leur race doit dominer sur les autres races humaines. Nous comprenons aussi comment sur la base de la haine «hate», les blancs, à travers ce même fondement racial de l'existence humaine se disent qu'aucune autre race humaine n'est égale et semblable à leur race et ne doit ou ne peut égaler leur race.

En clair, l'argument sur lequel les blancs se basent afin que (comme l'a prophétisé le poète McKay : *New systems will be built on race and hate*) les relations humaines entre les blancs et les autres races humaines soient construites autour du concept de la race et de la haine raciale est beaucoup plus clair à travers la lecture de ce poème. En effet cet argument établissant l'existence humaine sur la race et la haine raciale réside totalement dans la première strophe de ce poème car l'expression *New systems will be built on race and hate* de McKay se justifie par le fait que les blancs affirment et pensent distinctement que :

White is right,
Yellow mellow,
Black, get back!

L'essentiel ici est d'apprécier cette théorie raciale fondamentale que les blancs ont instituée, affirmée et écrite et sur laquelle ils fondent désormais l'existence humaine et leurs rapports avec leurs semblables qui ne sont pas blancs comme eux. A cet effet, nous dirons de manière symbolique que l'existence humaine pour les blancs a un fondement racial et même mieux un ordre racial: (1) White is right : les blancs sont premiers et supérieurs et donc au dessus des races humaines. (2) Yellow mellow: les jaunes sont acceptables et viennent après la race blanche dans l'ordre naturel des choses. (3) Black, get back : les noirs sont derniers et doivent demeurer derniers dans l'ordre des races humaines.

Le premier article de la théorie «White is right» établit clairement de manière sémantique²³ ce que représente la race blanche dans ce fondement racial de l'existence humaine selon l'entendement des blancs. C'est de fait, la bonne race humaine, celle qui est exempte de tout reproche et par ricochet la race supérieure, la race parfaite, la race des hommes biens (right).

Le deuxième article de la théorie «Yellow mellow» établit clairement de manière sémantique²⁴ ce que représente la race jaune dans ce fondement racial de l'existence humaine et dans l'entendement des blancs. On peut estimer que les blancs les considèrent comme une race acceptable, passable. Une race dont ils peuvent tolérer l'existence. Et avec laquelle, ils peuvent entretenir des rapports plus humains.

Le troisième article de la théorie «Black, get back!» établit clairement de manière sémantique²⁵ ce que représente la race noire dans ce fondement racial de l'existence humaine et dans l'entendement des blancs et traduit ce que les blancs pensent de la race noire. Ainsi ce vers traduit toute la haine (hate) qui accompagne ce premier fondement et dont parle le poète Claude McKay. On peut estimer que les blancs rejettent de facto cette race, la renient et la réduisent en arrière. C'est donc une race que les blancs méprisent automatiquement et qu'ils maintiennent derrière car selon eux, c'est une race qui doit demeurer derrière, qui ne doit pas progresser ; comme le traduit le code poétique «back» qu'utilise le poète Hughes dans cette expression «Black, get back!». En conclusion, c'est donc une race avec laquelle, ils ne peuvent entretenir des rapports humains c'est-à-dire des rapports d'égalité.

2.2: Le fondement hégémonique : 2^e fondement de l'existence humaine : "the Eagle will command"

Ensuite, la loi numéro n°2 ou le deuxième fondement de l'existence humaine: *The Eagle will command* ; nous instruit clairement que l'aigle commandera. En effet, ici dans une traduction thématique et idéologique, la première image perçue est celle de l'aigle (oiseau naturel) qui est le maître du ciel, qui commande et domine sur les autres oiseaux du ciel et ses proies. Mais nous pouvons aussi dans une traduction contextuelle saisir la métaphore qui lie l'aigle aux États-Unis comme emblème et symbole²⁶ et dont parle

²² Langston Hughes, "Argument", *Selected Poems of Langston Hughes* (New York: Alfred A. Knopf, Inc., 1979), p. 262.

