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Foreword

In the first article entitled "*Communicative needs of Saudi EFL engineering students in an EAP context: Task-based needs analysis*", Dr. Abdullah Alhadiah from Saudi Arabia undertakes a needs analysis of Engineering student's ESP course. The current study demonstrates the use a task-based needs analysis which involves the use of tasks as a unit of analysis and the triangulation of resources and methods to increase validity and reliability and to better inform course designers. Dr. Alhadiah notes that although needs analysis has been extensively reported in the literature of language teaching in general and ESP in particular in the last few decades, there is still a significant need to triangulate the data resources and the data collection methods to better understand the communicative needs of learners by identifying the tasks they need to accomplish in a specific domain. The study ascertains that task-based needs analysis can reveal valuable pedagogical implications and can provide course designers with some instructional inputs for ESP course designing.

The second article is by Arif Ahmed Mohammed Hassan Al-Ahdal and Mariam Yousef Mohammed Abduh entitled "*English writing proficiency and apprehensions among Saudi College students: Facts and remedies*". Their study adds to the existing body of knowledge on determining the interplay of writing anxiety, writing strategies and writing achievement of Saudi EFL learners. It further explored the use of writing strategies to reduce writing anxiety and to illustrate its effect on EFL students ' writing achievement. Their findings include inter alia that English teachers at the university level should be mindful of the apprehensive degree of writing by their students, use new methods to teach literacy, motivate students to compose and practice English in classes by incorporating more learner-centered practices.

The third article is by Mohammad Imran Khan and Paiker Fatima Mazhar Hameed entitled "*An analysis of Wiki writing on writing performance in Saudi EFL learners: Exploring new pedagogies in COVID times*". Their study examines the role of wikis in fostering mutual writing standards among Saudi EFL learners. It indicates that wiki writing is a strong pedagogical tool. The study clearly establishes that young learners today are inseparable from technology, it now rests on the teaching community to utilize this fact to the best advantage of the students.

In the fourth very unique research article, entitled "*EFL vision impaired teacher's classroom management in the eyes of his sighted teenaged students*", authors Taufiq Effendi, Ichwan Suyudi & Ahmad Jum'a Khatib Nur Ali report on how a visually disabled educator is able to teach a regular class of sighted teenaged learners. In commemoration of the international day of disability on December 3, this article is intended to foreground a blind teacher's practices of EFL classroom management through the lens of his sighted teenaged students. The research reports that all participants unexpectedly had significantly engaging and encouraging learning experiences from their vision impaired teacher. Accordingly, the study offers valuable recommendations for legislators, teacher training institutions and employers in Indonesia and other countries.

In the fifth article entitled "*Language Attitudes of Betawi Teenagers toward their Mother Tongue: A Sociolinguistic Perspective*", authors Tadjuddin Nur, Lukman, Kaharuddin and Dafirah note that research of language attitudes has been receiving significant attention for years in some fields. Due to the importance of the language attitudes, this research describes the language attitudes of Betawi Teenagers towards their native language. The Betawi language is one of the dialects in Jakarta, Indonesia. This sociolinguistic research though not ESL centered, will give English language researchers both comparative and original guidelines.

In the sixth paper by Reham Alkhudiry and Ameen Alahdal entitled "*The Role of Online Learning During and Post COVID-19: A Case of Psycho-Social Study*", the authors research has two aims: to examine how two basic psychological needs of competence and relatedness enhance learners' intrinsic motivation to learn at home during COVID-19 pandemic, as pointed out by the Cognitive Evaluation theory (1985) and to find out to what extent distance learning can replace the classroom learning once the COVID-19 pandemic ends. The findings of the current study are consistent with earlier studies and indicate that during Covid-19 the students were able to learn via the virtual lectures, showing their competent and their engagement with the online classes and hence, more motivated to learn.

The seventh article is entitled "*Customization and Validation of a Scale Measuring Second Language Teachers' Motivation for Professionalization*" by Sameena Khokhar, Dr Habibullah

Pathan, Dr. Ashique Ali Jhatial, Dr. Saira Taj, and Faiza Mushtaq. Their paper describes the process of customization and validation of scale that measures motivation for professionalization of English language teachers. The paper illustrates a systematic process to assist researchers in adapting, customizing and validating scale. It contributes to the ongoing debate on methodological rigor to investigate L2 teachers' motivation in developing countries.

The eighth article is by Huda Rashed Mohammed Al-Saeed from Imam Abdulrahman Bin Faisal University, Saudi Arabia. The title is "*Academic freedom of Saudi University teaching staffers: Perspectives and practices*". She defines academic freedom as the main legitimizing concept of the university which denotes that these institutions should not be susceptible to powers outside themselves although a fixed definition of academic freedom is difficult to conceive as a single interpretation and cannot encompass the many nuances of the concept nor the various ways in which it is reasonably applied. The researcher presents numerous recommendations following on from this study.

The ninth article entitled "*Thematic Progression in Uncovering Paragraph Coherence: Some Evidences in Indonesian Secretarial Academy Context*", is authored by Wawan Hendrawan, Eva Tuckyta Sari Sujatna, Ekaning Krisnawati and Nani Darmayanti. The present study scrutinizes six English final reports written by the sixth semester students learning at a secretary academy in Indonesia. The study demonstrates how theme patterns and their thematic progressions can be used as an instrument to see whether the addressed paragraphs are coherent or not. This, in turn, can assist lecturers, teachers, and instructors to determine whether the students need further training in the topics domain.

The tenth article from Pakistan is by authors Quratulain Mirza, Dr. Habibullah Pathan, Sahib Khatoon and Ahdi Hassan, entitled *"Digital Age and Reading habits: Empirical Evidence from Pakistani Engineering University".* The study aimed to explore the application of the technology and social networking sites by the students of Pakistan. Despite technological advances the research found that most of the students do not have technical skills and found it difficult to access online reading materials or read through online content. The research also found that for academic reading, students preferred printed books and for pleasure or leisure reading, they preferred

electronic books and very few students used social media for the purpose of reading and information sharing. Thus, it can be concluded that few students utilized technical gadgets and social media for their reading. The research thereby opens avenues for future teacher training courses to address this situation.

The final article entitled "*The Effect of Flipped Learning Instruction on Tertiary English Learners' Writing Achievement*" considers a recent method (Flipped Learning) where students of today (digital natives) take the learning and continue outside the classroom via ubiquitous devices. The research shows there is a significant effect of Flipped Learning instruction on tertiary English learners' writing achievements. In this research, Flipped Learning was shown to be very effective, however much more research on diverse students is called for.

We trust you will find the research work presented in this issue valuable in your future research inquiries.

Communicative needs of Saudi EFL engineering students in an EAP context: Task-based needs analysis

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Abdullah Alhadiah is an Assistant Professor in the Department of English Language and Translation at Qassim University, Saudi Arabia. He earned his master's degree in Bilingual Education and TESOL from the University of Findlay in Ohio and his PhD in Applied Linguistics from the University of Memphis. His research interests include teaching English for specific purposes (ESP) and mobile-assisted language learning (MALL).

Abstract

Because English language is the medium of instruction in the engineering colleges of all Saudi universities, the aim of this study is to identify the perceived communication needs of undergraduate engineering students using English for specific purposes (ESP) at one such institution, where English is considered a foreign language. Several needs analysis (NA) approaches have been suggested in the literature related to ESP (e.g., Munby, 1978; Hutchinson & Waters, 1987; Long 2005a,b; Long, 2015; Serafini, Lake, & Long, 2015). The current study demonstrates the use a task-based NA approach (Long, 2005a,b; Long, 2015; & Serafini, Lake, & Long, 2015), which involves the use of tasks as a unit of analysis and the triangulation of resources and methods to increase validity and reliability and to better inform course designers. This study uses semi-structured interviews and questionnaires in accordance with the exploratory sequential mixed-methods design (Creswell, 2014), whereby semi-structured interviews are conducted first and the obtained results inform the design of the questionnaires. The findings of this study provide a list of communication tasks as well as insight into the students' perceived frequency and difficulty of the reported tasks. The findings could inform ESP course designers in the university

studied in the present study and contribute to general NA literature by demonstrating the use of task-based NA and providing some pedagogical implications for ESP educators.

Keywords: *Needs Analysis, Task-based Language teaching, ESP, EFL, Engineering Students*

1. Introduction

Needs analysis (NA) plays a crucial role in the process of designing language courses in the fields of English for specific purposes (ESP) and English for academic purposes (EAP), as it can effectively pinpoint general course objectives (Brown, 2006). As a result, Hutchinson and Waters (1987) stated that target situation analysis can "act as a compass" in determining the destination (p. 62). The importance of NA was similarly stressed by Dudley-Evans and St John (1998), who argued that it is instrumental in designing any ESP course. NA is especially important nowadays, as a decrease in global resources has led to the growing need for accountability in education and other aspects of life (Long, 2005a,b).

In the literature of language teaching in general and ESP in particular, several researchers (e.g., Munby, 1978; Hutchinson & Waters, 1987; Long 2005a,b; Long, 2015; Serafini, Lake, & Long, 2015) have positioned NA approaches and frameworks for determining learners' needs as a fundamental step in the process of designing language courses. For example, one proposed method of identifying the needs of ESP learners involves utilizing task-based NA where task is the unit of analysis (Long, 2005a,b). In this approach, determining the tasks is the first step to adapting and implementing a task-based language teaching (TBLT) approach, which researchers have claimed is consistent with research and theories of second language acquisition, more accountable, relevant to learners needs, and learner-centered (Long, 2015). Furthermore, a recent meta-analytic investigation of the effectiveness of employing a TBLT approach in second language (L2) learning conducted with a sample of 52 studies revealed a positive effect of TBLT implementation compared to traditional teaching in a variety of contexts and at a variety of proficiency levels (Bryfonski & McKay, 2019). However, although NA — which utilizes task as the unit of analysis — is an integral element of TBLT programs (Long, 2015), the majority of TBLT programs reported in the literature do not include task-based NA (Bryfonski & McKay, 2019), which could negatively affect TBLT implementation.

Although NA has been extensively reported in the literature of language teaching in general and ESP in particular in the last few decades, there is still a significant need to triangulate the data resources and the data collection methods to better understand the communicative needs of learners by identifying the tasks they need to accomplish in a specific domain (Long, 2015). Therefore, in accordance with Long (2005b), Long (2015), and Serafini et al. (2015), the present study has been designed to collect data from different sources using different data collection methods in order to facilitate triangulation and identify tasks that engineering students in a Saudi public university need to accomplish. In addition, among the different kinds of ESP programs in Saudi Arabia, preparatory year programs (PYPs) — which prepare students during the first year for joining English-speaking colleges — are the most popular and are offered in almost all Saudi universities; however, to the best of the researcher's knowledge, most — if not all — PYPs are not built on the basis of professional NA, and periodical NA (McMullen, 2014) is required to effectively measure the needs of students and to compare them with the instructional materials offered in PYPs (Khan, 2019). Thus, the present study aims to contribute to the NA literature, especially task-based NA, by utilizing task-based NA in an ESP context. Furthermore, it is meant to shed some light on the communicative needs of engineering students in a Saudi university in order to inform PYP designers at the university and to provide pedagogical implications for future NA projects in the context of ESP.

2. Literature Review

2.1. Task-Based NA Approach

Various approaches and techniques have been suggested in ESP literature for collecting information needed to identify and analyze learners' communicative language requirements in order to help them function successfully (e.g., Munby, 1978; Richterich & Chancerel, 1980; Hutchinson & Waters, 1987; Long, 2005b; Long, 2015; Serafini et al., 2015). Since NA plays an instrumental role in the field of language teaching, and since it can influence and be influenced by advances in the field, the nature of the proposed NA approaches has evolved along with the developments in the field. A task-based NA approach, which uses task as the unit of analysis, has been proposed for identifying the communicative needs of learners as the first step in course design, especially in ESP contexts (Long, 2005b & Long, 2015).

Long (2005b) proposed this approach after investigating existing L2 NA literature and pinpointing various methodological issues affecting the validity and reliability of NA results. He argued that these issues can mainly be attributed to the data collection methods used to obtain the findings and to the sources of information regarding language needs. The use of learners as the primary, if not the only, source of information is very likely to negatively influence the validity of findings. Thus, Long suggested involving multiple sources of information — such as insiders and domain experts — in NA to facilitate the triangulation, which can increase validity and reliability of the findings. According to Onder-Ozdemir (2019), there is a consensus that data should be collected from different sources, especially in NA where various variables can affect the analysis. In addition, one of the motivations for Long's approach was the lack of adequate references in NA literature to research in L2 instruction methodology. Furthermore, because he observed that validating findings via the triangulation of methods and sources was not given enough attention in existing NA literature, Long asserted that triangulation in NA plays a fundamental role in enhancing the validity and reliability of research results.

Long (2005a,b; 2015) proposed several rationales for the task-based NA approach. First, he argued that organizing language instruction around tasks is consistent with second language acquisition (SLA) theories and research about the way people acquire languages. In addition, the principles of the philosophy of education provide theoretical underpinnings for the use of tasks in learning. For that reason, the logical first step in TBLT is to conduct a task-based NA. Second, he claimed that the use of units of analysis — such as tasks — that are compatible and coherent with units used in syllabus design, instructional methodology, and assessment and evaluation practices can effectively aid the implementation of new L2 instruction approaches. Thus, "the results of task-based needs analyses readily lend themselves as input for the design of a variety of analytic, task-based and/or (a small minority of) content-based second and foreign language courses" (Long, 2005b, p.23). Third, long proposed that informants (e.g., students, instructors, and employers) in task-based NA are usually well-informed about their work in terms of tasks rather than in terms of language units such as grammar and vocabulary.

Motivated by Long (2005a,b), Serafini et al. (2015) surveyed the designs, research methodologies, and procedures reported in NA studies in the context of ESP over a period of 30 years (1984–2014), and identified a number of issues regarding the research methods employed, the sources of information involved, and the validity and reliability of findings. On the basis of

this survey, they proposed a practical task-based NA model, which involves the following four steps: 1) conducting and analyzing semi-structured interviews with domain experts and in-service learners; 2) creating a questionnaire based on the information obtained from the interviews; 3) if needed, collecting and analyzing follow-up information; and 4) triangulating the data using various methods and sources.

2.2. Related Studies

Because the context of this study is English for engineering, and because it adapts the task-based NA approach of identifying learner needs, this section discusses NA studies in the context of English for engineering as well as NA studies that have employed a task-based approach. Kaewpet (2009) interviewed 25 stakeholders, including employers, engineers, lecturers, former students, and ESP instructors, to explore the communicative needs of Thai engineering students. Kaewpet's study revealed the following four communicative events: "talking about daily tasks and duties, reading textbooks, reading manuals, and writing periodic/progress reports" (p. 266). However, although the study included various sources of information, it did not include data triangulation or the use of different methods, which are effective for enhancing validity. Kassim and Ali (2010) used a self-developed questionnaire, which was informed by literature and informal discussion, to collect information from 65 participants from 10 companies in Malaysia about English communicative events and skills of engineers in the workplace. According to the findings, they stated that oral communication skills should be given more attention. They also identified the following communicative events: "teleconferencing, networking for contacts and advice, and presenting new ideas and alternative strategies" (Kassim and Ali, 2010, p. 168). Although some qualitative methods were informally involved, analysis and triangulation of methods was not reported in the article. The validity of the findings could have been enhanced by including different sources of information and triangulating the data.

Recently, there has been an increase in the use of the triangulation of methods and sources in NA studies to obtain valid and reliable findings that can effectively inform courses designers. In a large-scale study, Afshar and Movassagh (2016) investigated the needs of Iranian EAP students and examined how different stakeholders vary in their perceptions of learner needs. They used different methods and sources and triangulated the data. The findings showed that the participating stakeholders had different perceptions of learners' needs, but agreed on reading

comprehension as the primary need. This type of NA can provide general guidelines for designing EAP courses in specific contexts; however, it does not consider tasks' difficulty, which can help better depicting the needs of the learners' needs in a more detailed way.

Using triangulation NA (Long, 2005a, b), Caplan and Stevens (2017) employed a mixed-methods research design that involved interviews with 5 international students and a questionnaire completed by 191 students and 226 instructors to inform the redesign of an EAP program in a US university. The quantitative data showed agreement between students and instructors regarding the importance of 21 tasks; however, the instructors rated students less successful in most of these tasks than the students rated themselves.

Task-based NA has been increasingly employed in EAP/ESP context. A recent NA study conducted by Youn (2018) involved the conducting of interviews with instructors, administrators, and students and the administration of a questionnaire to 180 EAP students in North America to investigate their pragmatic needs. The questionnaire — which was informed by existing literature and the results of the interviews — asked students to rate a list of tasks according to necessity. Although the findings provided a list of tasks rated by necessity, it did not examine frequency and difficulty. Furthermore, the data from instructors and administrators were not examined using different methods to enhance the validity of the results. Following Long's (2005a, b) approach to NA, Iizuka (2019) explored the communicative needs of US students studying abroad in Japan through interviews and questionnaires. Interviews were conducted with samples of students and host families to explore the students' needs and to inform the questionnaire. The findings revealed a list of tasks and needs of students and showed that host families and students had different perceptions of the problems related to students' homestay experience, which was one components of this NA project. The study lacked examining the tasks' frequency. In an attempt to link NA to the design of instructional tasks, Malicka et al. (2019) conducted semi-structured interviews with 10 domain experts and domain novices as well as three observations in order to identify the tasks, perceived difficulty of tasks, and sequence of tasks. Although their study revealed practical findings, data were not examined with different methods to enhance validity.

In response to the scarcity of the triangulation of methods and sources in NA in existing literature, and in response to the lack of NA studies in the literature of ESP in the context of Saudi higher education and for the need for periodic NA in every PYP in Saudi Arabia (McMullen, 2014), the goal of the present study is to demonstrate the use of triangulated task-based NA

approach in the ESP context and to identify the communicative needs of undergraduate engineering students in a Saudi university via interviews and questionnaires, as suggested by Long (2005b, 2015) and Serafini et al. (2015). Furthermore, although task frequency and difficulty play a crucial role in determining the tasks and the appropriate sequence of tasks in curriculum design (Long, 2015), very few task-based NA studies have considered the perceived difficulty of the tasks (e.g., Serafini & Torres, 2015; Malicka et al., 2019). Therefore, this study considers both task frequency and difficulty in order to generate a rigorous report regarding the tasks and the possible sequence of materials in the ESP course designing process. This study seeks to contribute to ESP literature and inform ESP program designers by answering the following research questions:

1. From the perspective of in-service students and their instructors, what are the communicative tasks practiced by engineering students in the EAP context?
2. How frequently are communicative tasks practiced by engineering students?
3. To what extent are communicative tasks perceived as difficult by engineering students?

3. Research Methodology

The present study is an investigation of the communicative needs of undergraduate students in the engineering college at a Saudi university. In accordance with the task-based NA approach (Long, 2005a,b; Long, 2015; Serafini et al., 2015), which advocates for triangulation and the use of task as a unit of analysis, data for the study was collected using two data collection instruments. An exploratory sequential mixed-methods design was adopted to answer the research questions (Creswell, 2014). This type of research design involves the collection of qualitative data to be analyzed and then used in building the quantitative part of the study. Informed by the NA model proposed by Serafini et al. (2015), this study included three steps. First, the semi-structured interviews were designed and conducted with a sample of students and instructors. Second, the data from the interviews were analyzed and used to inform the subsequent questionnaire. Third, the findings were triangulated to generate a rigorous understanding of the research problem. In order to obtain data from different sources, the population of interest in this study included in-service engineering undergraduate students and their instructors, who were considered domain experts in this context.

3.1. Context

This study was conducted in the engineering college at a Saudi public university where English was the medium of instruction. All of the students in this college spoke Arabic as their L1 and used English as a foreign language. All of the faculty members spoke English as an L2 and had various L1s, with Arabic being the most common. As English language was the medium of instruction in the engineering college and some other colleges at the university in Saudi Arabia, high school graduates were required to complete PYP before they could join any of these colleges (e.g., the medicine and engineering colleges). The main purpose of a PYP is to facilitate the transfer from Arabic-medium instruction in high school to English-medium instruction in college. In order for this program to better facilitate this transition and to prepare students to use English successfully in the target colleges, there was a significant need to conduct a rigorous NA to help course designers meet students' communicative needs.

3.2. Instruments

For the purpose of triangulation, this study utilized two instruments (semi-structured interviews and a questionnaire) to collect information from two sources (in-service students and domain experts) about the tasks students need to accomplish in college and the communicative skills they have to manage, as well as the language challenges they encounter. There were two versions of semi-structured interview — the instructors' version and the students' version. Both versions included the same items with slight differences in order to obtain insights from the different stakeholders. The interviews consisted of five guiding questions derived from the ESP literature and from informal discussions with in-service students, graduates, and instructors in the college. To pilot test the interviews, the researcher conducted one trial interview with an instructor and one trial interview with a student and made some changes accordingly. The interviews were originally written in English and then translated to Arabic because it was the L1 of all students and some instructors. Arabic was used to maximize the information participants could provide. Two applied linguists were consulted to ensure translation accuracy and readability. The participants could choose between the English and Arabic versions of the interview.

The data obtained from the interviews with the domain experts and students were used to develop an online questionnaire. The questionnaire consisted of 28 tasks derived from the interviews and asked students to use a 5-point-Likert scale to rate the frequency (1= never, 2= rarely, 3= sometimes, 4= often, 5=always) and difficulty (1= very easy, 2= easy, 3= neither easy

nor difficult, 4= difficult, 5= very difficult) of each task. The purpose of rating frequency and difficulty was to obtain a list of tasks that could be sequenced and graded for TBLT syllabus design. According to Long (2015, p.229), "Frequency is important in designing a genuine task-based syllabus, but frequency of tasks, not words or grammatical patterns." Long (2015) also highlighted the importance of considering the difficulty of tasks for specific learners in a specific context when selecting and grading the tasks in task-based syllabi. Thus, the present study investigated the frequency and difficulty of tasks from the perspective of learners. The researcher designed the questionnaire and translated it to Arabic with the help of two applied linguists. After that, two engineering professors were consulted regarding the questionnaire clarity and readability. In addition, 14 students participated in a pilot testing of the questionnaire. After the consultation and pilot testing, some changes were made and the questionnaire was finalized and then administered online.

3.3. Procedure and Participants

Due to the use of an "exploratory sequential mixed methods design" (Creswell, 2014, p.224), the data collection for this study occurred in two phases. The first phase involved exploring the tasks through semi-structured interviews with 12 undergraduate engineering students and 12 of their instructors. The researcher conducted all of the interviews and tape-recorded them after gaining a signed consent from all participants. The interviews lasted around 25 minutes on average.

In the second phase, which was a month after phase one, a link to the online questionnaire was emailed to all of the students (approximately 550 students) in the engineering college. One hundred forty one students completed the online questionnaire.

3.4. Data Analysis

3.4.1. Interviews

In order to use the findings from the qualitative data to build the quantitative questionnaire, the researcher conducted and analyzed the interviews first. The analysis of the qualitative part of the study involved transcribing the tape-recorded interviews, reading the transcripts several times, and writing some notes and reflections to obtain a general sense of the data, which is a crucial stage of the qualitative data coding process. To understand the qualitative data and to develop the main themes, two stages of coding were implemented adapted from Dornyei (2007). These were: initial coding — which involved reading the transcripts, highlighting relevant extracts, and assigning descriptive labels — and second-level coding — in which the initial codes were compiled and clustered under the umbrella of wider labels. Influenced by Serafini and Torres (2015), the emerging tasks were categorized into three standards of communication proposed by the American Council on the Teaching of Foreign Languages (ACTFL, The National Standards Collaborative Board, 2015), which were defined by The National Standards Collaborative Board (2015, para. 1) as follows:

> Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
>
> Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
>
> Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

The identified tasks were used to create the quantitative questionnaire, which was then distributed to students in the engineering college.

3.4.2. Questionnaire

The 28 tasks identified through the analysis of the semi-structured interviews were used to create a questionnaire in which participants were asked to rate both task frequency and task difficulty. The tasks in the questionnaire corresponded to the three communication standards, as explained above. The questionnaire was completed by 141 students, four of which were excluded

from the analysis because of straight lining (where the respondent chose the same response — e.g., very difficult or never — throughout the questionnaire). Therefore, the analysis included a total of 137 completed questionnaires. To examine task frequency and difficulty as rated by the participants, descriptive statistics (mean and standard deviation) were computed using SPSS. The Cronbach's alpha (α) for the whole questionnaire was .90, which indicated a high level of internal reliability. The Cronbach's alpha values of the subsets of items are reported in the results section.

4. Results

4.1. Semi-Structured Interviews

The data from the interviews with domain experts and students revealed that both groups had shared views about the tasks students need to carry out in their study and the English language difficulties they face. As explained above, the tasks drawn from the interviews were categorized into three main communication standards, each of which was subcategorized into communication modes (see Table 1).

Table 1

Communicative Tasks

Communicative Tasks
Interpersonal Communication
Spoken mode
1. Participate in a class discussion.
2. Ask your instructor a clarifying question in class.
3. Speak with your instructor in class.
4. Speak with your instructor in their office.
5. Interact with the audience while giving a presentation.
Written mode
6. Compose an email to your instructor.
7. Read an email from your instructor.
Interpretive Communication

Spoken mode

8. Listen to your instructor explaining a complex idea in English.

9. Listen to your instructor's oral questions in class.

10. Understand a scientific YouTube video.

11. Understand technical terminology in a lecture.

12. Listen to students giving presentations.

Written mode

13. Read textbooks.

14. Read reference books.

15. Read academic research papers related to the engineering field.

16. Read your instructor's handouts.

17. Read lecture slides.

18. Understand technical terminology in reading.

19. Read directions of an assignment, project, training session, or experiment.

20. Read exam questions.

Presentational Communication

Spoken mode

21. Give a presentation individually.

22. Take part in giving a team presentation.

Written mode

23. Write a report individually (project, training session, field trip, or experiment).

24. Answer a theoretical question in an exam.

25. Write a theoretical piece in an assignment.

26. Use technical terms in writing.

27. Use English vocabulary properly in writing.

28. Take notes in lectures.

4.1.1. Interpersonal Communication

There was agreement between the domain experts and students regarding most of the interpersonal spoken tasks students need to carry out in college. Both groups believed that one of the most frequent speaking tasks is participating in class discussions. They also emphasized that participation in class discussion requires good English proficiency. For example, Student I stated:

> Participation in class is affected by the language used in class. When Arabic is allowed, we have more participation and we are more active. But when we have to use English, we are not that active because of the language barrier.

Similarly, asking clarifying questions in class was among the tasks identified as important for students to practice very often in class. However, some participants noted that students may face some difficulties asking questions in English. For example, Instructor F claimed: "Some students do not ask questions when I force them to use English in class."

Similarly, speaking with instructors in class was perceived as an important task and it was described difficult for some students for the same reason given for avoiding asking clarifying questions in class. However, speaking with an instructor in their office was not reported as a challenge. For example, Instructor I stated: "Some of them try not to speak English in class, but when they visit my office and speak English, they do not seem shy of speaking as in class."

The interviews with the students revealed that interacting with the audience while giving presentations was one of the tasks that occurred very often and posed a challenge to some students.

In terms of written tasks, the interviewed students reported a frequent need to compose emails to instructors and to read emails from instructors in English. Although neither task was considered challenging for students, participants did note that writing emails may take some students a relatively long time.

4.1.2. *Interpretive Communication*

The domain experts and students similarly believed that listening to an instructor explaining a complex idea in English, understanding instructors' oral questions in a lecture, and understanding technical terminology in a lecture are the most common interpretive listening tasks. These tasks were perceived by some interviewees to be difficult for some students. For example, Instructor L explained: "the problem is that some of the content is very complicated and me explaining it in English takes my students a long time to understand. So, I have to switch to Arabic, sometimes, to ensure they understand the content."

The interviewed students added that scientific YouTube videos are among the very common practices engineering students use as a supplementary source of information. They also described needing to listen to their classmates giving presentations.

There was an agreement among most of the participants that the most common interpretive written tasks are the following: reading textbooks; reading references books; reading academic research papers; reading directions of assignments, projects, training sessions, or experiments; reading exam questions; and understanding technical terminology in reading. Most of the participants described these tasks as difficult for many students. For example:

> Sometimes there is a chance of misunderstanding, especially in the final exams when the professor is not around to explain. (Student G)

> Reading books is difficult for some students because of the language. If you give them four pages to read, they will take half an hour to read them. (Instructor C)

Finally, some of the students participated in the interviews added that reading the lecture slides and reading the handouts provided by some instructors are frequently practiced by students.

4.1.3. *Presentational Communication*

The interviews revealed some presentational tasks that were classified into presentational spoken tasks and presentational written tasks. Two presentational speaking tasks were reported in

the interviews by students and their instructors: giving presentations individually and taking part in team presentations.

Similar to other tasks, some students described struggling to give a presentation individually or to take part in a team presentation for various reasons. For example, Student I stated, "I still have difficulty with presentations. It is difficult to speak in front of your classmates." In addition, Instructor J claimed, "Presentations are hard for many students and they cannot express themselves easily."

The presentational writing tasks identified from the interviews included writing reports individually, writing reports in teams, answering theoretical questions in exams, answering theoretical questions in assignments, using terminology and English vocabulary properly, and taking notes in lectures. However, most of these tasks were identified as difficult for some students. For instance:

> Their ability to write in exams needs some improvement. Sometimes, I put a question in the exam expecting at least a five-line answer. Then, I find that many of the students write two very short sentences in less than two lines. What is worse is that some of them write only some words, not even complete sentences. (Instructor E)

> It is difficult for us to answer written questions in exams. We prefer mathematical questions. We are not good in writing. (Student G)

4.2. Questionnaires

Students' perceptions of the frequency and difficulty of the 28 tasks are discussed in three sections corresponding to the three main communication standards. The discussion for each section will include the internal consistency of the subsets and the descriptive statistics that show the perceived frequency and difficulty of the tasks.

4.2.1. Interpersonal Communication

The descriptive statistics for the perceived frequency and difficulty of the interpersonal communication tasks are presented in Table 2. The internal consistency for the perceived frequency items was $\alpha=.73$, which indicated high reliability (Hinton et al., 2014). The internal

consistence for the perceived difficulty items was α=.65, which indicated moderate reliability (Hinton et al., 2014). As shown in Table 2, task 7 was perceived as the most frequent interpersonal task (M= 4.07, SD=.99) and task 4 was perceived as the least frequent task (M= 3.01, SD=1.07), although still a task that was practiced often. The other five tasks perceived as quite frequent were: task 6 (M= 3.50, SD=.97), task 2 (M= 3.45, SD=.95), task 5 (M= 3.43, SD=1.11), task 1 (M= 3.38, SD=.87), and task 3 (M= 3.27, SD=.99). In terms of tasks difficulty, participants tended to perceive the following four tasks as difficult: task 1 (M= 3.42, SD=.93), task 2 (M= 3.40, SD=.99), task 5 (M= 3.27, SD=1.07), and task 3 (M= 3.06, SD=.98). The table also shows that task 4 and task 6 were perceived as neither easy nor difficult (M= 2.22, SD=1.03 & M= 2.18, SD=.98, respectively). The only task perceived as easy was task 7 (M= 1.71, SD=.88).

Table 2

Interpersonal Communication Tasks

Task	Frequency		Difficulty	
	M	SD	M	SD
Spoken Mode				
1. Participate in class discussion.	3.38	.87	3.42	.93
2. Ask your instructor a clarifying question in class.	3.45	.95	3.40	.99
3. Speak with your instructor in class.	3.27	.99	3.06	.98
4. Speak with your instructor in their office.	3.01	1.07	2.22	1.03
5. Interact with the audience while giving a presentation.	3.43	1.11	3.27	1.07
Written Mode				
6. Compose an email to your instructor.	3.50	.97	2.18	.98
7. Read an email from your instructor.	4.07	.99	1.71	.88

4.2.2. Interpretive Communication

Table 3 presents the descriptive statistics for the perceived frequency and difficulty of interpretive communication tasks. The internal consistency for perceived frequency (α= .85) and difficulty (α= .89) indicated high reliability and suitability. Students rated task 17, task 19, and task 16 as highly frequent tasks with mean values of greater than 4.00, (M= 4.33, SD= 1.02; M= 4.23, SD=.98; & M= 4.04, SD=.99, respectively). The tasks perceived as being conducted often were: task 8 (M= 3.96, SD=.97), task 18 (M= 3.87, SD= 1.06), task 10 (M= 3.82, SD=.95), task 20 (M= 3.80, SD=.80), task 9 (M= 3.75, SD=.99), task 11 (M= 3.72, SD= 1.09), task 13 (M= 3.63, SD=.96), and task 12 (M= 3.07, SD=.95). The interpretive tasks perceived as least frequent were: task 14 (M= 2.40, SD=.97) and task 15 (M= 2.14, SD=.99).

In terms of difficulty, as shown in Table 3, the interpretive tasks perceived as most difficult were task 15 (M= 3.51, SD=.98), task 14 (M= 3.42, SD= 1.07), task 18 (M= 3.26, SD=.90), and task 13 (M= 3.20, SD= 1.06). Task 11 (M= 2.85, SD= .80), task 10 (M= 2.58, SD= .94), task 9 (M= 2.50, SD= .99), task 16 (M= 2.28, SD= 1.06), task 12 (M= 2.07, SD= .94), task 20 (M= 2.03, SD= .98), task 19 (M= 2.02, SD= .99), and task 17 (M= 2.01, SD= .92) were perceived as neither easy nor difficult. Among the 13 interpretive tasks, only one was perceived as easy, which was task 8 (M= 1.98, SD= .98).

Table 3

Interpretive Communication Tasks

Tasks	Frequency		Difficulty	
	M	SD	M	SD
Spoken Mode				
8. Listen to your instructor explaining a complex idea in English.	3.96	.97	1.98	.98
9. Listen to your instructor's oral questions in class.	3.75	.99	2.50	.99
10. Understand a scientific YouTube video.	3.82	.95	2.58	.94
11. Understand technical terminology in a lecture.	3.72	1.09	2.85	.80

12. Listen to students giving presentations.	3.07	.95	2.07	.94

Written Mode

13. Read textbooks.	3.63	.96	3.20	1.06
14. Read reference books.	2.40	.97	3.42	1.07
15. Read academic research papers related to the engineering field.	2.14	.99	3.51	.98
16. Read your instructor's handouts.	4.04	.99	2.28	1.06
17. Read lecture slides.	4.33	1.02	2.01	.92
18. Understand technical terminology in reading.	3.87	1.06	3.26	.90
19. Read directions of an assignment, project, training session, or experiment.	4.23	.98	2.02	.99
20. Read exam questions.	3.80	.80	2.03	.98

4.2.3. Presentational Communication

Descriptive statistics for the frequency and difficulty of the presentational communication tasks are presented in table 4. The Cronbach's alpha for task frequency (α= .73) and task difficulty (α= .84) indicated reliability and suitability. The frequency ratings for the presentational communication tasks showed that almost all of the tasks were perceived to be frequent. As shown in Table 4, the task identified as the most frequent was task 22 (M= 3.91, SD=.97). This was followed by task 23 (M= 3.84, SD=.98), task 26 (M= 3.81, SD= 1.07), task 21 (M= 3.67, SD= 1.09), task 27 (M= 3.66, SD=.99), task 28 (M= 3.44, SD=.97), and task 24 (M= 3.02, SD=.88). The task identified as least frequent was task 25 (M= 2.86, SD=.95).

In terms of tasks difficulty, the only task perceived as difficult was task 24 (M= 3.18, SD=.99). Tasks perceived to be neither easy nor difficult were task 21 (M= 2.91, SD=.99), task 26 (M= 2.91, SD=.96), task 23 (M= 2.86, SD=.98), task 27 (M= 2.67, SD=.97), task 22 (M= 2.64, SD=.95), task 25 (M= 2.29, SD= 1.00), and task 28 (M= 2.13, SD= 1.00).

Table 4

Presentational Communication Tasks

Tasks	Frequency		Difficulty	
	M	SD	M	SD
Spoken Mode				
21. Give a presentation individually.	3.67	1.09	2.91	.99
22. Take part in giving a team presentation.	3.91	.97	2.64	.95
Written Mode				
23. Write a report individually (project, training session, field trip, or experiment).	3.84	.98	2.86	.98
24. Answer a theoretical question in an exam.	3.02	.88	3.18	.99
25. Write a theoretical piece in an assignment.	2.86	.95	2.29	1.00
26. Use technical terms in writing.	3.81	1.07	2.91	.96
27. Use English vocabulary properly in writing.	3.66	.99	2.67	.97
28. Take notes in lectures.	3.44	.97	2.13	1.00

5. Discussion

As the present study was designed to identify the communication needs of Saudi EFL engineering undergraduate students, the findings clearly demonstrated how a task-based NA approach could effectively facilitate the exploration and validation of the communication tasks that learners need to carry out in a targeted ESP context. The findings provided a thorough description of the communicative tasks in this context, which could be contributed to various factors. First, learners were not the only source of information; instructors were also involved in a way that provided rich information and permitted the triangulation of the data and sources, in accordance with the recommendations made by Long (2005b). As shown in the results section,

some of the tasks highlighted by the students were not mentioned by the instructors, and vice versa. Second, since the study investigated the tasks rather than the language skills, the respondents were well-informed and elaborated very well on the description of the tasks. This clearly illustrates why Long (2005b) and Serafini et al. (2015) promoted the use of a task as a unit of analysis rather than using language skills as a unit of analysis. The use of task as a unit of analysis in this study provided results that can be used as input for the design of task-based instructional materials, as theoretically stressed in existing literature (e.g., Long, 2005a,b; Long, 2015). For instance, the tasks "read textbooks", "ask your instructor a clarifying question in class", and "understand technical terminology in reading", which perceived relatively frequent and difficult, could constitute the TBLT program to be designed for such learners. This clearly showed how task-based NA could pave the way for TBLT implementation.

Third, using two different instruments increased the validity and reliability of the process of identifying the communication tasks of the learners. The open-ended nature of the interviews allowed the researcher to collect sufficient information from both sources. Students and their instructors agreed to a great extent in terms of describing the tasks; however, in some cases there were some discrepancies in the description of the difficulty of carrying out some of the tasks. Consulting both sources qualitatively elicited information from different viewpoints and, consequently, increased the validity and reliability of the information obtained from the interviews. The results of the semi-structured interviews were further examined through the close-ended questionnaire that investigated the perceived frequency and difficulty of the tasks in a larger sample of the targeted population (137 students). This part of the study played a crucial role in validating the findings and determining the tasks in a more reliable way that can better inform ESP course designers. In studies (e.g., Kaewpet, 2009; Malicka et al., 2019), where only qualitative data were used, it is relatively hard to confidently describe the learners needs because what is a need for one participant is not always the need of the majority; therefore, using quantitative method with larger sample of the population is very likely to reveal more rigorous findings about the learners' need.

Furthermore, this present study exhibited that examining perceived difficulty in addition to perceived frequency was an integral part of task-based NA because it allowed providing not only a list of tasks but also a list of tasks categorized according to frequency and difficulty. Therefore, it is vital to survey both frequency and difficulty to better inform the course designer

because rating frequency indicates the most common tasks and rating difficulty determines how much help students need to perform the tasks successfully. In fact, surveying both frequency and difficulty can accordingly affect the sequence of instructional materials because what is perceived as a frequent task is not always perceived as difficult. This discrepancy between frequency and difficulty was clear in the results of the current study, which was in line with some previous studies (e.g., Serafini & Torres, 2015). For example, while "Read an email from your instructor" was perceived a quite high-frequency task (M= 4.07, SD=.99), it was not perceived as difficult (M= 1.71, SD=.88). This should not be one of the priorities in the ESP program for such learners because it is frequent but not posing difficulty for them. Therefore, this study demonstrated the importance of examining both frequency and difficulty in task-based NA to course designing, because it showed that examining one factor alone (e.g., Afshar & Movassagh, 2016; Youn, 2018) might not sufficiently inform curriculum designers.

To sum up, as shown in the results section, most of the tasks received high frequency scores, which provided a list of communication tasks that were considered the most common tasks in this context. The tasks were categorized into three communication standards: interpersonal, interpretive, and presentational communication. The quantitative data showed tasks with different levels of frequency in each category, thereby illustrating the spread of the tasks among these three categories. Some of tasks that were identified as frequent tasks aligned with the results of previous NA studies (e.g., Kassim and Ali, 2010; Kaewpet, 2009).

6. Implications

In addition to the implications of the present study for program design in the PYP, which was the context of this current study, it could provide several pedagogical implications for ESP practitioners and researchers. First of all, conducting a task-based NA prior to design an ESP program can serve the whole process of curriculum design, starting from formulating the objectives of the course to evaluating the outcomes; therefore, one recommendation for ESP educator would be to use task as a unit of analysis, as highlighted in Long (2005a,b; 2015) and demonstrated in the current study. That is because the outcomes of the analysis can constitute the ESP course. To apply that to the findings of the present study, one of the possible objectives of the potential PYP ESP course is to have students able to read engineering textbooks because it was one of the tasks that were perceived relatively frequent and difficult. This objective should

accordingly influence the type of activities and tasks students are to be involved in, and the method of assessment to be employed. This clearly showed one of the main rationales to recommend using task as a unit of analysis in NA projects (Long, 2005).

Second, as discussed and illustrated above in detail, it is highly recommended to consult more than one source of information and to use more than one instrument to ensure validity and reliability of the results. The more sources you include in the analysis, the more rigorous findings you obtain about the context of the study and the more you design a course meeting the needs of learners. That is very important because it has been found here and in similar studies (e.g. Afshar & Movassagh, 2016; Caplan & Stevens, 2017) that different stakeholders hold different perspectives and view the context from different directions. Third, the present study emphasized the importance of examining both perceived frequency and difficulty to determine the needs of the learners and to make decisions about the components of the program and the appropriate sequence of the instructional materials.

7. Conclusion

The purpose of this study was to employ task-based NA approach, whereby task was the unit of analysis and data sources and collection methods were triangulated, to identify the communication needs of Saudi EFL undergraduate students in an engineering college at a Saudi university in order to inform ESP course designers at this university and of similar courses in similar contexts. In order to achieve this goal, the researcher conducted semi-structured interviews and administrated online questionnaires. The results of the semi-structured interviews with students and their instructors and the questionnaire administered to students revealed a list of tasks that were categorized into three standards of communication: interpersonal, interpretive, and presentational. In addition, the students' perceptions of tasks frequency and difficulty were reported to inform course designing and to facilitate prioritizing and grading the instructional materials. This study demonstrated that task-based NA can reveal valuable pedagogical implications and can provide course designers with some instructional inputs for ESP course designing (e.g. Long, 2005a,b; Long, 2015; Serafini et al., 2015). In line with previous studies (Kaewpet, 2009; Kassim and Ali, 2010; Malicka et al., 2019; Caplan and Stevens, 2017; Afshar & Movassagh, 2016; Youn, 2018; & Iizuka, 2019), task-based NA was found effective in identifying the needs of ESP learners and informing courses designers.