²³ Dans le fond, en termes de signification ou de sens.

²⁴ Dans le fond, en termes de signification ou de sens.

²⁵ Dans le fond, en termes de signification ou de sens.

²⁶ En effet, après avoir caractérisé tous les hommes blancs comme étant des tigres pour l'homme noir avec bien entendu toute la sémantique liée au symbolisme, à la métaphore et à l'image qu'incarne ce vocable comme titre de ce poème à travers la strophe visible 1. Nous voyons que dans la strophe visible 2, McKay essaie de mettre en évidence «le tigre» blanc des États-Unis avec lequel il cohabite en utilisant ses symboles que sont le Dollar *the Dollar* et l'aigle *the Eagle*. A ce niveau, il faut retenir que tous les blancs pratiqueront ces mauvais fondements de l'existence humaine que ce soit le fondement racial de l'existence, le fondement hégémonique ou encore le fondement économique-matérialiste de l'existence dans leur coopération avec d'autres races humaines et particulièrement avec la race noire. Cependant, l'on peut certainement retenir que les tigres blancs des États-Unis seront les premiers en termes de classement dans ces trois fondements de l'existence humaine et notamment au niveau du fondement hégémonique *the Eagle will command* et du fondement économique-matérialiste *the Dollar will command*. C'est à dire les fondements de l'existence humaine basés sur le pouvoir et sur l'argent.

aussi le poète McKay au sens figuré par l'utilisation de l'image de l'aigle. C'est donc à travers cette image ou cette métaphore (symbole) que nous retenons l'idée d'un aigle puissant et fort qui domine et qui commande tout et donc qui a le pouvoir. Le symbole étant multivalent, la perspective qui se dégage de ce vocable «The Eagle» et qui fait référence à la «fonction d'allusion et fonction de prolongement du symbole» est le fait que la symbolique de l'aigle peut grâce à ces deux aspects caractériser l'image de pouvoir et de domination. Dès lors, il en ressort un fondement hégémonique de l'existence dans la conception du monde par les blancs.

Au-delà du fondement racial de l'existence humaine, le poète McKay perçoit chez les blancs, un autre fondement. Il s'agit d'un fondement hégémonique, puisque la recherche permanente du pouvoir ou de la domination totale (politique, économique, sociale, culturelle ou individuelle) va constituer une autre base fondamentale pour les blancs dans cette société humaine. Et ici, l'on doit retenir en termes de fondement hégémonique de l'existence surtout les notions d'autorité, de suprématie, de pouvoir politique et de puissance de domination. Ce fondement hégémonique de l'existence motivera donc les blancs à vouloir dominer sur les autres races humaines et diriger le monde car c'est ainsi qu'ils conçoivent l'existence humaine et les rapports avec les autres humains dans la société. Cependant, le poète dans sa perception de l'homme blanc hégémone va focaliser son attention particulièrement sur celui qui sera «l'hégémone des hégémons» ou «le puissant des puissants» parmi les blancs et dans le monde. Il a ainsi nommé clairement au travers d'une image symbole: les États-Unis à travers les symboles de l'aigle «the Eagle» et du dollar «the Dollar»: «The Eagle and the Dollar will command».

Cette citation et notamment l'expression « The Eagle will command » traduit bien de manière littérale comme de manière imagée, les notions de domination, de pouvoir et de puissance qui se reflètent dans le fondement hégémonique de l'existence. Le code poétique «command» de manière littérale fait référence au fait de commander, de diriger, de dominer et fait appel à la notion de suprématie. Le code poétique «The Eagle», quant à lui, de manière imagée, fait référence à la notion de hauteur, de supériorité, de contrôle et aussi de domination, puisque traditionnellement l'aigle a pour espace le ciel et domine naturellement sur les autres oiseaux du ciel. Considéré comme le maître de l'espace aérien, son identification constante avec le ciel, fait de lui un petit dieu puisque le ciel symbolise de manière traditionnelle le royaume de Dieu. Ce code poétique «The Eagle» de manière historique est l'emblème des États-Unis et un grand symbole pour ce grand pays qui domine et dirige ce monde à l'image de l'aigle. Et c'est pour cette raison que nous affirmons que le poète McKay fait la part belle à ce grand pays quand il affirme de manière directe que dans cette quête de puissance et de pouvoir de domination du monde et des autres humains par la race blanche; les États-Unis finiront par avoir le dernier mot.