Finally, the limitations of this present study should be noticed for future NA projects. First of all, although the current study involved students from different years and levels of college; the questionnaire did not ask the participants to report how new/old they were to college. Considering that in NA projects would allow better understanding of the results because students' perceived frequency and difficulty of the tasks might be influenced by how new/old they are to college, as explicitly claimed by some participants. For instance, Student G stated, "In the beginning we had a problem with reading, but we solved that by using the Google Translate camera. As time moved on, we got used to the terminology and reading," and Student H similarly claimed that "Engineering terminology in daily lectures has affected my understanding, especially at the beginning of my study in this college." Thus, it is highly recommended to survey student's levels in the target contexts and consider novelty in the analysis in future task-based NA projects. Secondly, although using only interviews and questionnaires in the present study revealed rich information, the lack of employing other instruments, such document analysis and observation, could have affected the thoroughness of the findings. To make NA projects' findings more rigorous, additional instruments would be necessary.

8. Acknowledgment

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English Writing Proficiency and Apprehensions Among Saudi College Students: Facts and remedies

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Abstract

Writing helps one to connect and remember. It makes individual reflections and thinking clear and meaningful to survive in the world of symbols. The present study adds to the existing body of knowledge on determining the interplay of writing anxiety, writing strategies and writing achievement of Saudi EFL learners. It further explored the use of writing strategies to reduce writing anxiety and to illustrate its effect on EFL students ' writing achievement. The study employed a descriptive correlational research design to the 128 EFL-major students (56 males and 72 females). Participants were advised to respond to a written apprehension inventory and to complete a writing activity. Multiple writing workshops were done with the students to ascertain their writing anxiety, writing strategies and writing achievement. Inferential statistics were used to determine correlations between learning and teaching methods both among high- and low-risk students. It was revealed that writing anxiety is negatively correlated to their writing strategies and writing achievement. The results of this study question the common assumption that some of the Saudi students' fears are relevant to their writing. The results showed that students with no learning apprehension prefer creative more than tense strategies.

Keywords: *English Writing Proficiency, Anxiety, Apprehension, Saudi EFL, Learning strategies*

Introduction

Writing Proficiency

Writing has an important role to play in the creation and training of intellectuals. It conveys prose thoughts, expectations, desires and plans, which needs knowledge rather than expertise (Daud, et al, 2016; Kassem, 2017). It is an ability that fits all individuals' comprehension needs and their

learning. When EFL learners are more competent in writing, they are beginning to extend their knowledge ever further of the target language and move beyond their learned abilities. The written achievement can be described as the written presentation of one's ideas in a second or a foreign language, and with fair precision and accuracy (Erenler & Cetin, 2019). Writing is an important aspect of interacting with other people. There are many ways for us to inspire, educate and make connections with others. The main aspect of education is often having students improve their communication skills or desire to engage in communication. Teachers and educators use various methods and activities to help students develop expertise in teaching. This involves the usage of mentoring texts, comprehensive guidance on various ways of writing and the ability to learn. The instruction would explain all methods and provide examples.

Language Learning Strategies

The standard of language learning has been greatly influenced by approaches to language learning. The learning strategies are practiced techniques that people use to solve challenges throughout the process of language acquisition. An increasing body of work on language learning strategies has been completed. Although study has increasingly progressed on the different facets of the language learning strategy, inconsistencies have been generated amongst researchers surrounding the definition of language learning strategies. The development of writing is critical for university students as it is essential for their academic success. Writing is seen as an essential skill in every society to generate and disseminate information. This should be remembered that the evaluation of students' analytical competence in learning environments depends mainly on their capacity to communicate knowledge and ideas. This encourages students to perform critical tasks, develop analytical reasoning and improve learning competence and efficiency. Writing in English is very important within the educational environment and is crucial to the progress of university students in their academic field. English writing allows students to share their scientific findings with global readers in academic contexts and encourages students to put their ideas and research into an international field. Writing abilities help you communicate over time and distance with others. This is a crucial competency for students in the Internet era of today. It is a legitimate means to transfer society, information and ideas from generation to generation and therefore to preserve and improve socio-cultural, educational and anthropological aspects. In other terms, writing is not only

known to be prerequisite for the learning of information, but also a significant means of disseminating and generating knowledge in every schooling and cultural environment.

Writing Apprehension

Writing anxiety is seen as a vital issue for students to address (Hasanah, Flora, & Sukirlan, 2017; Karlina & Pancoro, 2018; Kutay & Topkaya, 2018; Saeedi & Farnia, 2017). It is described as a fear of the writing process which weighs over the anticipated advantage of writing. This word defines individuals who have one or more thoughts, convictions and conducts that hinder a person's capacity to begin, operate on or achieve a specific activity of writing that he or she may do mentally.

Writing is a key language for academic performance. As a strong and competitive ability, students who learn to write in a foreign language face a variety of challenges. The challenge of writing FL as work tends to improve students' distress in writing courses (French, 2018; Oktrifianty, Zulela, & Boeriswati, 2020). These agitations may also contribute to discouragement and ultimately to pessimistic attitudes in writing. Most students, both high- and low-level, find it difficult to compose and see that as something they would do to perform such exams. According to Ho (2016), writing is a method of communication which uses a traditional graphic system to convey a message to a reader." Writing calls for a deliberate, creative and complex cognitive loop for the writer. The reason for published fear is, therefore, the ineffective use of technology (Jalili & Shahrokhi, 2017; Yavuz, Ozdemir, & Celik, 2020).

This research, though, reflects on how variations in the capabilities of interpreted communication are related to language features in the authors' texts. Its primary emphasis is on the writing skill and apprehension of Saudi EFL students. In such away, it will help the students overcome writing fears and anxiety. Promoting useful writing skill of students will help them become better writers. This will, therefore, primarily address their writing competence focusing on the usage of connectives, avoiding word overlapping and linguistic refinement (e.g. lexical ambiguity, syntactic complexity). The writing apprehension of students is linked to cohesion and linguistic complexity not only because they have developed L2 skills in writing previously, but because it takes into account the more fundamental linguistic features related to cohesiveness and linguistic complexity which have not been previously further explored.

Literature Review

Second Language Writing

For the four macro-knowledge-based communication skills, it was claimed that it was much more difficult to learn to compose in a second language than to learn to listen, understand or interpret a foreign language. Over the last 30 years, a range of approaches and techniques have been implemented to define, identify and clarify the writing processes specifically for L2 students (Fareed, Ashraf, & Bilal, 2016; Haerazi & Irawan, 2019; Kepner, 1991; Süğümlü, Mutlu, & Çinpolat, 2019; Sullivan, 1998; Tilstra, 2001; Yusuf, Jusoh, & Yusuf, 2019; Zhang, 2000). Numerous researchers analyzed the influence of variables such as linguistic context, writing intention, writing media, cultural perceptions, the topic and audience (Johnstone, Ashbaugh, & Warfield, 2002; Kellogg & Raulerson, 2007; Tangpermpoon, 2008; Walker, et al, 2005).

Numerous researchers have established apprehensive writing characteristics (El Tantawi, Sadaf, & AlHumaid, 2018; Keller, et al, 2020; Sarıca & Usluel, 2016; Venter, 2005; Vurdien, 2013). Students who wrote apprehensively were normally fearful of writing requirements; they were fearful of their writing assessments; they typically stopped writing; they delivered their writing or assignments or activities late or inexistent and their inability to compose also was reflected in their writing items and their behaviour towards the writing of circumstances.   A variety of scholars have sought to discover practical remedies for writing concerns. For example, Snyder, Nielson, & Kurzer's, (2016) study has been popular in numerous classrooms such as teaching writing as a method, offering consistent instructions, discussing, grading standards and encouraging students to participate in peer groups. This helped ease the uncertainty of students regarding their articles along with providing any ungraded written research (Iftanti, 2016). In fact, Ozer & Tanrıseven (2016) addressed approaches that that were implemented to minimize anxiety rates in undergraduate colleges. The written achievement was described as the written presentation of one's ideas in a second or a foreign language, and with fair precision and accuracy (Erenler & Cetin, 2019). To this respect, just a few reports centered on the subject of writing anxiety and its impact on performance. For example, some work has found that compose anxiety had adverse effects for the accuracy of written communications for their writing success (Geithner & Pollastro, 2016; Salem, 2018; Santosa, Basuki, & Puspita, 2019) ; Al-Ahdal, 2020a; 2020b McCarthy & Dempsey, 2017; Soh, et al, 2018;).

Reducing Writing Apprehension

Research concentrated on writing fear and explored four common explanations for fear composition (ChallobBakar, & Latif, 2016; Limpo, 2018; Fischer, Myers, & Dobelbower, 2017; Kelly & Gaytan, 2020; Fry, et al, 2019). Foremost, writers would have to be fictional with a certain degree of anxiety or discomfort. Some students, however, showed a higher level of written apprehension, which could impede their writing. Furthermore, students displayed the desire to improve their writing skills constructively. Next, when teachers invited students to compose a text, students were generally reluctant to submit. Teachers also noticed this fear in their students and updated their directions to reduce this distress in writing.

Huwari and Al-Shboul (2016) confirmed that writing anxiety was a serious problem for the majority of ESL / EFL students because their mother tongue writing was different from learning in foreign languages. The study aimed at identifying techniques that decreased Jordanian students' writing comprehension who learned English and literature at Zarqa University. It used systematic and selective case studies to pick rich cases of knowledge. Data collection was carried out through interviews with Jordanian students and the results revealed that writing anxiety was a common phenomenon among participants.

Consequently, Challob, Bakar and Latif (2016) examined the effect of integrated blended learning on connectivity and teaching in Malaysia's international schools, which was perceived by a representative group of EFL students. The findings revealed that the students had a positive understanding of the blended learning atmosphere they encountered.

Literature has often proposed forms or techniques in this regard to raise or mitigate student learning anxiety. Essentially, all psychologists believed that writing fear or distress adversely affected learning and impeded the academic success of students (Can, & Kutluca Canbulat, 2019; Rakedzon & Baram-Tsabari, 2017; Sadeghi, Biniaz, & Soleimani, 2016). There was, however, little agreement as to how writing anxiety influenced writing output and the effective approaches or techniques to minimize writing error. It was necessary to ensure that English writing skills were always required and widely demanded the success of students in education and industry. Writing teachers or mentors also helped students to manage their anxiety regarding writing so that they could create successful plays.

Kassem (2017) provided students from Prince Sattam bin the Abdul Aziz University of KSA with wikis to develop their skills in market learning. Sixty students were included in this analysis, chosen randomly and split into two similar classes, control and trial. Data collection on two main instruments was planned by the Writing Skill Test (TBWS) business and the Writing Distress Inventory (WAI). The experiment was performed during the second half of the 2015-2016 academic year. A t-test was used to measure the disparities in mean values before and after operation for both classes. The results of the study showed statistically significant variations between the mean results of the experimental community and the TBWS control group. However, during the experiment, the level of cumulative anxiety of the research population was considerably lower than that of the control group. Thus, the advantages of wikis for developing business writing skills and that learning motivation for EFL students were exposed in these results. The study suggested that teachers should be provided with sufficient instructions about how to use wikis in the company teaching guidelines, and, implications and recommendations were discussed for further study.

Aloairdhi,(2019) investigated the writing anxiety among Saudi female learners enrolled in English language departments at some Saudi universities to identify the sources of writing anxiety. The results indicated that the participants experienced moderate level of writing anxiety. Also, the study revealed that the main sources of writing anxiety were evaluation, generating ideas, grammar, time pressure, and lack of confidence.Arindra & Ardi (2020) investigated the levels of students' second language writing anxiety and students' use of writing assessment rubrics as well as their correlation. The study took place in at Sanata Dharma University in Indonesia. The results revealed that both students' second language writing anxiety and their use of writing assessment rubrics were at a moderate level and there was a negative strong correlation between the variable which indicated that the pre-notification of the use of writing rubrics decreased students' writing anxiety.

In like manner, Akhtar, Hassan, & Saidalvi (2020) studied the effect on learning, teaching and UTM topics of ESL First Year behaviour. A total of 27 participants took part in the research. The questionnaires were grouped into three categories: first, the expectations of students regarding

university education; second, the apprehension of academic writing; and finally, academic learning. The findings of the study indicate that learning difficulties were the underlying cause of student prose aversion. However, students' pessimistic attitude to academic teaching contributed to a loss of confidence in academic teaching. Nonetheless, the results showed that most students were knowledgeable regarding the nature and criteria of ESL teaching.

Several studies confirmed that "study anxiety or discomfort" was one of the major factors that influenced students (Autman & Kelly, 2017; Fischer & Meyers, 2017; Fry, et al, 2019; Kelly & Gaytan, 2020). Many studies showed that anxiety in writing was a problem for teachers and students alike (Challob, Bakar, & Latif, 2016; Fischer, Myers & Dobelbower, 2017; Limpo, 2018). Actually, writing apprehension and anxiety was a problem because it had consequences for student learning experiences and judgments regarding positive programs. Evidence was often worried about teachers and authors who recognized the uncertainty of student behaviour and were unwilling to provide practical and meaningful interactions." Most specifically, it aimed at exploring teachers and students' perception of the link between teaching and effective writing, by identifying the motivating factors for learning and by seeking strategies to reduce writing anxiety.

Numerous previous studies have developed an academic perspective and commitment that could strengthen the students ' academic and writing skills (Güler, İlhan, Güneyli& Demir, 2017; Kelly & Gaytan, 2020). This implied that the impact of ESL students on academic writing was to be assessed and their comprehension of writing and the problems of academic writing, especially among first-time students, evaluated. The findings of the studies indicated that program planners and administrators, as well as written teachers, were better aware of the challenges facing students, especially as regards learning and anxiety. We often tried to identify ways to address written issues through the incorporation of innovative multimedia learning experiences. Also, some recent studies have been carried out on anxiety and personality in general. Several scholars outlined the views and points of view of the author, but particularly of the students (Huerta, Goodson, Beigi, & Chlup, 2017; Alshahrani, 2016; Ekmekçi, 2018; Zhang, Ardasheva, & Austin, 2020). Much earlier work concentrated primarily on academic learning, but the analysis showed in particular that students reacted to academic learning challenges in first-year ESL students.

Research Objectives:

1. To investigate the impact of teaching techniques on student anxiety through learning;

2. To explore connections between writing anxiety, writing accomplishment and research; usage of the 2nd and 8th standard school written strategies;

3. To highlight any of Saudi EFL-major students' difficulties in finding writing techniques they use to compose in English.

Methodology

Research Design

The present study sought a mixed approach involving quantitative and qualitative methods. Together, qualitative and quantitative research paradigms would provide a concise view of the community and a glimpse of the perspectives of the individual learner. In discussing their research with ESL student writers, using qualitative research methods, in particular interviews, better relationships and the collection of authentic information from non-native participants could be promoted because this method easily would build a better personal relationship between the investigator and the participant. Such qualitative interviews also allowed participants to express their own emotions, experiences and perceptions informally and without any risks.

Respondents

One hundred and twenty-eight main English stude
nts (56 males and 72 females) were selected in the study. The reason for this level-based filtering is that the participants have completed all writing courses provided by the organization at different stages. Anchored on the study's understanding of ethical studies, the participants' personal information and data were handled confidentially. The school authorities approved the written request before the selection of participants and the conduct of the study. The researcher also secured the parents' consent. The parents were provided information regarding the risks and benefits of the study, which may cause to their children. With clear intentions, the parents allowed their children to become the participants of the survey with the affirmation of the school headmaster and department head. Likewise, the respondents and parents have filled out a data privacy agreement form. Finally, the anonymity of the respondents' and institutions was observed for ethical reasons. The calculation of the sampling size used the t-test of the mean difference for

of G*Power with the power of 0.90. Table 1 below presents the personal background of the respondents. It can be seen in that table that the major contributors of the study females (56%) compared to males (44%), whose mothers are mostly college level (41%), their fathers mainly were college graduate (35%) . As a whole, the majority of the respondents' family income has earning of USD 3001 and above (51%).

Table 1. Background of the Samples

Variables	Category	Frequency Distribution (n=128)	Percentage Distribution (%)
Gender	Male	56	44
	Female	72	56
Mothers Education	Elementary Level	12	9
	High School Level	14	11
	High School/ Senior High	18	14
	College Level	52	41
	College Graduate	32	25
Fathers Education	Elementary Level	10	8
	High School Level	34	27
	High School/ Senior High Graduate	23	18
	College Level	16	13
	College Graduate	45	35
Family Monthly Income	Below USD 10000	6	5
	USD 1001-2000	11	9
	USD 2001-3000	46	36
	USD 3001-above	65	51

Data Collection

Three main sources have collected through quantitative information: (1) a short answer to four written questions; (2) a questionnaire on write-offs and an inventory of written strategies. The questionnaires were carried out in a laboratory session. In T-tests, combinations in written methods, collection and writing of fear questionnaires between men and women were studied. MANOVAs were used to recognize perceived deficiencies in written techniques and to write apprehensions in different stages. The relation between writing strategies (independent variables) and writing fear (dependent variable) has been examined with the correlation.

Instruments

For the quantitative data, the Second Language Writing Anxiety Inventory (SLWAI) was used in the study (Cheng, 2004). SLWAI measured the degree to which a person was willing to write in L2. There were 22 items answered in a five-point scale ranging from 'strong consensus' to 'strong discord.' SLWAI had a strong internal coherence with Cronbach alpha figure 91. Likewise, essay writing was used to assess the writing performance of the respondents and was rated by three language experts in the university. Before the instruments were utilized, it was pilot tested and validated.

Results and Discussion

Writing Anxiety and Performance

Result in Table 2 shows the assessment of the respondents on their level of writing anxiety and writing strategies. It shows that the respondents have high level of writing anxiety as interpreted from the computed mean of 3.76 (SD=0.56) while they have moderate level of writing strategies having the mean of 3.37 (SD=0.76). The result implies that the respondents manifested a high degree of writing apprehensions and a moderate level of writing strategies. It can be inferred that the reasons why first-language learners feel anxious while writing can be varied and various but some specific causes can range from highly personal (such as self-confidence) to structured (such as classroom activities and teaching methods) based on earlier L2 learning studies and learning anxieties. Aloairdhi (2019) identified some potential causes of linguistic and cognitive distress in learning, such as low comprehension performance, insufficient role models, lack of understanding of the drafting process and a hierarchical, teacher-centered, product-based teaching system. He emphasized that self-confidence is of great importance for evaluating the affective reaction of the students to the challenge of learning. Some experiments have demonstrated that no matter how qualified or competent individuals are in writing, whether they feel they can perform poorly, or not choose to take classes that emphasize writing, their talents or abilities mean little (Ajmal & Irfan, 2020). Studies have also shown that even students with good writing skills in L2 may not generally feel themselves professional authors and may not be free from anxiety about writing (Rehelmi, 2020; Aglina, Rohmatillah & Syamsiah, 2020). Therefore, it was established that low self-esteem or lack of confidence was responsible for the L2 writing anxiety among students' experience.

Table 2. Assessment of the Respondents

Variables	Mean	SD	Descriptive Interpretation
Writing anxiety	3.76	0.56	High
Writing strategies	3.37	0.76	Moderate

Legend: Strongly Agree/ Very High a (4.20-5.00); Agree/ High b (3.40-4.19); Undecided/ Moderate c (2.60-3.39); Disagree/ Low d (1.80-2.59); strongly Disagree/ Very Low e (1.00-1.79)

Writing Performance

Table 3 shows the writing performance of the respondents. It can be seen in the data that most of the respondents have poor level of writing skill (43%), followed by students who have fair writing skill (27%). It is also seen that 23% of the respondents has good writing performance, while only eight percent has very good writing skill. The finding shows that most of the participants are struggling in their writing skills.

Table 3. Writing Performance of the Students

Score Range	Descriptive Interpretation	Pretest	
		f	%
41-50	Excellent	0	0
31-40	Very good	10	8
21-30	Good	29	23
11-20	Fair	34	27
10 below	Poor	55	43
	Total	**128**	**100**

Relationship between writing anxiety, writing strategies and writing achievement

The goal of this study was to explore the connection between writing and writing strategies and their link to the achievement of Saudi EFL-major students in learning. Qualitative and quantitative data research has demonstrated that multiple EFLs are willing to compose in English. The thematic findings are the use of writing strategies and the connection between writing anxiety, writing strategies, and learning. Performance, status and degree of study gaps are also discussed. The first study issue cantered on analysing EFL big students ' written approaches more frequently. There are three dimensions of the written strategy inventory used in current research: strategies before writing an essay in English, during writing in English and strategies used during the review. The second writing technique (without writing in English) was used often by participants in the present research. The third element (i.e. through revision) is in the second position and the first approach is ultimately in sixth.

Table 4. The correlation coefficients between the writing anxiety, writing strategies and writing achievement

Variables	Writing anxiety	Writing strategies	Writing achievement
Writing anxiety	1.00		
Writing strategies	-2.03	1.00	
Writing achievement	-4.05	.456	1.00

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

The results show that the correlations between writing and fear are negative. Negative associations in writing and anxiety are often identified. However, teaching and learning strategies have good ties. Such findings indicate the participants neglect published approaches to expertise. These findings often indicate that the insecurity of students significantly affected their usage of written performance and techniques. The present research shows that there are significant associations regarding learning and teaching. This finding is compatible with other prior research, which has concluded that writing anxiety is adversely related to learning. At the other side, other previous research shows that the greater the degree of anxiety the better performance of the respondent (Marelja, 2018; Masangya, 2018; Simanjuntak, 2016; Sunggingwati, 2017).

Figure 1. The correlation coefficients between the writing anxiety, writing strategies and Writing achievement

Table 1. The correlation coefficients between the writing anxiety, writing strategies and writing achievement
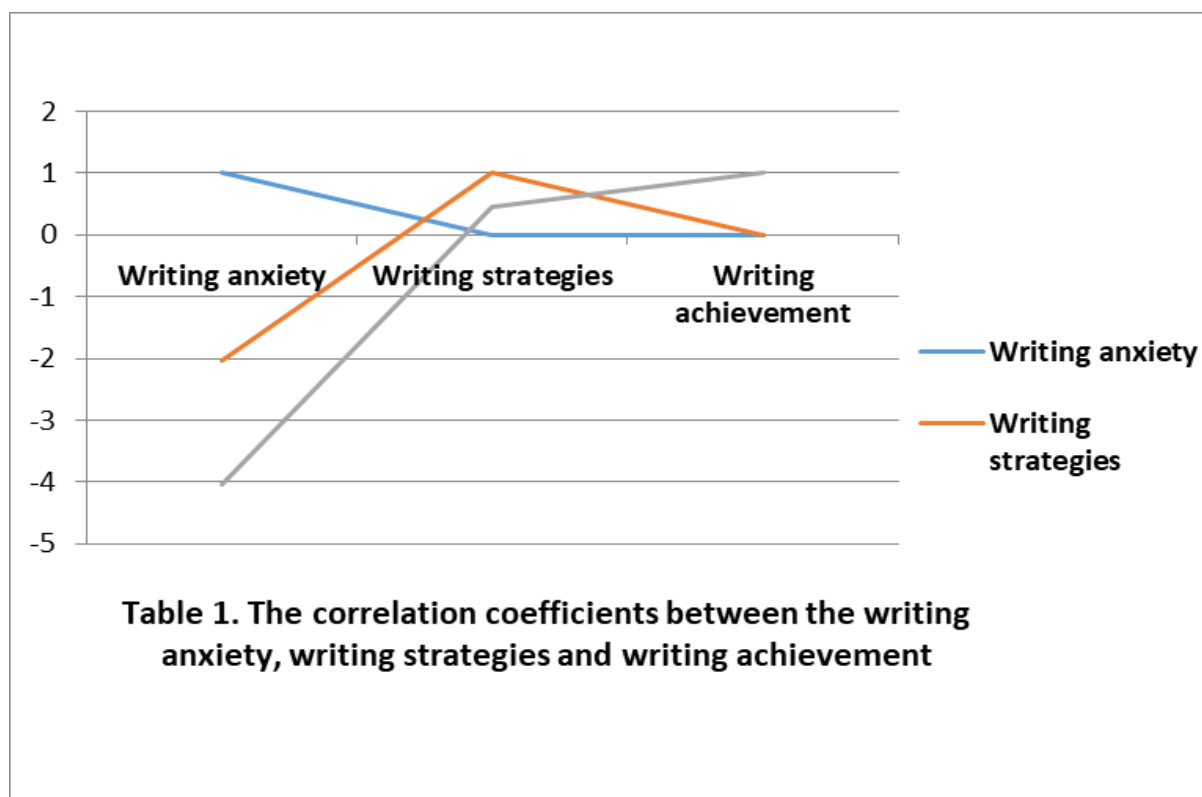
Consequently, the present conditions of research enable teachers to use effective writing techniques to have a meaningful effect on their success and to reduce their distress. Finally, the current research findings demonstrate that there are significant links between learning and publishing for previous analysis of the use of a written technique. These observations reflect several reports from many prior studies demonstrating that students who utilize effective writing techniques complete their language learning assignments better than the others. System designers often recommend that the methods of teaching writing that allow students to write effective papers have to be objectively integrated. For e.g., teaching strategies in writing would be considered a necessary part of the writing courses. Instead of hastening students to attempt and write essays early on, every sort of writing session they should start by instructing students to learn proper writing strategies that enable them to compose effectively (D'sSouza, 2016; Despita & Pratiwi, 2019; Erdoğan, 2018; Sadiq, 2017; Zhang, 2019).

The two final questions concentrated on the Saudi EFL's key-problems and methods included in published English documents. The study aims at exploring how participants address language

difficulties in written essays by interviews. The quantitative study reveal that respondents' early school experience in written English essays is important in identifying language challenges and introducing solutions to addressing these problems as those contained in the English "no reading" segment and in the revision portion. The styles of methods they utilize are what they work and learn through writing in English. The interviews have repercussions for English instruction. Teachers will recognize their students' early writing practice and establish effective and productive writing techniques appropriately. Early in their papers, EFL students must be advised to compose a composition with minimum writing skill using defined sentences and simple sentences. As such, language professors can examine their students' problems and concerns at the beginning of their course and actively support them with appropriate strategies, in particular written essays or composition. Based on the findings of this study, many EFL students appear to have growing learning difficulties. These issues are rooted in the early stages of EFL schooling in their classrooms. As a result, school teachers are constantly requiring that they establish effective curriculum approaches in the early stages of EFL teaching to solve these issues.

The effect of writing fear on the performance of writing can predict the quality of the writing (Aydın, 2019; Challob, Bakar, & Latif, 2016; Tien, 2018). For example, the study shows that low-intensity students appear to attain higher degrees of composition than high-intensity students. In comparison, students with less apprehension write three times more terms than students with strong apprehension. Besides, students who are not so apprehensive publish significantly more papers, more words per essay, more sentences, more things, verbs, adjectives, and prepositional phrases than extremely apprehensive students. Incidentally, low-focused students render less rotographing mistakes than high-focused students. Regarding the content of learning, the comparison has a similar perspective to the original view where its analysis find a close correlation between anxiety and content assessments. It is observed that papers by students with low apprehension are slightly higher than those published by students with strong apprehension.

Conclusion

The most current research is centred on the use of written methods by students and their attitudes to teaching and learning. To explore the usage of writing strategies to minimize writing anxiety and to discover its effect on EFL students' writing achievements, including the connection between

understanding foreign languages, written success and writing strategies, questionnaire management is conducted. Once the data study has been developed, the results indicate that students use efficient writing strategies to attain language productivity better. Therefore, EFL practitioners are encouraged to study the use of their students ' writing strategy regarding their writing skills and their fear of writing. EFL instructors should also make sure to help students recognize how their writing strategies impact their EFL learning progress. Not only do the EFL teachers at the university level use this process, but often begin at the early stages of EFL. This research should be seen as a retrospective measure based on follow-up performance. A prospective theoretical review would find it possible to determine how student performance improves, following training on the usage of writing strategies, and whether their written problems may be reduced by incorporating appropriate writing strategies.

Implications to Teaching

The findings of this research illustrate EFL learning 's effective aspects. English teachers at the university level should be mindful of the apprehensive degree of writing pupils, use new methods to teach literacy, motivate students to compose and practice English in classes by incorporating more learner-centred practices. Once students feel motivated to know and accomplish something, trust is increased and a constructive outlook towards the word is promoted. This will more definitely contribute to a reduction in anxiety if these conditions are promoted.

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An Analysis of Wiki Writing on Writing Performance in Saudi EFL Learners: Exploring New Pedagogies in COVID Times

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Abstract

The exponential rise in social networking sites in COVID 19 pandemic increased interest in them in terms of pedagogical value. Social networking tools like wiki have been suggested to allow shared and interactive online learning. This study examined the role of wikis in fostering mutual writing standards among Saudi EFL learners. Students from a KSA university were engaged using the wiki tool in group projects. Data was gathered from (1) the historic supervision of the revision, (2) the pedagogical value for the Wiki, and (3) group interviews with students. Findings also showed that students who made further collaborative modifications to the wiki received better writing performance. Students generally indicated that the pedagogical meaning of the wiki was reasonably positive as a learning tool in EFL writing environment. The findings demonstrate that wikis encourage collaborative writing amongst EFL learners, but teachers must adopt pedagogical techniques that allow students to use wikis effectively for the purpose during the current period of COVID 19 learn-from-home conjunction.

Keyword: *Wiki writing, Saudi EFL, English*, *language skills, cooperative writing, collaborative writing*

Introduction

The usage of social networking sites has grown for educational purposes as they are considered to be simple to use and to render online learning constructive and interactive. These tools provide wikis for sharing notes, images, and audio. Moreover, comparatively few technological pieces of knowledge are required for practical use. Centered on these appealing qualities, technology is a powerful tool (Al-Ahdal, 2013; Al-Ahdal & Shariq, 2019) to facilitate interactive learning amongst students notably during the current COVID 19 pandemic (Dhawan, 2020; Adnan & Anwar, 2020; Verawardina et al., 2020). Due to their unique features, Wikis are appropriate and powerful tools for collaboratively uploading and editing content (Ali, 2020; Sharp & Whaley, 2018). They allow a community of users, in addition to being content management systems, to share information and encourage individuals to connect, collaborate, and interact through technology (Franco-Camargo & Camacho-Vásquez, 2018). Three points can be used to summarize the possible importance of wikis. One, through a web forum and group discussions, wikis allow students to express their opinions in an interactive and free manner (Al-Shehari & Al-Sharafi, 2020). Second, students have more opportunities to engage actively in group learning, thereby potentially improving their ability to read, compose, reflect, and learn collaboratively (Altay, 2018; Chen& Hapgood, 2019; Pinto-Llorente, Sánchez-Gómez & García-Peñalvo, 2017). Thirdly, wikis give teachers a versatile environment to appeal to students with different learning styles (Wang & Li, 2020; Zeidan, Alhalafawy, & Tawfiq, 2017; Zhang, 2019). It is through such processes that the creation of collective or community information will benefit the users.

For the success of wikis, the ability to promote rivalry rather than cooperation is fundamental. In a well-integrated problem-solving process, collaboration requires participants' mutual involvement, while collaboration occurs when tasks are spread among a variety of participants who perform them independently. Previous studies have shown that students who work in groups perform better in writing than students who work individually (Alharbi & Al-Ahdal, 2013), and that teamwork can increase the writing effectiveness of students (Biasutti, 2017; Chu, et al, 2017; Elola & Oskoz, 2017; Gokbel, 2020; Herrera-Pavo, 2021; Issa, 2020; Luo & Chea, 2020). Therefore, wikis are fantastic tools to allow students to complete teamwork tasks, monitor their success in school, and encourage teachers to track individual contributions to group work. Despite promising indications, conclusive evidence is yet to be identified that collaboration in wiki

environments tends to improve writing efficiency. Research has provided objective data for wikis's efficacy, demonstrating that wikis facilitate cooperation and earn favorable feedback from students and instructors. However, a comprehensive analysis found that wikis's efficacy relies on many aspects, several not thoroughly explored yet. One challenge to be discussed also is if teamwork is connected to the standard of community writing on a wiki platform (Alkhataba, Abdul-Hamid, & Ibrahim, 2018; Franco-Camargo & Camacho-Vásquez, 2018; Konstantina, 2017). Therefore, this current analysis examines whether there is a strong positive connection between the degree of coordination and the level of writing in the wiki culture.

Wiki as Tool for Writing

Social networking instruments are user-centered and promote collaboration, exchange of knowledge, and cooperation (Al-Samarraie & Saeed, 2018; Arnold, Ducate, & Kost, 2018; Sundgren & Jaldemark, 2020; Shane-Simpson & Gillespie-Lynch, 2017; Firat, & Köksal, 2019). Such tools encourage collaborative online exchange and enable media integration while allowing individuals to rely on each other's awareness collectively. Social networking enables information to be "decentralized, available, and co-constructed by and among a broad user base." Common social networking resources include blogs, wikis, social bookmarking, RSS feeds, and podcasts. The popularity of these tools for social networking relies on promoting the exchange of knowledge and their engagement with other programs. The central tenet of all these instruments, as mentioned, is the element of social networking in which a user group is engaged in a shared cause. Specifically, wikis allow users to create and change a hypertext by inserting, removing or modifying any portion of it whenever and wherever they are, as long as digital devices have an Internet link (Lacabex & Gallardo-del-Puerto, 2020; Schmidtke-Bode & Kachel, 2020). In various forms of schooling, including primary and secondary schools, colleges and universities, they have been used for instruction. Wikis are known as forums where students can carry out their collective activity and where research is scaffolded by publishing practices in real time, observing work-in-progress, sharing and debating. As such, wikis for inquiry-based learning and co-construction of information are deemed appropriate. The value of Wikis focuses on three categories: educational, social, and technological (Berdun, Armentano, Berdun, & Mineo, 2018; Zenouzagh, 2020). The researchers observed that wikis's largely social affordability offers a straightforward medium for collaborative dispute resolution and peer review. The advantages of wiki include: (1) reducing the cognitive

workload of students, providing functionalities such as spell checks; (2) improving the reasoning bundle for the individual students, thereby reducing the need for information-searches.

Collaborative and Cooperative Writing

As a positive method of student promotion, collaboration is widely recognized. In this regard, the wiki is a virtual application that encourages shared production of content, as has been shown in empirical studies of collaborative writing activities (Azkarai & Kopinska, 2020; Marcos, Fernández, González & Phillips-Silver, 2020; Murphy, Harris, Estabrooks & Wolf, 2020; Reig, 2020). However, the degree to which coordination occurs has yet to be clarified. Students have been inspired to perform more than standard mainstream teaching and learning approaches through the pedagogical concepts of utilizing wikis in classrooms and the collaborative architecture of wikis. Typically, community learning tasks are divided into two main types, 'cooperation' and 'collaboration,' in which groups compose of people working together for a common objective. Collaboration refers to a coordinated, synchronous mechanism that is the product of a constant attempt to establish and preserve a shared view of an issue, while collaboration refers to the division of work between entities, with each and every entity being responsible for a certain part of the problem solving (Méndez-Medina, et al, 2020; Jiang & Zhang, 2020). We can identify three critical aspects of collaborative prose. One, participants' contributions are expressed in gratitude. Participants contribute their talents, personal perspectives, and observations equally and independently to fulfill a common goal, and peers evaluate these contributions. Two, group research is achieved by constructive negotiation. Even if members of the group respect each other's efforts, agreements would not be made without the negotiation process. Three, collective success is improved by cycles of exploratory conversations. Daily discussions that capture the results of difficulties, counter-challenges, justifications, and alternative hypotheses and explanations create essential awareness.

Cooperation tends to help support student learning by leveraging web-based technologies such as the wiki (Al-Ahdal, 2020; Al-Ahdal, et al, 2017; Elabdali & Arnold, 2020; Teng, 2020). A wiki environment allows learners to engage in group tasks, such as communicating and exchanging thoughts, joining dialogs, observing the learning process, and decision-making. However, researchers have indicated that actual collective literature cannot be supported effectively by this. The definition of teamwork itself must be grasped correctly and students must be presented with

the expertise and tools to handle and upgrade the technology's benefits (Yanguas, 2020; Sundgren & Jaldemark, 2020). Therefore, it is important to assess shared interaction metrics when assessing wiki usage for collaborative writing and to research whether students are actually engaged in constructive dialog in a sense of mutual respect.

Research Objectives

This paper set out to analyze the pedagogical importance of wikis by utilizing a combined qualitative and quantitative method and analyzing shared written interventions. The study's goal was to explore the direct relation between joint activities and the quality of the group's performance. We assessed the level of participation of students in collective community writing in a wiki project and whether this cooperation was related to positive learning performance.

Methodology

Research Design

Due to such a hybrid process, both qualitative and quantitative data were obtained. By triangulation, the method promotes concrete meanings. Research on mixed approaches builds on the possible benefits of both qualitative and quantitative methods that allow researchers to investigate multiple viewpoints and reveal interactions within the dynamic layers of our multifaceted research questions.

Research Participants

In the 2019-2020 academic year, 50 Saudi EFL students from 6 classes participated voluntarily in this study. Of these students, 25 were students from Form 1 and 25 were students from Form 3. The questionnaire was addressed by all members, while a subgroup attended the community interviews.

Procedure

The classrooms engaged in a five-month group initiative during the COVID 19 time to increase instructor awareness. Students chose a relevant topic, gathered similar details and published a lengthy article (2500-3500 words) in groups of 4 or 5. The project involved the usage of a PBworks

wiki, a text-based networking web site, for which learners would swap files and outputs, share ideas and feedback, and co-construct their written content. A step-by-step video guide to use PBworks for collaborative community writing was introduced to the students before the group project was initiated. Teachers funded the collaboration activities during the initiative. Whilst our objective was to track the natural number of events posted on the Wiki, there were little specific rules for teachers other than their daily lesson plans a part of which was to monitor the writing activity on a daily basis.

Research Measurement

Writing Performance

The quality of the group writing projects was analyzed by 6 secondary school teachers of EFL based on a rating rubric consisting of seven fields: scope of analysis, research methods, perception of evidence, conclusion, viable proposals, visual presentation and oral presentation. The students were ranked from 0 to 5 in each area (0 being bad, 5 being excellent).

Perception of the Value of Wiki Writing

To analyze students' thoughts about the pedagogical importance of PBworks, a questionnaire was used. According to five classes, fifteen questions evaluated the views of the students on the utility of PBworks: (1) learning performance, (2) inspiration, (3) community engagement, (4) ease of usage of technology, and (5) information management. Students gave scores from "Strongly Disagree" (1) to "Strongly Agree" (5) on the five-point Likert scale. Aspects assumed to contribute to the pedagogical importance of wikis were discussed in the first four categories. The role of wikis in knowledge building was discussed in the fifth category, as wikis are intended to promote knowledge management. A fluent Cantonese-speaker, who is also an English language professor, translated the questionnaire into Chinese.

Data Analysis

All data was analysed using the SPSS software (Windows version 16.0). The intra-class affiliation of the revision type raters was determined. A good deal was achieved with the two raters that showed 82.1% consensus. In addition, an agreement was achieved among the raters of the Cohen's Kappa Group interviews. The overall solution was good to decent (K=66) and in terms of

individual problems ranged from fair to exceptional. The single-sample examination of Kolmogorov Smirnov showed that the survey findings were not generally distributed and the non-parametric method was used for review of data. The interactions between the five latent groups were determined to verify whether empirically acceptable theoretical reasons for the analysis existed. Cronbach's alpha coefficient 0.7 or higher was rated sufficient for use of the questionnaire.

Group Writing Quality

Based on instructor points, the most successful group and the least effective group were selected from each class. Further, when two classes shared the same scores, 4 top-performing groups and 4 poor-performing groups were selected. The major dependent variable was the number of collaborative transformation strategies. Independent variables for uniformity (best or worst), curriculum norms (form 1 or form 3) and instructional strategies were used (accommodation or assimilation). Although the dependence component was not consistently calculated, it was not necessary to take vernacular statistics such as ANOVA or linear regression. Therefore, a Generalized Linear Mixed Model (GLMM) was used to quantify the effect of group writing on coordination as a GLMM does not have to follow requirements, for example normality or uniformity and is therefore a workable choice. Secondly, an appropriate model is chosen and only the independent variables are used, which together have the strongest variable-based estimate. Independent variables were included in the better fitting model if the Aikake Knowledge Parameters (AIC) were decreased by 2 level. The answers of the participants to the interview questions were illustrated in the above sense to promote the research phase. In semi-structured interviews, students' answers to open querries and their written input are compiled as an important way to evaluate the textual data or correspondence material within a defined framework through content review.

Results and Discussion

Table 1 shows the pre-writing and post-writing performance of the respondents using the wikis when standardized writing tests were administered to them in the two phases. It can also be seen in table 1 below that the post writing score of the students is an improved value of 40.08 as compared to the prewriting score of 13.45. Though the post-writing score is higher than the pre-writing score, the descriptive interpretation is just the same, which is very good. Since there was

no other change in the writing class pedagogy except for the lanned intervention, we can conclude that the use of wiki writing technique during the pandemic improved the students' writing.

Table 1. Academic Performance of the Respondents

Score Range	Descriptive Interpretation	Pretest f	Posttest f
41-50	Excellent	3	16
31-40	Very good	5	4
21-30	Good	15	4
11-20	Fair	0	1
10 below	Poor	0	0
	Total	**25**	**25**
Pre-writing score= 13.45 (Fair)		Post-writing score= 40.08 (Very good)	

Figure 1 below demonstrates the findings graphically.
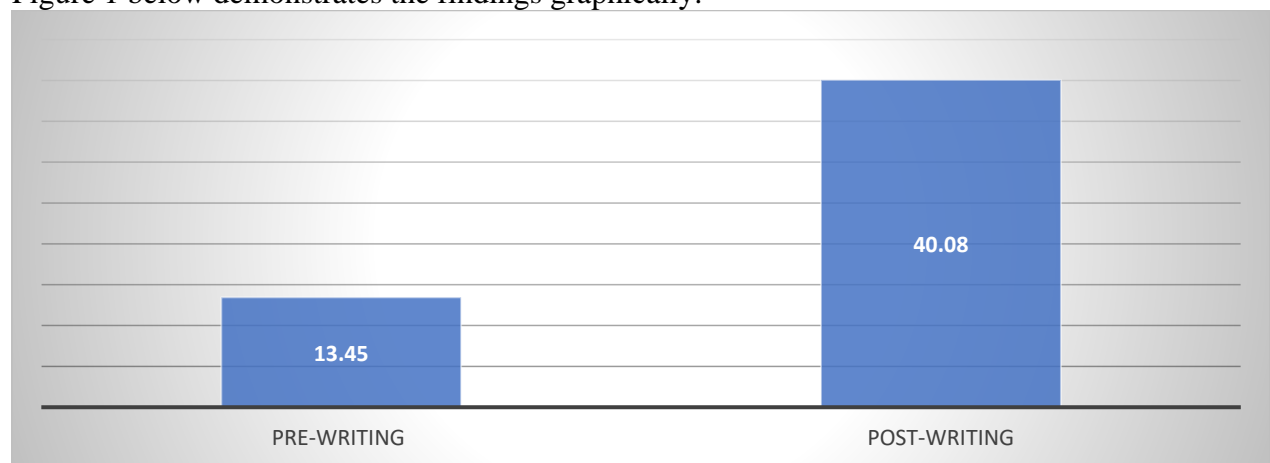
Figure 1. Test of Difference on the Perception of the Respondents o the use of Wiki Activities

Difference between the Pre and Post Writing Scores of the respondents using wiki writing

As reflected in Table 2, a significant difference is seen between the pretest and posttest administered to the students with the computed t-value of 24 and p value of 0.003, which is more than the significance value of ($p < 0.05$) despite the increase in the mean computation. This finding generally implies that when requiring students to write, the teacher must consider the learner's multiple intelligences. Although it requires critical thinking in the wiki writing strategy, various different bits of intelligence are not considered. The intervention must be based on the strengths and weaknesses of the learners.