2.3: Le fondement économique-matérialiste : 3^e fondement de l'existence humaine : “the Dollar will command”

Enfin, la loi numéro n°3 ou le troisième fondement de l'existence humaine: *The Dollar will command* ; nous instruit clairement que le Dollar commandera. En effet, ici dans une traduction thématique et idéologique, la première image perçue est celle du Dollar en termes d'argent et de pouvoir économique, en ce sens que le dollar est une monnaie d'échange et fût la plus forte monnaie d'échange jusqu'à ces derniers temps. Mais nous pouvons aussi dans une traduction contextuelle saisir la métaphore qui lie le Dollar aux États-Unis comme monnaie puissante et symbole et dont parle aussi le poète McKay au sens figuré par l'utilisation de l'image du Dollar (l'idée d'une économie forte et d'une richesse abondante). C'est donc à travers cette image ou cette métaphore (symbole) que nous retenons l'idée d'un Dollar puissant monétairement et qui commande les autres monnaies. Le symbole étant multivalent, la perspective qui se dégage de ce vocable «The Dollar» et qui fait référence à la «fonction d'allusion et fonction de prolongement du symbole» est le fait que la symbolique du Dollar peut grâce à ces deux aspects caractériser l'image de l'argent et du pouvoir économique. Dès lors, il en résulte un fondement économique-matérialiste de l'existence dans la conception du monde par les blancs.

Le fondement hégémonique ou «pouvoiriste» de l'existence pour qu'il puisse tenir et prendre réellement forme s'accompagne dirons-nous d'un autre fondement important : il s'agit du fondement économique-matérialiste. C'est la raison pour laquelle au niveau du vers 12 du poème «Tiger», le poète McKay associe ces deux éléments: “The Eagle and the Dollar will command” et notamment “the Dollar” représentant le pouvoir économique.

En effet, la quête permanente du pouvoir économique semble constituer une base fondamentale pour les blancs et même une base utile pour garantir et maintenir entre autre leur domination politique et raciale sur les autres races et surtout sur la race noire. Donc pour diriger le monde et dominer sur les autres races, les blancs ont besoin de posséder totalement le pouvoir économique afin de soutenir leur puissance et domination. De ce fait, un fondement économique matérialiste détermine les rapports que les blancs entretiennent avec les autres peuples du monde et surtout le peuple noir. Et à cet effet, il suffit de se référer aux différents accords économiques entre l'Occident et l'Afrique. Il suffit aussi d'analyser la valeur des monnaies et les valeurs monétaires des échanges entre pays occidentaux et pays africains pour comprendre effectivement cette perception de fondement économique ou économique matérialiste de l'existence que dénonce le poète McKay. Le fait que les blancs fondent l'existence humaine sur l'argent et la possession de la richesse traduit le sens de l'économie mondiale actuelle.

Dans ce vers symbolique “the Dollar will command” du poème «Tiger», nous retenons trois équations simples et intéressantes: Dans un premier temps, celui qui possède ou possédera le dollar va commander. Dans un deuxième temps, le dollar en termes d'argent, de monnaie et d'économie va commander. Dans un troisième temps, celui qui détient l'argent, le pouvoir