**Table 2. The difference between the pretest and posttest performance
of the experimental group**

Writing scores	Mean score	SD	Interpretation	t-value	Df	P
Pre-writing score	13.45	5.35	Very good	24	-3.31	0.003**
Post-writing score	40.08	7.79	Very good			
**= significant at 0.05 level						

**Table 3. The difference between the pre-intervention attitude scores and post
intervention attitudes scores of the experimental group**

Writing Attitude	Mean score	SD	t-value	Df	P
Pre-intervention	2.45	.664	-0.426	24	0.002*
Post-intervention	3.55	.596			

Figure 2 below demonstrates the comparisons of the pre and post intervention changes in participants' writing attitides and scores.

Figure 2: Comparative outcomes of pre and post intervention writing attitude and writing score
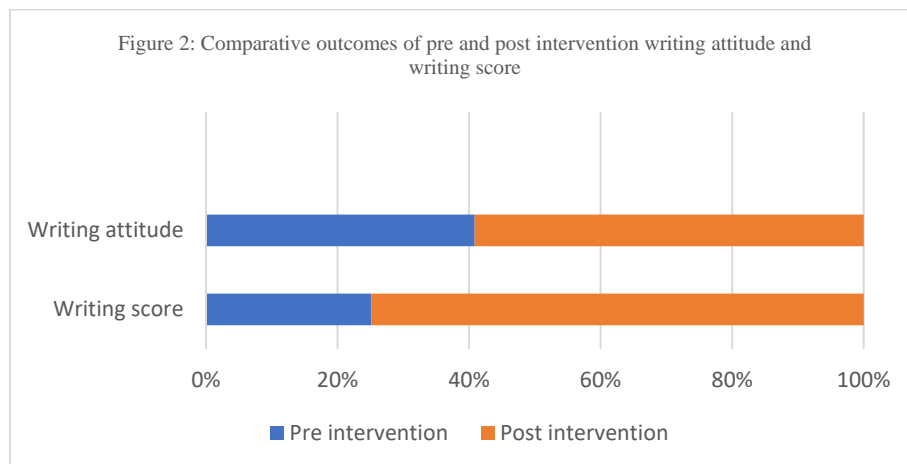
Figure 2 which is representative of data in tables 2 and 3 displays the difference between the pre and post intervention attitude scores of the respondents. This was computed to determine whether there was a significant attitudinal change in students towards writing after implementing the wiki writing as a digital brainstorming technique. Though there is an increase in the mean of posttest attitude (3.55) compared to the pre-intervention attitude (2.45), the statistical difference is significant with the computed t-value of 0.426 and p value of 0.674 which is more than the significance value of (p < 0.05).

Discussion

This paper intended to add to the proof supporting the utilization of wikis as a learning resource in group writing activities by researching the degree to which Saudi EFL understudies occupied with coordinated effort while working collaboratively to write on wiki pages. Moreover, the examination sought to discover whether there was a positive relationship between this coordinated effort and collaborative work execution. The following segments discuss the key findings in relation to previous studies.

Collaboration and Writing Quality

In accordance with past studies (Issa, 2020; Khoynaroud, et al, 2020; Lau, et al, 2017; Qiu & Lee, 2020; Sharp, 2018; Yamaç Öztürk, & Mutlu, 2020), the current investigation found a positive relationship between cooperation and the nature of collective/gathering composing. Cooperation positively affects learning results, and this seems to have been the case in the current investigation. By and large, the principal results recommend that wiki gathering composing execution through coordinated effort (instead of collaboration) contributed to enhancement of writing proficiency. Eight kinds of modifications were recognized and isolated from the wiki stage, and the discoveries show that understudy groups with higher composing execution were the ones who occupied with more prominent shared exercises on the wiki. This proposes that an immediate connection between community-oriented exercises and yield quality exists in wiki-based gathering composing. Besides adding to the developing proof supporting wiki for communitarian composing, the novel procedure utilized in this current examination for dissecting synergistic exercises on the wiki is one that future investigations may utilize. In general, the participants who habitually amended their work on PBworks seemed to have connected generously in the eight kinds of correction. They added and changed their own work, yet redesigned and revised others' work, subsequently appearing to be occupied with cooperation. Interestingly, the groups that produced poor writing quality were scarcely occupied with community-oriented learning despite the wiki site's shared functionalities. These discoveries propose that the wiki might uphold online synergistic composition. At the point when the participants utilized the accessible synergistic functionalities, they had the option to create great written products. Notwithstanding, a few of the participants didn't like the advantages of this sort of learning technique.

Practical Implications

While PBworks promoted teamwork and significantly increased community writing standards, there seemed to be space for progress. For instance, not all students displayed strong degrees of cooperation; while some also showed no coordination at all. In comparison, observations from the interviews and questionnaires found that students still had marginally favorable attitudes towards PBworks' pedagogical importance as compared to conventional writing classrooms. This is not to suggest that the students displayed pessimistic views. Overall, even though the interview questions expressly questioned students to share their unpleasant experiences, the findings tended to be more optimistic than negative attitudes. Rather, it is possible to interpret the questionnaire and interview answers as not uniformly favorable and thus have potential for change. A potential future change may be to eliminate some barriers currently stopping certain students from making more comprehensive use of wikis, considering the wiki's beneficial function in promoting communication and writing results. One significant obstacle seemed to be the shortcomings of students in running the technology. Some reported that it was challenging to run PBworks, although others considered it inconvenient, being unused to it. Indeed, it was proposed in a recent study by Stoddart and colleagues that interactive wiki-based writing may be effectively encouraged if an instructor, who is a specialist in wiki usage, properly applied the technology to students. Teachers' competency with their own technology is considered a requirement for helping students who have challenges in operating emerging technologies. Therefore, we suggest that teachers themselves strive to sustain a reasonable degree of technical literacy. The actions of teachers and school administrators affect the usage of technology by pupils, in addition to the teacher's experience. Students' values and aspirations are implicitly influenced by whether their mentors show their tolerance to multimedia tools for learning. In the current research, several students focused on other known applications, such as MS Word, despite technological assistance while utilizing an online tool, before uploading the result. This means that educators will need to inspire students to cooperate and utilize the technology that facilitates cooperation and not be stuck in paradigms for the sake of familiarity. The future rewards of competition over teamwork might also be necessary for teachers to make clear. Pedagogical activities will need to be directed at developing students' behaviors and abilities through the usage of social media instruments.

Conclusion

Wiki writing as a language education mechanism is still under study and is one of the most debated subjects for linguists, methodologists, and students. However, the study indicates that wiki writing is a strong pedagogical tool. The study clearly established that young learners today are inseparable from technology, it now rests on the teaching community to utilize this fact to the best advantage of the students. When integrated into the everyday school experiences, wiki writing will enable students to learn, listen, write, grammar and vocabulary. Further, it can be agreat tool in foreign language learning as users get exposure to writing in other language(s) which promotes comprehension of two language systems and strengthens students' translating abilities. It is an efficient, legitimate way of learning the foreign language to build English awareness in the university classroom. Wiki writings cannot be overused and incorporated into language education at the right moment with the right students.

Recommendation and Implications

Due to the structural and cultural barriers in Arabic wiki writing into English, teachers can use an independent learning method that encourages low-level English mastery through constructive learning and self-monitoring and only calls on colleagues and teachers to fix mistakes. The effects of the research on pre-wiki writing techniques provide realistic lessons and learning consequences in language learning to provide students a greater chance to improve their communicative skills. This research notes that even though students' grammatical abilities are poor in English, their desire to communicate in English is undeterred. It ensures that language teachers must be prepared to follow an eclectic approach to teaching in English such that students are interested in learning the language rules and introducing them to the actual implementation of language usage. The use of appropriate approaches for the personalities, types and inclinations of students should be considered in language teaching.

Limitation of the Study

Experiments with students in various contexts, for example, in different universities in Saudi Arabia, may also be feasible. Alternatively, wiki writing can be tested at varying times in the same environment. Also, participants' accuracy outcomes may be triangulated through inventories and surveys of interviews of a reasonably limited number of participants in each group.

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EFL Vision Impaired Teacher's Classroom Management in the Ryes of His Sighted Teenaged Students

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Abstract

Studies on how a visually disabled educator is able to teach a regular class of sighted teenaged learners are rarely available. In commemoration of the international day of disability on December 3, this article is intended to foreground a blind teacher's practices of EFL classroom management through the lens of his sighted teenaged students. This article will illustrate some evidences discovered from a bigger unpublished research carried out in 2010. However, due to the absence in the academic literature, these evidences are immediately relevant and critical for contemporary society in Indonesia and other countries in similar situation to have adequate understanding of how a blind educator is equally capable to manage a regular classroom. This present study was conducted to explore what blind teacher's classroom management-related insights sighted teenaged students revealed. The data for this study were taken from the interviews with ten students and were qualitatively analysed. Eight themes were generated: students' presuppositions; contrasting views regarding their vision impaired teacher and sighted teachers; vision impaired teacher's competences; classroom atmosphere, proximity and appropriacy; monitoring, movement and

awareness; speaking manner, audibility and voice adjustment; seat, instructional and class organisation; and supports. In general, it turned out that all participants unexpectedly had significantly engaging and encouraging learning experiences from their vision impaired teacher. Accordingly, the study offers valuable recommendations for legislators, teacher training institutions and employers in Indonesia and other countries.

Keywords: *teacher with visual disability, classroom management, sighted teenaged students, regular classroom*

1. Introduction

In Indonesia, teaching is not a common profession for people with vision impairment. Most of the population work as massage therapists most of whom still struggle to live a decent life. According to WHO, most people with disabilities worldwide including those in Indonesia are living in poverty. Due to rare opportunity to secure employment, the majority have no better option but to choose to be self-employed as either massage therapists or musicians (Gayatri & Suriata, 2020). After these two most common professions, minority of the population manage to secure a teaching profession or to work as civil servants. Although some manage to achieve their obsession, teaching profession for people with vision impairment is still largely confined to the special schools for the blind. Tarsidi (2005) noted that roughly 200 educators with vision impairment, about 0,0001 % of Indonesian population or 0,005% of all Indonesian with vision impairment, mostly worked in special schools and few in higher education. Despite its small prevalence, this number indicates that teaching is apparently one of the dreamed professions that individuals with vision impairment hope to secure.

It comes with no surprise if little is known about Indonesian regular EFL classes managed by educators with vision impairment. Few research publications on Indonesian EFL classroom management that are credible and accessible online exclusively portray the nature of EFL classroom management performed by sighted educators (Habibi et al., 2017; Habibi et al., 2018; Ningrum, 2017; Rindu & Ariyanti, 2017; Rozimela, 2016; Ulfah et al., 2020; Utami, 2017). This shows an apparent gap in the contemporary scholarship. This gap therefore highlights a profound importance to explore strategies conducted by vision impaired educators who have managed to enter a teaching profession and therefore establish their teaching career. As they continue teaching, they certainly encounter dynamic challenges and therefore develop alternative strategies to deal

with unique situations in their career. Due to this absence, it is hard to establish a solid ground to convince society about teaching profession employment equality for teaching profession in the country. For this reason, to be able to educate evidence-based understanding and establish equality at the same time, this article aims to explore the implementation of EFL classroom management performed by a teacher with vision impairment as revealed by his sighted students through the lens of a narrative enquiry.

2.   Literature Review

2.1. Visual Impairment

Seen from its general term, it has been clear that visual impairment refers to the disorder of sight organ that results in an opaque vision or even a complete darkness. Farrell (2008) explains that someone is considered to have visual impairment only if the best corrected vision is significantly outside the normal range for near and distance visual acuity (clarity or sharpness of vision). He further clearly defines the term 'visual impairment' is used to indicate a continuum of loss of sight, which includes blindness and low vision.

In another perspective, the definition of visual impairment can also be resulted from one's ability to perform educational/professional tasks without completely or partially depending on his/her visual sensory organs. Under this category, Farrell (2008) suggests that blindness means depend mainly on tactile methods, whereas low vision involves predominantly methods relying on sight. In another chance, Farrell also remarks listening is also important to enable persons with visual impairment to move around and work safely and effectively." This is supported by the fact that technology advancement has brought about considerable accessibilities of audio devices and information. With the use of screen synthesizer installed to a computer, a visually-impaired is not disabled to access information and performs numerous tasks. This adds to the definition that visual impairment finally means making use of the remaining sensory organs pivotal for his/her work accomplishments. Respectively, persons with visual impairment undoubtedly use any assistive tools through predominantly touching and listening in order to compensate their weaknesses thus to change the condition of being formerly disabled into currently enabled.

2.2. Classroom management

For a few decades, classroom management has been regarded as a critical issue in education. It has been a part of the capacity that teachers must possess. A study by Simonsen et al.

(2008) summarise best practices of effective classroom management which are characterised by the following features. First, structure is maximised which means that instructional activities or classroom structure and the construction and its interior design or the physical structure of the classroom have to allow learners to gain maximum learning processes, experiences, improvement and mastery. Second, setting targeted expectations is critical. Therefore, teachers have to set up, communicate, maintain, adjust and aim to help learners achieve the expectations. Third, teachers have to design and deliver engaging instructions. Finally, teachers have to provide appropriate responses and feedbacks to both students' strengths and weaknesses.

More recent studies on classroom management reveal a broader notion of the issue. What happens inside a classroom is also influenced by factors external to a classroom and its members. Postholm (2013) reminds that teacher-teacher relation, teacher-parents or teacher-guardians relationship also contribute to the condition and orientation of the routines inside a classroom. All teachers need to collaborate, have common expectations, and implement standardised practices to establish and maintain conducive learning environment in every classroom. Parents and society to which every student belongs to are external actors whose role may be imperceptible but apparently influential. This highlights that family's background, ideologies, traditions, cultures, and other social elements that shape every learner contribute to how every student behaves, learns, and interacts and how classroom operates. This signifies the urgency for teachers to have good awareness and knowledge about individual students and their family's social and cultural influences. Therefore, as also recommended by George et al. (2017), teachers have to keep updated with best practices in classroom management that starts to extend its coverage of the discipline. This signifies continuous research and professional development initiatives on classroom management are required.

2.3. EFL Classroom management

Although much remains unexplored, few researches on EFL classroom management offer some useful understanding. EFL classroom management is found to be relatively more demanding. It deals not only with issues typically encountered by teachers of other content areas but at the same time also with issues exclusive to foreign language classes (Habibi et al., 2018; Macias, 2018). Similar to other teachers, EFL classroom managers are challenged by the complexities inside their blackbox. The discipline, motivation, attitudes, behaviours, participation,

performance and learning progress of the students, instructional materials and activities, and facilities are examples of what EFL teachers have to manage. These are issues commonly dealt by teachers of other subjects. Yet, medium of instruction in a foreign language, anxieties of learning in an unfamiliar linguistic environment, students' willingness to communicate in a foreign language, seating arrangement conducive for intensive interactions, more interactive and communicative activities done in a foreign language are examples of challenges pertaining to what EFL teachers encounter as a part of the classroom management. In other words, these challenges are certainly not encountered by teachers of other content areas. Therefore, classroom management in EFL settings can be understood as the capacity of effectively handling both common classroom challenges and language-related challenges in order to create learning atmosphere contributing to optimising students' learning mastery and developing their English proficiency.

Some studies also discovered that challenges may also come from factors external to classroom. They may not be identical exclusively to language classes. A study conducted by Tahir and Qadir (2012) foregrounded the voices of 229 EFL teachers on how general working condition, poor infrastructure, inadequate facilities, inappropriate educational background and outdated or absence of teachers' professional development trainings did negatively influence how EFL teachers managed their classrooms. Concerning the well-being of the teachers, low salary which is relatively common in developing countries inevitably exacerbated the condition (Habibi et al., 2018; Yulia, 2014). Low-income teachers had to spend other considerable time doing side jobs to make a living for their family. Having little or no time left, it is hardly possible for them to plan their lessons, reflect their teaching, solve problems, deliver proper assessment and provide constructive feedbacks to students. Apart from this, teacher-teacher relationship, teacher-parent relationship, culture and society are somewhat influential in determining the dynamics of the routines of a classroom.

To successfully deal with the classroom management challenges, as advised by Harmer (2007), EFL teachers are expected to perform ten important tasks. Firstly, an effective classroom manager is suggested to apply the best proximity- physical distance and emotional closeness to create encouraging and conducive classroom atmosphere. Furthermore, teachers have to apply the best appropriacy encompassing positive behaviours, anger management and the right level of formality. Afterward, teachers have to move around the class monitoring the class, interact with the students, be aware of everything in the class, speak audibly and vary their voices for different

instructional purposes e.g., lecturing, establishing order. Finally, teachers have to organise the students' seats, instructional activities and the class, and to monitor the learning progress.

2.4. The Practice of Classroom Management of the Visually-impaired Teacher

Studies on teachers with vision impairment in a regular classroom are extremely rare. However, two academic articles offer some valuable understanding. In university settings, Tarsidi (2005) and Yu and Chunlian (2019) share their personal experiences of teaching sighted students. As the most common practice to provide spontaneous highlights to sighted students, Tarsidi, a lecturer in Indonesia, learned to write block letters on the board. Whereas, Yu had no problem because he could already write prior to his sight loss at the age of thirty (Yu & Chunlian, 2019). For systematic lectures, both Tarsidi and Yu use a screen reading software installed in a computer connected to a projector. Using their talking computer, they can keep advancing their knowledge, perform paper works, prepare their lessons, deliver lectures to their sighted students and check their students' written works submitted electronically via email. To be aware of what is happening in their classes, they rely on their ears that undoubtedly have multiple burdens to hear the screen reader, listen to students' reactions and responses and to be mindful with the situation (Yu & Chunlian, 2019). As a strategy, Tarsidi keeps every student on their toes by calling their names from time to time with the help of a braille list of the students' names. Given this understanding, little is understood about how teachers with vision impairment teach teenaged students and how these students perceive about the teaching of a vision impaired teacher. For this reason, this present study was conducted to explore this important issue. Therefore, this article sought to answer the question of what vision impaired teacher's classroom management-related insights sighted students reveal.

3. Methods

3.1. Research approach

This research article presents a qualitative study. A narrative enquiry was opted to explore the practices of EFL vision impaired teacher's management of his classes attended by teenaged sighted learners. The study aimed to enquire the students' narratives based on their authentic learning experiences to have adequate understanding of the topic of the research. Mehrani (2017), Mendieta (2013), Zacharias (2016) Suggest that narrative enquiry is a useful tool to understand a

phenomenon in educational settings. Therefore, it was hoped that this study can give a significant contribution to understanding the different abilities or alternative strategies that vision impaired teachers can perform to manage a regular classroom of sighted pupils.

3.2. Participants

The study was conducted in a language school run by a non-profit organisation in Jakarta, Indonesia. It was an informal school intended for financially-disadvantaged high school students. After a series of selection tests, 110 students, all sighted, from more than thirty different high schools were given a scholarship to learn English twice a week for two years. The students were divided into two week day afternoon classes, two week day evening classes and one Saturday morning double class. Two week day evening classes and the Saturday class were taught by the vision impaired teacher.

Due to access to the research data is pivotal, convenient sampling was implemented. For the study, ten participants were selected conveniently. This was mainly based on their availability and consent. Ten students from the three different classes finally volunteered in the research. They were those who were mostly available for the research. They came to the school much earlier than all other students. Their house is also relatively closer than that of all other students so they were happy to stay for some time after the class in case the researcher needed to conduct follow-up interviews. Therefore, they were relatively the most approachable students for the study.

3.3. Data collection procedure

The data were gathered from a series of semi-structured interviews. Due to some time constraints and the participants' preference, the ten participants were not interviewed at the same time. Some were interviewed individually. But at some other time, two and three participants requested to be interviewed together. The interviews were done in Indonesian, audio-recorded and transcribed verbatim. Then, the participants were asked to read the transcripts for a member-checking to establish accountability, clarity and accuracy of the data (Zacharias, 2016). Afterward, the transcripts were analysed using Harmer's inclusive model of EFL classroom management (2007). It is considered "inclusive" because it does not state any discriminatory concept. One of which is "eye contact" which is typically found in all other classroom management frameworks.

In contrast, Harmer opts to use "awareness" as a more inclusive and universal concept as a part of a classroom management capacity. Besides Harmer's model, other relevant theories were also used.