économique et en un mot la richesse détiendra aussi les commandes ou le pouvoir de commander, et donc, le riche va commander. C'est donc cette dernière idée (l'homme le plus riche détient et domine le monde) que le poète Hughes réaffirme à travers l'expression poétique: "Rich old white man / Owns the world"²⁷ et notamment l'idée selon laquelle (les blancs de par leur richesse détiennent et dominent le monde.) Comme le dit clairement cette thèse "Rich man Owns the world", ce fondement économique matérialiste de l'existence humaine et cette quête permanente de la richesse et du profit vont permettre aux blancs une fois qu'ils sont riches de "Owns the world". De ce fait, la tendance des relations économiques à travers le monde montre clairement que les blancs fondent l'existence sur l'argent, la richesse et le pouvoir économique. Et si nous célébrons le précepte selon lequel «l'or et l'argent appartiennent à Dieu», alors les blancs deviennent des «dieux» à cause de leur pouvoir économique, puisqu'ils possèdent désormais cet «or» et cet «argent» comme le démontrent les réalités économiques et existentielles du monde contemporain.

Le fondement économique matérialiste de l'existence humaine par les blancs se traduit de manière significative aussi par le fait que le dollar américain dont il est question ici à travers l'expression poétique "the Dollar will command", porte bien sur son support l'inscription fétiche «In god we trust». Une inscription qui traduit parfaitement que l'argent représente «Dieu» pour les blancs et qu'ils mettent leur foi, leur croyance, leur vie et existence en l'argent. L'inscription «In god we trust» qui de manière littérale et contextuelle peut signifier «en l'argent nous nous croyons», «au dieu argent nous croyons», «en toi dieu argent nous croyons» ou encore «l'argent est le dieu en qui nous croyons» traduit aussi selon les correspondances sémantiques²⁸ l'idée selon laquelle les blancs fondent l'existence humaine sur le pouvoir économique et non sur d'autres valeurs furent-elles morales ou chrétiennes.

Puisque selon le poète McKay "the Dollar will command", alors les occidentaux ne permettront pas (par tous les moyens) aux autres races humaines et surtout à la race noire de posséder ce pouvoir économique et d'être riche de sorte que ce soit strictement les blancs qui aient le monopole du pouvoir économique et donc qui commandent. De sorte que cette thèse de Hughes: "Rich old white man / Owns the world" soit éternelle et devienne une théorie de l'existence humaine et une théorie économique de domination du monde par la race blanche. Sur la base donc de ce fondement économique matérialiste de l'existence et de manière raciale et concurrentielle, les blancs vont établir des principes et des paliers afin d'empêcher toute autre personne d'être "Rich" et de "Owns the world".

3: Les conséquences impérialistes, capitalistes et matérialistes des trois mauvais fondements de l'existence humaine imposés par les Blancs

Comme nous l'avons vu dans le titre précédent, le poète McKay décrit, caractérise et présente les blancs comme des personnes ayant un mauvais fondement de l'existence humaine puisque ceux-ci ont basé cette existence humaine sur un fondement économique-matérialiste, un fondement racial et un fondement hégémonique. Il est donc évident que les blancs créent et développent des systèmes d'exploitation ou des systèmes de fonctionnement qui s'allient à ces différents fondements qu'ils donnent à l'existence humaine afin de les rendre effectifs et efficaces dans la pratique et l'exploitation. Et en l'occurrence, ces systèmes d'exploitation sont en effet l'impérialisme, le capitalisme et le matérialisme. C'est pour cette raison que le poète Claude McKay dit un peu plus haut dans son poème :

- V1 The white man is a tiger at my throat,
- V2 Drinking my blood as my life ebbs away,
- V3 And muttering that his terrible striped coat
- V4 Is Freedom's and portends the Light of Day.

Le matérialisme est le système d'exploitation du fondement économique-matérialiste de l'existence. Le capitalisme est le système d'exploitation du fondement hégémonique de l'existence. L'impérialisme est le système d'exploitation du fondement racial de l'existence. Le projet de contrôle politique, racial, économique et militaire de la planète par la race blanche passe par ces trois fondements et par ces trois systèmes d'exploitation pour leur mise en œuvre ou application²⁹.