3.4. Data analysis procedure

The researcher developed a data analysis procedure derived from the constant-comparative analysis technique proposed by Strauss and Corbin's (1990). It was originally for a Grounded theory research that they developed. Yet, this technique suits well with the nature of a narrative inquiry. Narrative inquiry is by nature iterative, emergent and interpretative (Zacharias, 2016). These principles require researchers to constantly compare the data fragments (iterative), see what emerges from the data (emergent) and make proper interpretations (interpretative). Due to the different nature of the researcher (first author) who is vision impaired and therefore unable to use visualisations, the analysis procedure was done using Microsoft excel computer application which is accessible with a screen reader.

To analyse the data, he conducted the following steps. He first created a data map where he put the questions and the answers of each of the participants in a table in Microsoft excel document. This map enables the researcher to do the iterative reading or the constant-comparative analysis. He could constantly go back and forth horizontally and vertically. As the data map was created, the researcher made a copy of it for further analysis. Then, he read the answers several times to be familiar and to mentally code the data. Using the participants' words, in-vivo, the researcher located relevant fragments to each of the pre-figured themes based on the classroom management tasks proposed by Harmer. Other themes were derived from relevant theories due to the need to create more suitable themes for other fragments. After making sure that all fragments were placed under the right theme, each fragment within each theme was sorted based on its level of positiveness for more logical report management for a sound storyline.

4. Results and Discussion

Based on the interviews with ten students, eight themes were derived from the data. Chronologically, based on the researcher's curiosity on revealing what the participants had to say about their experiences of becoming the students of a teacher with vision impairment, the first theme was about their "presupposition" prior to attending their first class. Then, by nature, most participants began to revise their first assumption and express contrasting views between their

presupposition and their personal experience and between their vision impaired teacher and their sighted teachers they usually had. These fragments generated a theme of "contrasting views". As they narrated their experiences, they continued with describing about their "competences" of their vision impaired teacher. Afterward, they moved on giving illustrations of the "classroom atmosphere" including the teacher's implementation of "proximity" and "appropriacy". The narrations progressed on the teacher's "monitoring" strategies including his "movement" and "awareness". After this, the participants narrated their teacher's "seat, instructional and class organisation" and his "speaking manner" including his "audibility" and "voice adjustment". Finally, the participants advanced their narratives on "supports" the teacher receives.

Presupposition

Having no former experience with a vision impaired teacher, most participants narrated their negative assumption about their teacher prior to having their first class. Few, however, were positive about their teacher's ability although they had never learned from a vision impaired teacher. Some excerpts in the following table illustrate this.

Table 1. Participants' presupposition

Presupposition

Indonesian	English translation
	A blind cannot become a teacher for sighted students due to his weaknesses. I then felt unenthusiastic. He must be boring.
P1: "guru tunanetra pasti ga bisa ngajar ni, wah.. mungkin kan apa.. kekurangan.. ah.. Malas gitu bawaannya. Ni guru pasti ngebetein."	
	I was really shocked to know that the teacher was blind. I was doubtful if he could teach us.
P2: "Kaget sih. Wah, yang ngajar tunanetra. Bisa ga nih ya. Kayak gimana kan.."	
	At first, I thought he wouldn't be able to teach us. He would require a lot of help. It's impossible that he could teach us, teenaged students..
P3: "Tadinya sih sempet mikir pasti ga bisa nih. Pasti perlu bantuan dong. Ga bisa ngajar. Apalagi anak baru baru gini. Masih ABG."	
P5: "kalo menurut saya sempet terpikir takut kurang berkomunikasi dengan murid-muridnya."	I once thought that he wouldn't be able to

P10: "Kalo saya pertama sempet pesimis. Waduh, kok guru tunanetra ya."

P6: "Waktu di awal sih saya berpikir gimana gitu diajar sama guru tunanetra"

P4: "Menurut saya bisa kalo dibantu dengan semacam bantuan yang huruf Braille gitu."

P8: "pendapatnya takjub gitu. Wah, keren banget nih guru. Awalnya malah mikir pasti orang ini bisa ngajar."

P9: "Saya sih waktu pertama sangat kagum. Kan jarang-jarang gitu orang tunanetra bisa ngajar. Terus selain itu dia juga punya pengalaman ke luar negeri."

communicate well with us.
I was at first pessimistic. I was questioning why we were given a blind teacher.
I was doubtful at first and wondered how he could teach us
I was sure he could teach us with a help of braille
I was so impressed, a cool teacher. and I was convinced that he surely could teach us.
At first, I already adored him so much. It's hardly possible for a blind to be a teacher and have overseas experiences.

As shown from the excerpts, vision impairment was seen as a major constraint by most participants prior to their own personal experience. Due to such flow, vision impaired people were thought to be incapable for teaching sighted pupils, delivering engaging instructions, possessing pleasant personality, handling teenagers, and even demonstrating effective communication with sighted students. However, few had a contrasting belief. Having no prior personal experience, these participants were positive and had no doubts. They were convinced that vision impaired teachers had their own way to compensate their limitation. One way is by utilizing Braille alphabets. To a surprise, two participants even expressed their admiration and strong confidence in the capacity of vision impaired teachers.

Contrasting views

In the interviews, the participants continued their assumption with some conflicting statements. At the time of the interviews, the participants had been learning for almost a semester. This allows them to evaluate their first assumption. So they compared their prior assumption with their learning experience. All participants eventually revealed positive insights. To a surprise, the participants even compared their vision impaired teacher with their sighted teachers. Some excerpts in the following table describe this.

Table 2. contrasting views

Indonesian	English Translation
	At first I felt unenthusiastic. But after I began to know him, I think he is an exciting teacher.. My teachers at school are usually boring.. Because he is exciting, I always look forward to his classes though my house is pretty far from here..
P1: "Malas gitu bawaannya. Eh tau-tau pas udah kenal ya.. wah ni guru asik nih.. Kalo guru-guru di sekolah tuh biasanya tuh ngebetin.. makanya tu saya tuh bela-belain dari rumah jauh-jauh ke sini.."	
	I was shocked at firstbecause the teacher is blind. Not sure if he can teach. To my surprise, he is very funny.
P2: "Kaget sih. Wah, yang ngajar tunanetra. Bisa ga nih ya. Kayak gimana kan.. eh ga taunya.. err.. lucu gitu."	
	At first I thought he wouldn't be able to teach. He would require a lot of help. He wouldn't be able to handle teenaged students. Yet, it turned out that he can teach us very well espite his vision impairment. He is much more attentive than sighted teachers.
P3: "Tadinya sih sempet mikir pasti ga bisa nih. Pasti perlu bantuan dong. Ga bisa ngajar. Apalagi anak baru baru gini. Masih ABG. Pasti butuh ketelatenan baget dong. Tapi ternyata bisa kok. Ngga disangka-sangka. Err.. dia kan punya kekurangan, tapi kelebihannya itu.. dia bisa ngajar kita dengan baik. justru perhatiannya lebih lebih dari pada guru yang tidak tunanetra."	
	I think blind teacher is more extraordinary than sighted teachers. I personally feel it's more exciting to learn from him than from sighted teachers probably due to his uniqueness.
P4: "Kayaknya lebih.. lebih istimewa aja kalo guru tunanetra daripada guru –guru yang biasanya. Karena saya sendiri merasa lebih asik diajar beliau daripada guru-guru yang biasa karena mungkin ada keistimewaan yang tersendiri."	
	In my opinion, I once thought that he wouldn't be able to communicate well with his students. But
P5: "kalo menurut saya sempet terpikir takut kurang berkomunikasi dengan murid-muridnya. Tapi setelah lama diajar oleh Mr. TE ternyata dia hebat."	

P6: "n.. kadang guru tuh misalnya ngasih pelajaran walaupun ngga tunanetra tuh ngasih-ngasih aja tanpa anak muridnya ngerti. Malah kalo yang tunanetra tuh ngasih pelajaran sampe anak-anaknya ngerti lah."

P7: "kebanyakan guru sekarang ngajar udah ngajar, ngasih pelajaran, udah kelar udah gitu aja, ga mau tau muridnya ngerti apa ngga. Tapi kalo beliau tuh harus sampe satu-satu semuanya ngerti, harus ngerti baru pindah ke pelajaran lain."

P8: "buktinya. Tunanetra kayak gitu bisa lebih jago malah daripada guru-guru biasa."

P9: "Karena yang seorang tunanetra aja bisa sebagus ini. Gimana yang ga tunanetra? Pasti bisa lebih bagus lagi dalam mengajar.

P10: "seorang yang tidak tunanetra itu belum tentu, belum pasti bisa lebih baik daripada yang tunanetra. Buktinya telah ada seperti yang dibilang bang SR. Di sekolah saya sama di sini lebih baik di sini. Lebih ngerti di sini."

after a while, I began to realise that he is excellent.
Sighted teachers sometimes simply deliver their lessons without making sure that their students understand. But my teacher who is blind always makes sure that his students understand.
Most teachers today only focus on completing their teaching. They don't really bother about whether or not the students understand. But my blind teacher always makes sure that each of his students understands before moving to the next lesson."
It's evident that blind teacher is more competent than my sighted teachers.
If a blind teacher is competent, sighted teachers are supposed to be even more competent in teaching.
Sighted teachers are not necessarily more capable than blind teachers. The proof is here just like what (participant 8) said.
Studying here (from the blind teacher) is better than studying at school.

The examples of some excerpts above foreground contrasting views from the participants. At first, before they knew their vision impaired teacher, they mostly had negative presuppositions or stereotypes. But then, as they experienced the instructions implemented by the vision impaired teacher, they began to dramatically alter the stereotypes they had earlier. They changed "boring teacher" label to exciting teacher, from being doubtful to becoming pleased with the teacher's positive personality, from unbelieving his teaching to promoting his teaching excellence. They even began to reveal their dissatisfaction about the competence of the sighted teachers they had had since then. They complained that their sighted teachers at school were tedious, negligent, and less competent.

Competence of the vision impaired teacher

As the narratives progressed, the participants elucidated their perception regarding the competences of their vision impaired teacher. These fragments, however, did not occur systematically or chronologically going forward. Yet, they emerged somewhat randomlythroughout their narratives. The following table shows examples of the excerpts.

Table 3. Competences

Indonesian	English translation
P9: "beliau ngasih penjelasan sedetil-detilnya"	He would provide as much details as possible.
P10: "Ya dia lebih rinci, terusnya dilengkapi dengan contoh.. ada games gitu. Gamesnya berisi rangkuman hari itu."	Ver detailed, along with clear examples and games. The games are usually the summary of the lesson.
P4: "dia spesial aja, bisa ngajar walaupun tanpa melihat. Ngajarnya baik"	He's just special, can teach though visually impaired. Teaches very well.
P6: "tapi terus ternyata kayaknya lebih asik diajar samaguru yang tunanetra. Dia ngga malu gitu. Malah punya kelebihan jadi ngajarnya bisa lebih enak."	It turned out that it's more exciting to be taught by a vision impaired. He never feels shy.He has unique strength, good teaching.

P7: "Layaknya guru-guru biasa aja ngajarnya. Jadi kalo lagi nerangin ya berdiri dia nerangin, ngasih tau, ngasih contoh."	He teaches like common teachers. When explaining, he stands up, giving explanation, providing examples.
P1: "dia tuh bisa bergaul sama orang yang tua dari dia sama orang yang lebih muda dari dia. Jadi mampu beradaptasi."	He gets along very well with older and younger people. He can adjust well.
P6: "Beliau satu contoh banget, terutama buat saya. Dalam hal kepribadian, dia tuh rajin banget, ga pernah telat, tepat waktu, dan bisa menjadi contoh yang lebih baik buat orang lain."	He's my role model. Regarding his personality, he's super hard-working, always punctual, on time, and can be a role model for other people."
P10: "Menarik, humoris, layaklah jadi guru. Malah lebih gitu."	Interesting, humorous, qualified for a better teacher."

Throughout the interviews, as shown from the examples above, all participants expressed their positive perception about their teacher. None of them narrated complaints or negative impression about the teacher's competence. The narratives uncovered the teacher's competence in providing clear and detailed explainations along with the examples of the subject matter. The teacher was also seen as having the competence to provide engaging instructional activities in the form of games relevant to reinforce deeper understanding and mastery in an interesting way. Other fragments uncovered the teacher's personality as being sociable, adaptable, entertaining, humorous, diligent, punctual, committed, caring and inspiring.

Classroom atmosphere

All participants revealed positive narratives about the atmosphere of the classes taught by their teacher. This positive atmosphere was the result of the teacher's proximity and appropriacy practices, in addition to his competences illustrated earlier. Proximity refers to physical distance and emotional closeness. Whereas, appropriacy refers to positive behaviours and anger management in particular. The following table highlights examples of the excerpts.

Table 4. Classroom atmospher, proximity and appropriacy

Indonesian	English translation
P1: "Dia itu kayaknya gurunya aktif ya. Maksudnya sering nyamperin. Jadi misalkan kami lagi berdiskusi, jadi dia tuh nyamperin sambil mendengarkan masing-masing apa.. perkataan anak-anaknya. Misalkan ada yang salah, dibenerin sama dia. Dia juga cocok jadi teman dan guru"	He's an active teacher.He is often around us. Whenever we are discussing the lesson, he is around us and listens to our discussion. If there are things to correct, he would help us. He is like a friend and a teacher.
P3: "saya juga sering bicara empat mata gitu kan. Dia juga sering sharing gitu. Itu tuh dia luar biasa banget. Kata-katanya selalu bikin orang bersemangat. perhatiannya lebih-lebih daripada guru yang bukan tunanetra"	I often discuss with him in person. He would share many things. He's fantastic. His words are inspiring. Compared with sighted teachers, he shows bigger attention to his students.
P5: "Ngga pernah marah. Dia orangnya ngerti. Ngertiin murid. Sabar"	He never gets emotional. He's very compassionate about his students. Patient.
P1: "Cair. kelas tuh penuh tawa.. Mengajarnya sambil becanda. Tapi Tetep serius."	The class is melting, full of laughters. Though he makes jokes when teaching, we can still focus on the lesson.
P4: "sangat nyaman. Jadi pelajaran beliau, ada waktunya bercanda ada waktunya serius."	Very comfortable. In his class, there are times for jokes, there are times for focus.
P7: "enak. Soalnya beliau punya teknik-teknik tersendiri supaya kita di kelas ga mudah bosan."	Fun. Because he has his own techniques to keep us engaged."

Examples above provide some illustration of the classroom atmosphere. The findings uncovered that the teacher had established good rapport with his students. For this, he provided some good times inside and outside the class to get to know his students better, to guide them, to

make them internally motivated through inspiring stories and to keep them enthusiastic through games, jokes and interactive activities. This way, he maintained the right proximity- physical distance and emotional attachment. The participants also reported that the teacher demonstrated positive attitudes and good management of his emotions known as appropriacy. With all this, along with his humorous nature, the participants enjoyed a fun, encouraging and engaging classroom atmosphere.

Monitoring, movement and awareness

The next group of the findings were put under an inclusive theme. Monitoring, movement and awareness are combined as they principally foreground similar concept in classroom management. To monitor the learning process, as revealed in the narratives, the teacher moved around the class to be aware of what was happening and how the learning was progressing. The following excerpts describe this.

Table 5. Monitoring, movement and awareness

Indonesian	English translation
P3: "Pasti denger lah dari suaranya. Kelas kalo diam kan pasti hening banget. Kalo kelas ngobrol pasti grasak grusuk gitu. Itu pasti dia denger dan itu pasti ditegurnya lewat bercandanya."	he can surely monitor by hearing. It's silent when everybody is focussed. If students are chatting, the class is crowded. He surely hears that and would remind us through jokes.
P5: "Kadang-kadang beliau memanggil karyawan di sini untuk ngawasin anak-anak supaya ngga nyontek. Tapi kadang-kadang beliau itu percaya kalo anak-anak ngga akan ada yang nyontek."	Sometimes he asks a staff to supervise the test so we can't cheat. But some other times he is convinced that we won't cheat.
P4: "kalo ada anak yang ga bisa, dia selalu memanggil satu-satu untuk diajarin privat."	If students are not making enough progress, he would provide an individual tutorial outside the class.

P9: "Kalo untuk mantaunya, waktu midtest dia pernah make kamera digital."

P8: "Mantaunya.. misal ada sesi latihan nih.. latihan dialog. Dia keliling gitu. Dengerin satu-satu. Atau, dia nanya.. mungkin sih.. ke salah satu dari kita gitu.. dia itu gimana."

P9: "Kalo dia ngendaliin orang berisik gitu, dia bisa bilang hello.. hi.. Biasanya semua langsung jawab dan fokus lagi."

To monitor a test, he sometimes uses a digital camera.
To monitor, a role play, for instance, he moves around, listening to us one by one. Sometimes he asks one of us about our friend's or group's progress.
To handle a noisy class, he would say "hi" or "hello", and everybody would respond and then regain our focus.

The above examples provide some description of how the teacher monitors the learning process. As revealed, he moves around the class to check and evaluate the learning progress and the students' improvement. No participants reported mobility restriction of the teacher. Some argued the teacher's hearing is a significant tool to be aware of what is happening in his class. Besides his autonomy, the teacher of this study sometimes receives help from other staff for test supervision and test result review and from individual students to share things he may not be aware of. Students took some roles in helping the teacher. Furthermore, jokes, jargons and good rapport with the students, made by the teacher, allow him to handle noises and disorder and to let his students to regain their focus back.

Seat, instructional and class organisation

The other part of the narratives portrays how the teacher organises his class, instructions and the seats. The participants revealed that in class, the teacher mostly assigned pair works and group works. With their partner or group mates, they would have to practise the language, have role plays, and do a range of interactive instructional activities including games. To do this, the students were seated in small circles allowing them to work face-to-face. The following examples of the excerpts provide some description.

Table 6. Seat, instruction and class organisation

Indonesian	English translation
	As usual, always put in small groups. He would come to each group and use his hearing to listen to what we're discussing.. and everyone is engaged.
P4: "biasanya selalu berkelompok-kelompok gitu. Jadi beliau misalnya mendatangi kelompok satu yang sedang berdiskusi, sambil memantau dengan pendengarannya.. dan kalo Pak TE tuh ngajarnya semuanya ikut serta gitu. Ikut aktif. Jadi yang lebih pinter harus ngajarin yang kurang gitu. Jadi biar semua sama."	Very active. Better students should help their friends. So everyone can progress together.
	He would give detailed explanation and examples. He would also make teaching innovations like designing games.
P9: "Terus kalo ngejelasin dia tuh secara detail dan contoh, Dia juga sering err.. dalam pelajarannya bikin inovasi gitu. Kayak bikin game game gitu. Pokoknya detil dan penuh interaksi"	His teaching is detail and his class is full of interactions.
	He always remembers where we left off. He would say, we finished unit 8 last meeting, didn't we?
P3: "Pasti dia inget. Misalnya, kemaren kita sampe Bab 8 kan.. terus sekarang Bab 9."	So, we're now moving on unit 9.
	He would observe and help the low achievers, put them in groups with the high achievers who will be the group leaders and help their friends
P3: "bedanya dia dia biasanya neliti dulu nih.. orang yang.. yang apa sih.. daya pikirnya kurang gitu gitu.. pasti dia bantu, dia kelompok kelompokin.. yang pinter.. yang biasanya pemikirannya udah lebih bisa, nanti dijadiin leader di kelompoknya. Nah tugas leader itu untuk ngebantu temen temennya yang kurang itu. Soalnya jarang sih.. guru yang ngga tunanetra jarang banget ngelakuin hal itu.."	Sighted teachers don't normally do this. Most teachers only give lectures and lessons but don't really bother if the students understand.
P7: "Nkebanyakan guru sekarang ngajar udah ngajar, ngasih pelajaran, udah kelar udah gitu aja, ga mau tau muridnya ngerti apa ngga. Tapi beliau tuh harus sampe satu-satu semuanya ngerti, harus ngerti baru pindah ke pelajaran lain."	But he has to be sure

Indonesian	English translation
	that all of us understand, then we can move on to the next lessons.
P6: "dia tuh rajin banget, ga pernah telat, tepat waktu."	He's very diligent, he's never late, on time."
P10: "ada games gitu. Gamesnya berisi rangkuman."	He would give us games that are apparently the summary of every lesson.

The participants' narratives, as the examples above, provide some picture of how the teacher organizes the class, instructions and the students' seats. Students were trained to work in groups, collaborate and help each other to excel together. High achievers were trained to lead their friends. This way, his friends received sufficient help and the leaders receive the opportunity to deepen their knowledge, advance their skills and develop their leadership. The instructional activities were reported to be highly interactive, engaging, and fun with games offering exciting extended activities for the students. Apart from the seat and instruction organisation, itt was also revealed that the teacher tried to include everyone in the same pace with different challenges according to the level of their ability. Based on the excerpts in earlier category, for this, the teacher also provided individual tutorials outside the class to make sure everybody in the same pace.

Speaking manner, audibility, voice adjustment

The next theme is about the teacher's speaking manner, audibility and voice adjustment. Throughout the interviews, no fragments mentioned about the teacher's voice audibility. Neither there was any complaint respectively. The participants, however, narrated how the teacher used his voice and language and for what purposes. The following examples offer more illustration.

Table 7. Speaking manner, audibility, voice adjustment

Indonesian	English translation
P3: "kalo ada orang yang ngobrol gitu, dia ikutan bercanda. Jadi kayak di cwcwcwcw gitu. Pokoknya suara suara ngelucu gitu. Pokoknya semua orang jadi pada ketawa dan akhirnya memperhatikan dia lagi."	If some students are conversing when he's explaining, he would make jokes or make funny

P1, Kalo masalah gaduh, jadi mengatasinya dari asal sumber kegaduhan itu. Terus dia bilang pake perkataan halus atau pake Bahasa Inggris. Nah dari situ kan otomatis sumber itunya kan ilang, otomatis yang lain jadi ikut tenang, kondusif gitu.

noises.so everyone laughs and regains their focus. If some students are talking about things other than the lesson, he would focus on that particular voices. Then he would use soft language or English to remind them. Then, no more irrelevant voices and everybody continue what they were doing. Conducive. He can control the class. The students are also compassionate about him. Say, students are starting to be out of control, he would simply say listen to me please, listen to me.. look at my face, and laugh. Then, the class would simply be quiet.