Ainsi, ce poème a dénoncé dans la traduction thématique et l'interprétation, contextuelle et idéologique avancée de sa deuxième strophe (selon le découpage du poète lui-même) les notions de race, de pouvoir et d'argent qui font référence selon la «fonction d'allusion et fonction de prolongement du symbole» à respectivement: l'impérialisme, le capitalisme et le matérialisme des blancs. Et donc, le titre «Tiger» et le premier vers «The white man is a tiger at my throat» en projetant cette perspective d'hommes blancs tigres traduisent au-delà : les rôles de tigres capitalistes, de tigres impérialistes et de tigres matérialistes que les occidentaux jouent dans le monde.

En effet, dans une traduction poétique approfondie de la deuxième strophe visible et de manière transcendante, nous voyons que cette architecture générale d'un nouveau monde «New World's hand» à trois différents fondements existentiels (la race, l'argent et le pouvoir) donne lieu obligatoirement à des perspectives d'hommes blancs impérialistes, capitalistes et

²⁷ Langston Hughes, "Porter", *Selected Poems of Langston Hughes* (New York: Alfred A. Knopf, Inc., 1979), p. 169.

²⁸ Les correspondances de sens.

²⁹ Ou encore le projet de contrôle politique, racial, économique et militaire de la planète par la race blanche passe par ces trois fondements et par leurs trois systèmes d'exploitation que sont l'impérialisme, le capitalisme et le matérialisme pour leur mise en œuvre ou application.

matérialistes puisque chaque fondement occasionne une méthode de fonctionnement. En faisant attention aux symboles et aux images riches de suggestions qu'utilise le poète McKay du vers 9 au vers 14, une perspective assez intéressante sur ces trois fondements de l'existence humaine des blancs se dégage :

- V9 Europe and Africa and Asia wait
- V10 The touted new deal of the New World's hand!
- V11 New systems will be built on race and hate,
- V12 The Eagle and the Dollar will command.
- V13 Oh Lord! My body, and my heart too, break—
- V14 The tiger in his strength his thirst must slake!

Dans cette strophe, McKay s'adresse à la fois à l'Europe, à l'Asie et même à l'Afrique et leur enseigne sur les théories futures (race, argent et pouvoir) mais aussi sur les nouvelles idéologies qui vont accompagner ces dites théories et guider le nouveau monde dans lequel nous vivons. Ce futur dont parle le poète se caractérise par l'utilisation du verbe de modalité «Will» au vers 11. C'est donc en cette qualité didactique du poème dans lequel McKay trace sa vision de ce que sera le monde blanc de demain en prophétisant sur ce qui va caractériser les relations entre peuples de différentes races que réside la quintessence du rapport et du lien entre l'impérialisme, le capitalisme et le matérialisme des blancs et les trois mauvais fondements de l'existence humaine.

À travers les symboles, métaphores et images; nous constatons qu'au-delà du message clair sur les futurs fondements de l'existence humaine, il y a que ces trois fondements appellent nécessairement des idéologies que sont : impérialisme, capitalisme et matérialisme. Ainsi à la question de savoir comment les fondements raciaux, hégémoniques et économiques comptent régir l'existence humaine, McKay répond clairement : à travers l'impérialisme, le capitalisme et le matérialisme, et délivre ces équations:

= New systems will be built on race and hate = imperialism

The new deal of the New World = = The Eagle and the Dollar will command = capitalism

= The Dollar will command = materialism

A travers la lexie «New Deal» (pour symboliser le concept de nouveau fondement), la lexie «New World» (pour symboliser le concept de nouveau monde dans lequel nous allons vivre désormais) et à travers la répétition accentuée du mot «New» (caractérisé formellement par un grand «N» à chaque fois et même à l'intérieur du vers); McKay fait ressortir clairement la notion de «nouveau». Ces trois fondements et leurs systèmes d'exploitation sont donc de nouvelles idéologies pour un nouveau monde car contraires aux valeurs humaines, morales, éthiques et spirituelles qui fondent le monde selon les saintes écritures.

"The New Deal of the New World": « New systems will be built on race and hate »

"The New Deal of the New World": « The Eagle will command »

"The New Deal of the New World": « The Dollar will command »

Il est important de révéler à ce niveau une nouvelle interaction ou une nouvelle corrélation intrinsèque que fait McKay entre le nouveau fondement «New Deal», le nouveau monde «New World» et les nouveaux systèmes «New systems» : «New Deal» = «New World» = «New systems». C'est en effet une manière de dire tout simplement que le nouveau fondement «New Deal» appelle un nouveau monde «New World» et exige de nouveaux systèmes «New systems», et de manière plus claire : «New Deal» (race, argent et pouvoir) = «New World» (le monde contemporain) = «New systems» (impérialisme, capitalisme et matérialisme).

Le fondement racial de l'existence humaine de la part des blancs dans leurs rapports avec d'autres races (Lois 1 : «New systems will be built on race and hate») appelle nécessairement dans sa mise en application l'impérialisme des blancs. Le fondement hégémonique à deux niveaux de l'existence humaine de la part des blancs dans leurs rapports avec d'autres races (Lois 2 : «The Eagle and the Dollar will command») appelle nécessairement dans sa mise en application le capitalisme des blancs. Le fondement économique-matérialiste de l'existence humaine de la part des blancs dans leurs coopérations avec d'autres races (Lois 3 : «the Dollar will command») appelle nécessairement dans sa mise en application le matérialisme des blancs.

En résumé, l'on doit retenir que le poète McKay finalement à travers ces trois fondements perçoit les blancs comme des impérialistes, des capitalistes et des matérialistes parce que ceux-ci ont choisi de fonder l'existence humaine sur trois valeurs (la race, l'argent et le pouvoir) qui appellent automatiquement l'impérialisme, le capitalisme et le matérialisme dans leur mise en application.

Dans un premier temps, la race et le pouvoir appellent l'impérialisme par conséquent la domination de la race blanche (Lois 1: «New systems will be built on race and hate» = Imperialism).

J'étais hier dans l'East-End (quartier ouvrier de Londres), et j'ai assisté à une réunion de sans-travail. J'y ai entendu des discours forcenés. Ce n'était qu'un cri. Du pain ! Du pain ! Revivant toute la scène en rentrant chez moi, je me sentis encore plus convaincu qu'avant de l'importance de l'impérialisme...L'idée qui me tient le plus à cœur, c'est la solution au problème social : pour sauver les quarante millions d'habitants du Royaume Uni d'une guerre civile meurtrière, nous les colonisateurs, devons conquérir des terres nouvelles afin d'y installer l'excédent de notre population, d'y trouver de

nouveaux débouchés pour les produits de nos fabriques et de nos mines. L'empire ai-je toujours dit, est une question de ventre. Si vous voulez éviter la guerre civile, il faut devenir impérialiste³⁰

Dans un deuxième temps, l'argent et le pouvoir appellent le capitalisme donc la richesse de la race blanche (Lois 2 : «The Eagle and the Dollar will command» = Capitalism).

Messieurs, au temps où nous sommes et dans la crise que traversent toutes les industries européennes, la fondation d'une colonie, c'est la création d'un débouché. On a remarqué, en effet, et les exemples abondent dans l'histoire économique des peuples modernes, qu'il suffit que le lien colonial subsiste entre la mère patrie qui produit et les colonies qu'elle a fondées, pour que la prédominance économique accompagne et subsiste, en quelque sorte, la prédominance politique³¹.

Dans un troisième temps, l'utilité de l'argent et le fonctionnement de l'économie appellent le matérialisme (le bien matériel) pour la race blanche (Lois 3 : «the Dollar will command» = Materialism).