P10: "beliau bisa mengendalikan kelas.. Terusnya anak-anaknya juga toleran terhadap dia gitu. Misalnya lagi berisik terus dia bilang listen to me please, listen to me.. look at my face, dan langsung tenang gitu."

The examples above illustrate the teacher's voices. Based on the narratives, it could be understood that the teacher's voices were relatively audible. No participants reported a problem regarding audibility. Furthermore, as it was audible enough, the teacher used his voices for multiple teaching purposes. For a vision impaired, speaking seemed to be a powerful device to establish an order, to create a fun class and to monitor the process. Through voices in different tones, he managed to discipline, entertain, and inspire his students. For this, as described in previous sections, the teacher uses certain jargons and jokes with funny voices.

Supports

The final theme that was derived from the data is "supports". The narratives the participants revealed also describe some particular aides the teacher receives to deal with everyday routine. The following excerpts illustrate this.

Table 8. Supports

Indonesian	English translation
P1: "Kalo ngapus dibantuin."	He receives help from his students to erase his writing on the board.
P5: "Kalo soal tugas saya kurang tau, mungkin untuk meriksanya dibantu sama orang lain."	I don't really know about how he checked our written works. He probably receives help from sighted people.
P6: "Kalo masalah ada yang nyontek sih karena emang beliau tunanetra jadi kurang bisa mengawasi. Kadang emang ada lah yang nyontek gitu."	Regarding cheating, because he couldn't really see, he couldn't really supervise us. so, some may have cheated.
P3: "biasanya sih dia sebelumnya baca duluan. Dia lagi.. main sama laptopnya. Laptopnya kan ada dokumen-dokumennya gitu. Nah dari situ dia. Terus dia bawa buku apa tuh.. buku yang.. err.. Braille. Iya kadang juga dia baca.. suruh anak muridnya baca terus dia ngikutin."	He usually prepared the lesson before the class. He worked with his talking laptop that stores his documents and he uses a braille book. Sometimes he asks students to read things in the book and then he explains.
P1: "jarang dapat feedbacks untuk tugas"	We rarely receive feedbacks on our written works.
P1: "Tapi itu juga kalo di luar kelas sayajuga saya kasih tau, eh elu kalo itu jangan nyontek dong, kasian sama beliau. Percuma lu masuk sini kalo ga dapat apa-apa."	Sometimes, outside the class, I would remind the cheaters not to do it anymore. We have to respect him. Useless if we

study here but
improve nothing.

The examples of the participants' narratives showed some supports. Writing on the board may be difficult for a vision impaired teacher. But the teacher of the participants managed to write on the board on his own. Yet, for time-efficiency, students helped him to erase the board. The participants also informed that braille and talking computer were valuable tools for their teacher. They provided convenient access to mastering the learning and teaching resources. A challenge was checking his students' written works. Based on the narratives, the teacher was dependent on sighted staff's help to check hand-written works. This is why one participant revealed that he rarely received feedbacks on his works. This data were taken in 2010 where computers and internet quota were still too expensive for the students who were from financially-disadvantaged families. Another challenge was cheating chances on exams. Although one participant stated that this was due to the teacher's incapability to see, other participants admitted that cheating is a common phenomenon even in sighted teachers' classes. To anticipate cheating, the teacher, as described in earlier section, received sighted staff's help or independently monitored the test with a digital camera. Some students also volunteered to remind other students not to cheat.

5.   Discussion

Based on the narratives from ten sighted students, it was clear that the attribute of "disability" is disparaging. In Indonesian language, blind or vision impairment is often referred to as "buta", "tunanetra", "disabilitas netra", or "cacat netra". All these Indonesian terms, however, convey equally negative association as weakness, limitation, powerlessness, incapacity which have been strongly rooted in society and therefore have been stigmatised to those experiencing physical imperfection (Suharto et al., 2016). This negative association has indeed influenced most participants of the research. Their presuppositions prior to having personal experience with their vision impaired teacher were deceived by the nature of the term attached to the teacher as having "disability". This drove them to think that their teacher would have no ability to teach them well and to give a fun learning. However, as they continued their answers, the participants strongly highlighted that their presupposition was misguided. To a surprise, they then constantly mentioned their admiration for the teacher as a role model. Having a role model to study hard and achieve

future goals is profoundly important (Basalamah & Machmud, 2018). Such dramatic alteration was made possible due to having personal experiences and interactions with their teacher. Such alteration, however, does not always happen in all contexts. Draper et al. (2011) discovered that non-disabled co-workers retained negative biases or labels towards their colleagues with disability despite the fact that they knew them well, worked with them, and had personal experiences and regular interactions with them. This foregrounds the challenge to alter the long-rooted negative associations of "disability". This is why, a new concept of "diffable" or diffirent ability is now emerging in Indonesia in order to drag out the stigma from the society (Suharto et al., 2016).

Other parts of the findings portray an uncommon EFL classroom phenomenon. All participants narrated valuable learning experiences of learning English in a classroom taught by their teacher. As they reported spontaneously, they enjoyed fun, engaging, inspiring, collaborative and highly interactive classes conducted in English. Such learning atmosphere is not commonly found in Indonesia. Due to inadequate competence of Indonesian English teachers (Rinantanti et al., 2018; Yulia, 2014), English classes in some areas were relatively not interactive and disengaging (Habibi et al., 2018; Yulia, 2014). The classes heavily centered on grammar and written exercises that contribute very little to improving students' English communicative proficiency. One common reason is that English classes in Indonesia are usually large with roughly thirty to forty students in each class and therefore are over-crowded. Moreover, the classes are usually occupied with long benches and long desks impractical for a range of different collaborative activities and groupings. In the location of the research, on the other hand, the classes were relatively smaller with only up to twenty-four students in each class with individual university chairs that are easy to move and squeeze to perform communicative activities in different forms of collaboration and grouping. Yet, this is not a single factor. Based on the participants' narratives, unlike their sighted teachers at school, the teacher possesses subject matter competence, social competence, personal competence and pedagogical competence which are required to become a professional EFL teacher (Anugerahwati & Saukah, 2010). This phenomenon suggests that anyone can achieve such professional teacher competence despite their physical impairment. In other words, professional competence has nothing to do with one's physical imperfection.

Another important highlight, based on the students' narratives, was the supports the teacher had. Most participants expressed voluntarily participation in creating a conducive learning

environment. Due to their strong emotional attachment with the teacher, they felt they had to take some responsibilities in keeping the classroom order, e.g., concentrating on the instructional activities they were doing in class, encouraging other students to follow the rules, to remind other students not to cheat on quizzes and exams, and to provide necessary help to their teacher when needed. Such voluntarily participation plays an important role in the success of an effective classroom management and the success of students' academic achievement (George et al., 2017). Another support was provided by his colleagues to supervise an important exam and to check students' hand-written works. The study was conducted in the age where computers and internet were still economically unreachable for the students who were from financially-disadvantaged families and therefore the teacher was relatively dependent on sighted people's help to check hand-written works and provide feedbacks. However, the participants reported that the teacher normally provided direct feedbacks to individuals and groups in class and in private tutorial sessions. Besides human supports, as pointed out by Yu and Chunlian (2019), braille, screen reading software, projector, classroom board are valuable assistive tools for teachers with vision impairment.

Given that, what is most important from the students' narratives is about how the teacher performed his teaching profession. In line with Rindu's (2017) study on the different roles a sighted EFL teacher plays, the narratives also illustrated the teacher's capability in playing a range of teacher roles. Outside the class, he minggled and spent a great deal of time with his students to get to know them better, learn to discriminate their voices, implant moral values and visionary future targets, provide necessary advices, and allocate additional time for individual or small group tutorial sessions to help his students progress better. Such initiatives are critical to be able to have comprehensive awareness of factors both internal and external to classroom that determines the success of the teaching and learning (George et al., 2017). These outside-the-classroom initiatives, as the participants narrated, generated courteous teacher-student relationship that paves comfortability, engagement and order in class. Conducting small group interactive and collaborative works, the teacher moved monitoring each individual, each group, and provide necessary feedbacks on the spot. Another narrative reported the use of the board to write important notes and detailed examples for the whole class. With jargons and jokes, the teacher used different voices and tones to maintain the order, engagement, and discipline. This is all consistent with what Harmer (2007) suggests in order to conduct an effective classroom management.

6.   Conclusion and Recommendation

This current study tried to explore sighted teenaged students' narratives to understand the practices of classroom management of an EFL teacher with vision impairment. Prior to knowing the teacher, most participants revealed negative presupposition of seeing the teacher as having no capacity to teach and manage a regular classroom of sighted teenaged students. However, this was immediately corrected with their own personal experiences that fundamentally contradict their presupposition. All at once, all participants conveyed that the teacher was apparently more competent than their sighted teachers at school. Based on the narratives, it could be understood that the teacher demonstrated the expected professional competence encompassing subject matter, social, personal and pedagogical competence. This explains why all participants reported that they experienced fun, engaging, interactive, encouraging and relatively well-controlled classroom atmosphere. This was made possible due to the practices of the teacher's proximity, appropriacy and monitoring he established inside and outside the classroom. Outside the classroom, he miggled, shared thoughts and advices, provided extra tutorials and gave feedbacks. Inside the classroom, he monitored the students, the instructional activities and the students' progress. He navigated effectively around the class to do this and more importantly to be able to provide necessary help and feedbacks to the students. This way, he compensated his vision impairment. His hearing, voices and effective movement allowed him to have full awareness of what was happening. Based on the narratives, his jokes and jargons helped cheer up the class but at the same time also control the class. despite its inherently noisy nature of interactive instructional activities, as revealed by the participants, students remained focus in their small groups going through each stage of the lessons. Finally, all this happened also because of the support of braille materials, screen reading software installed to his computer, and the classroom board as his assistive tools and important help from a colleague and his students when he needed.

Based on what this study has revealed, the following recommendations are worth considering. For policy concerns, firstly, it is urgent to start using a more positive and enabling term of "diffable" rather than its disabling synonyms for all purposes including legal texts. Secondly, it is highly appreciated if employers both the government and private institutions can start formulating and implementing more inclusive job requirements to establish justice, equality and harmony. Thirdly, it is critical for the country's legislators to advance more inclusive and enabling regulations to encourage more contributions from diffabled individuals. Regarding

teaching-related recommendation, teacher institutions and educational institutions need to make sure that teachers with vision impairment are braille, computer and classroom board literate, have orientation and mobility skills, and possess the competences of a professional teacher. More practically, it is advisable for teachers with vision impairment to effectively mingle with students to be able to get to know them better, learn to discriminate their individual voices, to establish good rapport and most importantly to have a comprehensive awareness of all possible dimensions and factors of his teaching profession. Additionally, since the ability to make good jokes to help create a fun and engaging class is commonly favourable, it is also an inescapable skill that teachers with vision impairment need to possess. Finally, for a better quality of education in general, it is fundamental for the government to standardise teacher salary to allow them focus on their teaching profession (see Habibi et al., 2018: Yuwono & Harbon, 2010).

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Language Attitudes of Betawi Teenagers toward their Mother Tongue: A Sociolinguistic Perspective

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Abstract

The present research sought to investigate the language attitudes of Betawi Teenagers towards their mother tongue. Language attitudes cover opinions, ideas, and prejudices that speakers have with respect to a language. Research of language attitudes is getting much attention for years in some fields. Due to the importance of the language attitudes, this research intends to describe the language attitudes of Betawi Teenagers towards their native language. The Betawi language is one of the dialects in Jakarta, Indonesia. This study employed descriptive qualitative research. The data used are the data obtained through questioners, observations, and in-depth interviews to know the attitude of the Betawi community language. The objectives of this study is to map out the language attitudes of Betawi teenagers towards their mother tongue or Betawi Language. The results showed that (1) The language attitude of the Betawi teenagers towards the Betawi language is negative, (2) The Indonesian language is strongly dominant in their daily life, and (3) The foreign languages do not affect in the maintain of their mother tongue. Apart from that, other languages such as "slang" also color their language choice. This linguistic fact is going continuosly from time to time and influencing their language attitude. In fact, even though they understand the Betawi language, it is not of the primary use.

Keywords: *Sociolinguistics, Language attitude, Teenager, Betawi language*

Introduction

Language is a medium of communication to acquire information about culture and it is an identity of the speakers. Thus, humans are gifted to convey the message and to communicate with one another by using language. Moreover, language is a part of the culture, and both language and culture must be maintained. Culture is formed from the way people think and behave. From the way of thinking and behavior is formed a tradition of a culture that is different from one group with other community groups (Rahman & Letlora, 2018). The rapidly changing communication technology has changed the use of language and possibly creates new forms of discourse as a new way to participate in a community.

Studies on attitudes have been carried out by many experts or scholars, especially in the field of social psychology. Social psychologists have successfully carried out several studies. One of them is Triandis (1971: 2-4) who argues that attitude is the readiness to react to a situation or

event at hand. A person's readiness in dealing with a situation can usually refer to two things, namely mental attitudes, and behavioral attitudes. Mental attitudes is about though and world view while behavioral attitudes is closely related to the way of doing something and seen in action.

Language attitudes in sociolinguistics are very much influenced by the appreciation of a person or group of people for the diversity of languages they encounter. The diversity of languages faced by a person is called language choice. The language choice is "a language as a whole" in a communication. The emergence of language choice is caused by the occurrence of language contact, social interaction, and culture. Therefore, speech groups which have the ability to choose a language or language code in certain events grow, either maintaining their first language or shifting the language to a new language or mixing the first language and language new. It's called a code-mixed event. In other words, someone who chooses the language in their communication is actually applying their communicative competence, or is showing their communicative performance. As behavior, language choice is essentially an act in using the selected language based on the available situation. However, for this study, the term 'language choice is used practically to refer to communicative performance or language behavior even though language behavior contains a broader range of meanings. In this regard, Blom & Gumperz (1971) proposed two types of code options:

1. Situational switching

In this context, situational switching is used to refer to the choice of language depending on various aspects of the situation, including the degree of formality. As might be predicted, when the linguistic situation is formal and relatively free of personal problems, it is the standard language varieties that he chooses, while the local varieties are chosen when the situation is informal.

2. Metaphorical Switching

Metaphoric switching is used to describe language choices determined by the relationships of the participants. This can be seen in multiethnic and multilingual societies. No one there has only one language code in his repertoire. What often happens, in fact, is that people will always be involved in inter-linguistic or inter-dialect contact. To build social interaction smoothly, people will try to apply social integration skills with the community groups where they live. The level of social (and psychological) integration of a person is assumed to be sufficient to determine whether or not he/she performs social accommodation, including language accommodation. This

assumption is based on the reality that someone's laziness in the relationship will largely determine whether or not he is accepted by the other person.

Furthermore, there are three types of language choices: a) Choosing one intra language variation; b) Code switching; and c) Code mixing. These three types of language choices are very much influenced by a person's language attitudes towards their regional language.

Betawi Language

What is the so-called the Betawi Malay Language or Malay Dialect of Jakarta is a language which is a sub-dialect of the Malay language. Those who use this language are called the Betawi people. The Betawi people claim to be a native of Jakarta, the city which later became the capital of Indonesia. Thus, it can be said that this language is almost the same age as the name of the area where this language is used and developed, namely Jakarta. It is also called Batavia Malay. Based on 2000 data, speakers of this language are estimated to have reached 5 million (A survey by Ethnologue, 18th ed., 2015).

Betawi Malay is a creole language (Siregar, 2005) which is based on Market Malay coupled with elements of Sundanese, Balinese, languages from South China (especially Hokkien), Arabic, as well as languages from Europe, especially Dutch and Portuguese. Perhaps because this language exists in a multiethnic and multicultural society, namely in Jakarta, the capital city of Indonesia.

Initially, this language was only used by the lower middle class, especially in the early days of Jakarta's development. Because it develops naturally, in line with the development of multicultural life in Jakarta, the speakers of this language claim that this language is one of the Malay dialects, namely the Betawi dialect. There is no standard structure that stands out that distinguishes it from Malay. What can be seen are some of the characteristic of linguistic elements used, for example, from the decay of the *me-* prefix (such as Malay, including Indonesian), the use of the -*in* suffix (the same as Balinese), and the transition of the sound /a/ open at the end of the word to /e/ or /ɛ/ in some local dialects. That is the Betawi language spoken by a community in the capital.

In relation to the culture, Betawi people have their own culture. Their culture were developed as a result of a synthetic between pre-existing cultural elements brought by immigrants to form a distinctive cultural pattern (Budiawan, et al., 1979: 11). The native Jakartans call themselves the Betawi people or the Betawi Malay. As for the language spoken on the outskirts of Jakarta, in areas bordering Sundanese, they called it *Betawi Ora'*. Regarding the Malay language

(Indonesian language) which is taught in schools, they called it by the name of the high Malay language. Jakarta Malay is not much different from Indonesian. (Chaer, 2009)

Jakarta people or people who speak Betawi Malay inhabit the border between Cikarang and Tambun in the east to Tanggerang in the west; from the seaside in the north to the border of Depok in the south. Thus, the speakers of this language on the one hand are growing but on the other hand, are starting to decrease. The young teenager speakers are starting to leave this language.

Objectives

The objectives of this study is to map out the language attitude of Betawi teenagers towards their mother tongue or Betawi Language. The strategy to reach the objectives is by preparing a well-designed research tool in order to cope the objectives of the research. This study employed descriptive qualitative research. The data used is the data obtained through questionaires, observations, and in-depth interviews to know the attitude of the Betawi community language. Respondents which were involved in the research are respondents living in Jakarta, especially in Setu Babakan. This research took a social situation

Literature Review

In Jakarta, Betawi language is spoken by Betawi native speakers. In their daily life, they accustom to share and communicate something by using Betawi language besides Indonesian. The use of language side by side is something that cannot be avoided. These are logical consequences for multicultural and multiethnic societies. This fact is called a linguistic situation. Braine (2005) stated that linguistic situation in Indonesia is complex with hundreds local languages. In addition, Rahman and Letlora (2018) states that the existence of regional languages needs to be maintained and preserved as a cultural asset.

Language attitudes is the field under the umbrella of Sociolinguistics. Hudson (1996), sociolinguistics puts an enormous research field which is composed of a variety that is formed from existing social groups. Aldosari (2014) claims that generally attitude contains three components, such as the way the human think, behave, and feel.

Moreover, a research of language attitude is getting much attention for years since this research is one of the important topics of researches in some fields especially in sociolinguistics. Bohner and Dickel (2011) stated that the research of language attitude is one of the fundamental topics in a sociolinguistics and psycolinguistics research. They, then, further expound that attitude

as "the most distinctive and indispensable concept in contemporary social psychology". According to Kridalaksana (2001), language attitude covers mental attitude or feelings towards the position of its own language or language of others. Based on the context above, this research is based on linguistic knowledge and attitude of Betawi teenagers toward their own native language.

The study on language attitude towards English related to multilingual speakers has been conducted in Indonesia (Wati, 2018). The study focuses on Javanese undergraduate students language attitude and investigate how gender and length of study aspects determine language attitude. In the research, the result reveals that the undergraduate students displayed differing language attitudes towards English covering the cognitive, behavioral, and affective aspects. In this study, male undergraduate students perform a more positive language attitude compared to its counterpart.

Language atittudes are influenced by two things (Ellis, 1994); they are internal and external. Internal factors are the lack of polite principles in language caused by environmental factors of these speakers, and emotions that tend to be related to specific knowledge Meanwhile, external factors that influence language attitudes are the lack of cooperation principles in the language, which results in a lack of understanding of each other, and contexts such as settings, activities, and relationships in interaction also have a role in determining language attitudes.

Language is the primary means of human communication. It is a powerful social force that does more than convey intended referential information. It also indicates both personal and social characteristics of the speaker, depending on the particular listener

Attitudes are how people feel about the language (Crystal, 1997: 215) and is "a construct that elucidates linguistic behavioursor in particular" (Mamun et al., 2012: 201). The attitudes can be positive or negative (Ellis, 1994: 1997). Anderson in Chaer (2010: 151) suggests two types of attitudes: linguistic attitudes and non-linguistic attitudes. Both types can be related to cognition or beliefs about the language. Thus, language attitude is a relatively long-term belief or cognition, partly about language, regarding the object of language, which gives a person of tendency to react in a certain way he likes. Anderson revealed that beliefs about language and language objects are things that can influence attitudes in language. Many people believe that their mother tongue is their identity, which indicates their place of origin. They tend to respond positively to their second language by not forgetting the native language they have acquired.

In line with this, Gavin and Mathiot in Lukman (2012) suggest the characteristics of language attitudes, namely language loyalty, language pride, and awareness of the norm. The three characteristics of the language attitude explain as follows. (1) language loyalty, which is the initial capital for a language community to maintain or maintain its language. With this feature, the negative influence of other languages is easily prevented. The society of a language always fosters a love for the language. (2) Language pride creates a sense of belonging to language so that it always uses the language as a form of identity and community unity. Besides, this characteristic also encourages people to develop their language so that it continues to be richer in terms of both vocabulary and terminology. With the pride in language speakers, the continuity of a language will maintain. (3) Awareness of the norms of language (awareness of the norm) embodies an intelligent person in language. Intelligent means careful and polite in language.