Une nation est comme un individu : elle a ses devoirs à remplir et nous ne pouvons plus désertier nos devoirs envers tant de peuples remis à notre tutelle. C'est notre domination qui, seule, peut assurer la paix, la sécurité et la richesse à tant de malheureux qui jamais auparavant ne connurent ces bienfaits. C'est en achevant cette œuvre civilisatrice que nous remplissons notre mission nationale, pour l'éternel profit des peuples à l'ombre de notre spectre impérial (...) cette unité (de l'Empire) nous est recommandée par l'intérêt : le premier devoir de nos hommes d'Etat est d'établir à jamais cette union sur la base des intérêts matériels³²

4. Conclusion

En affirmant en début de poème «the white man is a tiger at my throat »³³, le poète Claude McKay a rempli trois fonctions essentielles dans son sonnet rempli de métaphores, d'image et de symboles. Au delà de nous dire à travers cette expression le rôle négatif que joue l'homme blanc dans son existence et les actes négatifs que pose l'homme blanc dans sa vie et aussi celle de tous les hommes noirs. Il a montré les fondamentaux de l'existence humaine selon la conception de l'homme blanc ou des hommes blancs. Et ces fondamentaux qui tournent autour de la race et la haine, le pouvoir et l'argent ont en réalité tracé ou été érigés en des fondements de l'existence humaine pour toujours. Ainsi, la race et la haine ont créé le fondement racial de l'existence humaine, le pouvoir et le commandement ont créé le fondement hégémonique de l'existence humaine et enfin l'argent et le commandement ont créé le fondement économique-matérialiste de l'existence humaine. Ainsi ces trois fondement; fondement racial, fondement hégémonique, et fondement économique-matérialiste régissent désormais la vie sur terre et entre les différentes races mais plus précisément entre la race blanche et la race noire.

Utilisant plusieurs images, symboles et métaphores dans son sonnet et dans son message, l'étude stylistique et la «fonction d'allusion et fonction de prolongement» des symboles, des images nous ont permis dans notre interprétation et traduction poétique de dégager comme il le dit si bien lui-même à travers la lexie « news systems », donc les systèmes d'exploitation de ces trois fondements de la vie humaine ou de l'existence humaine et ce sont : l'impérialisme, le capitalisme et le matérialisme.

Ainsi le matérialisme est le système d'exploitation du fondement économique-matérialiste de l'existence. Le capitalisme est le système d'exploitation du fondement hégémonique de l'existence. L'impérialisme est le système d'exploitation du fondement racial de l'existence. Le projet de contrôle politique, racial, économique et militaire de la planète par la race blanche passe par ces trois fondements et par ces trois systèmes d'exploitation pour leur mise en œuvre ou application.

race and hate le fondement racial.....Impérialisme
The Eagle will command.....le fondement hégémonique.....Capitalisme
The Dollar will command.....le fondement économique-matérialiste.....Matérialisme

Il en ressort à l'issue de cette étude que les poèmes de McKay sont riches de sens, de symboles et d'images et que sa prophétie sur la vie future s'adressant à la fois à l'Europe, à l'Asie et à l'Afrique est une réalité. Ce poème rempli aussi trois autres fonctions en passant d'un poème descriptif, à un poème lyrique puis à un poème didactique.

³⁰ Extrait du journal *Neue Zeit* de Cecil Rhodes, Premier ministre du Cap, 1898.

³¹ Discours de Jules Ferry en 1885.

³² Discours de Joseph Chamberlain, ministre des colonies en 1895. https://lycee.cionautes.org/wp-content/uploads/lycee/IMG/DS_colonisation.pdf

³³ Vers 1

En définitive, en deux parties principales, cette étude montre comment pouvoir racial, pouvoir de domination et pouvoir économique fonctionnent de manière interreliée, et aussi montre à quel point les blancs fondent l'existence humaine sur la recherche du pouvoir racial, du pouvoir de domination et politique et sur la recherche du pouvoir économique (la richesse, l'argent et le profit).

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