In this study, the researcher tries to reveal how the Betawi teenagers' attitude responds to the linguistic phenomenon that is currently happening, namely the shifting of the mother tongue by the second language, which then becomes the language used in everyday life. The occurrence has been happening for a long period and will continue to happen. Therefore, increasing awareness of language needs to be done so that the mother tongue is the primary language that can balance everyday language. In that sense, using a second language without forgetting the mother tongue, in the end, these two languages can be used in their proper context.

Factors Affecting Language Attitudes

There are several factors that influence a person's language attitude, including: political factors, ethnic factors, race, prestige, and/or language difficulty level. One example is the use of Javanese in Javanese society. Today, the use of Javanese among Javanese people seems to be less enthusiastic. This is an early sign of a less positive attitude towards the language. Regional languages are sometimes seen as languages that are less flexible and less up to date.

Likewise with the Betawi language, young people today do not really understand their traditional language and are less enthusiastic about using the language since some of them feel that the language is less prestigious and it seems that its users are from the middle to lower class. This is also an indication that they are no longer interested in learning their mother tongue.

A negative attitude will also be seen if a person or group of people do not have an awareness of the importance of the local language to be preserved and used among themselves.

This attitude can be seen in their speech acts. Language is used regardless of the rules that apply in that language. They do not feel the need to use the language with pride.

Language Choice and Language Attitude

Language choice (language choice) is 'a language as a whole' in a communication. The emergence of language selection is caused by the occurrence of language, social, and cultural contacts so that speech groups grow which have the ability to choose the language or language code in certain events, either maintaining the first language or shifting the language to a new language or mixing the first language and a new language. In other words, someone who chooses the language in their communication is actually applying their communicative competence, or is showing their communicative performance. As behavior, language selection is essentially an act or behavior in using the selected language based on the available situation. However, for this study, the term 'language selection' is used practically to refer to communicative performance or language behavior even though language behavior contains a broader range of meanings.

In a multiethnic and multilingual society, presumably no one has only one language code in his repertoire. What often happens, in fact, is that people will always be involved in inter-linguistic or inter-dialect contact. To build social interaction smoothly, people will try to apply social integration skills with the community groups where they live. The level of social (and psychological) integration of a person is assumed to be sufficient to determine whether or not he/she performs social accommodation, including language accommodation. The assumption is based on the reality that a person's laziness in the relationship will largely determine whether or not he is accepted by the other person.

There are three types of language choice: a) Choosing one intra language variation; b) Code switching; and c) Code mixing. Based on these thoughts, language attitudes can be traced through two things, namely through one's loyalty in using a language, and one's views on a language, including the mother tongue. There are also related to the use of language. Giles (1991), for example, identified three patterns of language use: a) The use of ethnic minority languages; b) Bilingual in ethnic languages and dominant languages, and c) Monolingual in dominant languages.

Furthermore, referring to what was stated by Giles et al (1991), it can be ascertained that a member of the community is likely to apply the following language choices: a) Using local/first language (divergent), b) Using regional / first language and national language (convergent) , and

c) Using the national language, Indonesian Indonesian for this case study (convergent). This kind of language selection pattern seems to be an important part of this research.

The choice of language is closely related to how a person perceives a language. Ervin and Trip (1964) identified four main factors that led to language selection, namely: a) Situation and setting, such as time and place, b) Participants in interactions, such as: age, gender, occupation, socioeconomic status, origin, background ethnic background, and its role in relationships with other participants, c) Conversation topics, can be topics regarding work, as well as actual events, and d) The interaction function which is a function of conversation in interactions.

Methods

This research is conducted in Jakarta with the spot in Setu Babakan (the place where mostly the population is Batawi people). The respondents of this study are 50 native Betawi teenagers (23 female and 27 male) aged between 15 – 24 years old. The respondents go to 46% female and 54% male.
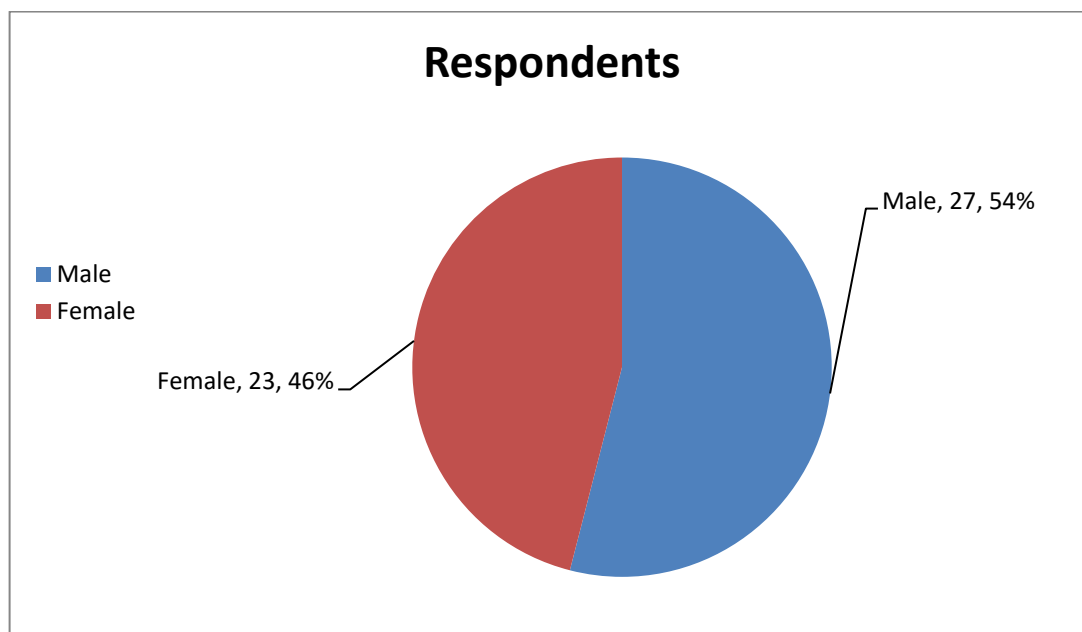
Figure 1. The research respondents of Betawi Teenagers

Each respondents fill out a questionnaire. There are a number of questions that are formulated and asked to measure the respondents' language attitudes. The answers to the questionnaire are grouped into three components as in the following table.

Table 1. Standing Position of the Respondents' Language Attitude

	Components	**Total**
Language attitudes	(A) Positive towards Betawi Language	18
	(B) Negative towards Betawi Language	24
	(C) Neither negative nor positive towards Betawi Language	8

These three components will be described in the section Finding and discussion

Types of Language Attitudes

Types of language attitudes can be classified into two main types, namely positive attitudes and negative attitudes.

a) Positive Attitude. Positive language attitude is an attitude related to behavior that is not contrary to the rules or norms of the language that applies, or there is a sense of pride in a language.

b) Negative Attitude. Negative attitude towards a person when indifferent to the construction and preservation of a language. They become less proud to use their own language as a marker of identity, in fact they feel ashamed to use that language.

Characteristics of Language Attitude

Garvin and Mathiot (in Chaer and Agustina, 2010: 153) formulate three characteristics of language attitudes namely: 1) Characteristics of Positive Language Attitudes. This feature covers a) Language Loyalty. Loyalty of language that encourages the community of a language to defend its language and when necessary to prevent the influence of other languages. 2) Language Pride. Pride of language that encourages people to develop their language and use it as a symbol of identity and unity of society, and 3) Awareness Of The Norm. Awareness of the existence of Language Norms that encourage people to use their language carefully and politely; and is a factor that has a great influence on the act of language use activities. 2) Characteristics of Negative Language Attitude. These characteristics include a) There is no passion or encouragement to

maintain the independence of the language, b) Loyalty to the language begins to weaken, and c) Lack of pride in the language

Findings and Discussion

The research data were obtained by distributing a number of questions in the form of a questionnaire. This study did not differentiate between male and female respondents. Each reason is formulated based on the respondent's response in filling out the questionnaire. Respondents who answered (A) were positive towards Betawi Language are caused by various reasons

Table 2. Reasons for positive towards Betawi Language

No	Reasons	Total
1	As a Betawi, I feel that the Betawi language needs to be preserved and maintained	6
2	I am proud to be a Betawi person and speak the Betawi language.	5
3	Betawi language is an identity for the Betawi people and needs to be used.	3
4	I am very confident in using the Betawi language wherever I interact with fellow Betawi people.	2
5	If the Betawi people do not respect and use the language, then this language will be marginalized.	2
		18

For respondents who answer (B) negative towards Betawi Language due to a number of reasons as seen as follows;

Table 3. Reasons for negative towards Betawi Language

No	Reasons	Total
1	Betawi language is only used in limited circles	8

2	If the Betawi language is less attractive to young people, there is no need to worry.	6
3	Betawi language is only for old people, while for young ones, let them choose another language they like.	5
4	Betawi language does not keep up with modern developments.	3
5	Sometimes I am ashamed to use Betawi among other language speakers.	2
		24

It turns out that there are also a number of respondents who answered (C) neither negative nor positive towards Betawi Language. This response is a real illustration that not all language speakers care with the preservation of their language. The respondent's reasons can be seen in the following table;

Table 4. Reasons for neither negative nor positive towards Betawi Language

No	Reasons	Total
1	I grew up in a family that was not used to using the Betawi language.	3
2	I hang out with people who are not used to using the Betawi language.	2
3	I went to an international school that uses English so that my Betawi language is not working knowledge.	1
4	I do not state my attitude towards the Betawi language.	1
5	I have very little knowledge of Betawi language.	1
		8

Based on the data of this study, the language attitude of Betawi teenagers toward their local language only reached 24, 48% and it is categorized as 'negative'. Compared to the positive ones, it only reached 18 respondents and reached 36%. Another factor is because there are a number of respondents namely 8, 16% are in the position 'neither negative nor positive towards Betawi Language'. By combining the B and C components, the result shows still negative.
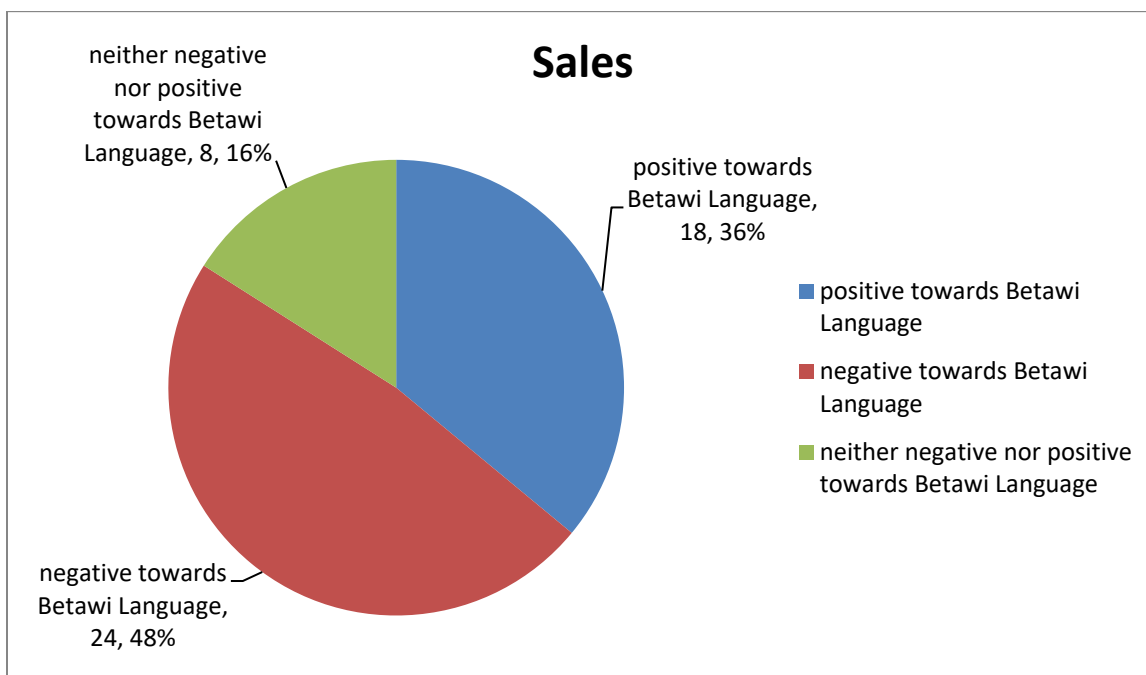
Based on the figure above, it is already clear that (A) positive towards Betawi Language, 18, 36%, (B) negative towards Betawi Language 24, 48%, and (C) neither negative nor positive towards Betawi Language, 24, 48%. The discussions of the components are as follows;

A. Positive towards Betawi Language

There are several reasons why Betawi teenagers have a positive attitude towards Betawi language, among others, it is revealed from their responses; 1) as a Betawi people I feel the Betawi language needs to be maintained and maintained (6), 2) I am proud to be a Betawi person and use the Betawi language (5), 3) Betawi language is an identity for the Betawi people and needs to be used (3), 4) I am very confident in using the Betawi language wherever I interact with fellow Betawi people (2), and 4) if the Betawi people don't respect and use the language, then this language will be marginalized (2)

B. Negative towards Betawi Language

This component is, of course, unexpected where a number of respondents stated negative attitude towards Betawi Language. This is revealed from various reasons such as the following; 1) Betawi language is only used in a limited circle (8), 2) if the Betawi language is less attractive to the young, there is no need to worry about it (6), 3) Betawi language is only for the old, for the young, let him choose another language he likes 5), 4) Betawi language does not follow modern developments (3), and 5) I sometimes feel ashamed of using Betawi among other language speakers (2).

C. Neither negative nor positive towards Betawi Language

Based on the fact, language attitudes are not only divided into positive attitudes and negative attitudes, there are also a number of respondents who can be considered neutral. They are included in the category "neither negative nor positive towards Betawi Language" Their reasons are revealed as follows; 1) I grew up in a family that is not used to using Betawi (3), 2) I hang out with people who are not used to using Betawi (2), 3) I go to an international school that uses English so my Betawi language is not working knowledge (1), 4) I do not state my attitude towards Betawi (1), and 5) I have little knowledge of Betawi (1)

The three components mentioned above show a language attitude condition which is caused by several things:

1) The attitude of Betawi teenagers towards mother language is negative since they do not realize that language is a cultural identity. They are not proud of their mother tongue. Even though they understand this language enough, they do not use it outside the family circle. This attitude is also influenced by the language trend in people outside their community.

2) Due to the influence of multi-ethnic and multi-cultural life, in the wider community, there is a tendency to interact using Indonesian. Apart from that, the use of slang also color their language habits. Betawi teenagers have a good understanding of the Betawi language. Teenagers understand their mother tongue.

3) The role of Betawi parents is very decisive for the decline in language attitudes for teenagers. The use of Betawi language in the home should be maintained. They should be made aware of the importance of maintaining their mother tongue as a wrong indentation so that teenagers feel responsible for maintaining their mother tongue. Betawi language

spoken by native of Betawi teenager speakers is only at certain times and situations. Even they communicate at home, they occasionally use Indonesian.

4) Apart from cultural stakeholders, the government should also play a role in preserving local languages (including Betawi), for example by allowing this language to be studied in elementary schools.

Conclusion

Language is the most dominant cultural aspect in life. As a mean of communication, the language reflects the character of the user. In Indonesian context, a country with a multi-ethnic population, each ethnicity has its own local language. Betawi, for example, is one of the tribes in Indonesia who inhabit Jakarta. The mother tongue of this tribe is Betawi language. Due to the language attitude factor, now Betawi language is starting to be left by its young speakers.

Based on the discussion above, it can be concluded that the language attitude of the respondents' towards Betawi language is 'negative'. Vice versa, they give higher respect to Indonesian language as national language and foreign language such as English. This language attitude is shaped by a number of determinant factors including the language habits of the respondents outside the home environment where Indonesian language and foreign language dominate the active language use, which then affects them when they are inside the house where traditional language is usually uttered by the elder communicators. Meanwhile, a very positive attitude towards the Indonesian language is due to the habitual factors of parents who give freedom to language choices to their children. Moreover, the positive language attitude towards foreign languages such as English is caused by most respondents' perceptions towards it as the language of modern developments.

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The Role of Online Learning During and Post COVID-19:
A Case of Psycho-Social Study

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Abstract

To prevent Coronavirus (COVID-19) pandemic, distance (online) learning has quickly become the acceptable alternative option to classroom learning. This is because distance learning does not only provide a safe learning environment for students during COVID-19, but also effective social learning environment (Beck, 2015). The current study is based on Deci and Ryan's Cognitive Evaluation theory (1985), as it applies to home education and has been found that the whole home learning process is based on a student's intrinsic motivation to learn (Riley, 2016). The primary aim of the study is to examine how two basic psychological needs of competence and relatedness enhance learners' intrinsic motivation to learn at home during COVID-19 pandemic, as pointed out by the Cognitive Evaluation theory (1985). Secondly, it aims to find out to what extent distance learning can replace the classroom learning once the COVID-19 pandemic ends. A quantitative Intrinsic Motivation Inventory (IMI) scale was administrated with 120 undergraduate students to assess the two basic student psychological needs: competence and relatedness. A stimulated recall method was employed through using a videotaped replay where 10 female students' online learning action was recorded. The results indicated that focusing on the two basic learners' psychological needs, competence and relatedness, can significantly enhance leaners' intrinsic motivation. These, in turn, can significantly enhance students to learn during COVID-19. The current study findings provide valuable insights into online learning based on learners' intrinsic motivation.

1. Introduction

Under the Vision 2030 policy document, a completely paper-less school system was envisioned; and in tune with this covenant, all textbooks in 2018 were made available to school students via a digital portal. The administration pro-actively took up the spread of e-learning by establishing e-learning units in universities and institutions of higher education; namely, a National Centre for e-learning, and the launch of capsule programs to fulfil learners' needs (Al-Shehri, 2016). The outbreak of the COVID-19 pandemic on a global scale, however, completely changed the base of learning from school premises to the virtual world. As the ongoing challenge of containing the

spread of the Coronavirus necessitates suspension of contact classes, and the measure has proven to be useful as the millions constituting the student community were effectively removed from the infection chains that the virus characteristically forms. The immediate urgency of 'getting online' triggered by the Covid19 pandemic, added to the burden and workload of university faculty and staff as they had to train and teach their students from home even with all the logistical and technological difficulties. Motivation, which plays a dominant role in student performance in online courses (Stark, 2019), however, can play a significant role in tiding over the extraneous obstacles. In support of this, Deci and Ryan's (1985) Cognitive Evaluation Theory, which applies to home-based education, found that the whole home learning process is based on a student's intrinsic motivation to learn. Moreover, many studies (Artino, 2008; Keller, 2008; Park & Choi, 2009; Luanganggoon, 2020) have pointed out the significance of motivation in online learning. These studies also provide an understanding of psycho-social factors that is required for creating effective online learning environments. The goal of the current study is to explain some of the key aspects relating to learners' intrinsic motivation that may enhance their online learning experience during the COVID-19 phase by focusing on two basic psychological needs; namely, competence and relatedness. This paper, then, in Section 2 sheds light on the online learning and the important role of students' intrinsic motivation in online-learning. In Section 3, the research objectives and methods for the current study are outlined. In Section 4, an overview of the results and the discussion are offered. Finally, Section 5 concludes with a summary shown the key findings of the current study and some suggested implications.

2. Literature Review

2.1 Online Learning

The word online learning has a wide range of interpretations but is frequently used. For the purposes of this study, online learning applies to Internet-mediated learning. In an online learning scenario, students are distant from the teacher, and they use technology for accessing learning materials, to interact with the teacher, and for peer interaction (Khater, El-Nagar, El-Bardini, & El-Rabaie 2020; Al-Ahdal, 2020). Online learning involves different tools, content, pedagogical approaches, roles, corporate systems and means of participation, monitoring and assistance. Online learning will, then, benefit students, specially who face certain practical problems. In reaction to

the Covid 19 pandemic, the accelerated closure of face-to-face classing has presented teachers with a considerable grasp of the distinction between online education and other modes of learning. Hannahan (2020) enunciates that the Covid-19 crisis has been a significant one because it jolted teachers to reflect into the status quo and explore new approaches to imparting quality education. Kim (2020) has linked online learning directly to institutional resilience and academic continuity. Greenhow (2018) states that online learning may even be better than in-person classroom learning provided it is 'done right'. However, there are contradictory studies on the success of online learning as compared to contact classes, particularly for the low achievers (Harrington, 1999); and the concerns with drop-out rates (Boston & Ice, 2011). In the post digital truth, one can argue that, online is no longer a helpful representation of the actual experience of students (Marschall, Cho & Savin, 2020), particularly where Internet-connected devices are used so frequently.

Likewise, Alfallaj (2020) analysed Saudi EFL students' views regarding the positive and negative effects of tech-enabled classes. He used the survey approach with 120 students from two Qassim University affiliates by administering a questionnaire to collect data. The results revealed that students shared a positive opinion for the usage of intelligent devices in EFL learning since they were inseparable from their devices and welcomes the opportunity to use them in the classrooms. In the meantime, they saw how they could efficiently use their smart devices as EFL learning tools, making learning an everyday habit. The findings have consequences for the right incorporation of ICT into language learning. In another study, Al-Ahdal and Alqasham (2020) looked at how EFL learning is greatly enhanced with digital tools and also fosters autonomy as it creates opportunities for individual effort.

2.2 Role of learners' Intrinsic Motivation in Online Learning - Cognitive Evaluation Theory

Studies show that, motivation plays an important role in learning, in general; and in online learning (home/distance learning), in particular (Paris & Turner, 1994). Highly motivated learners are more willing to face challenges in their studies, more actively engaged in the learning process; and thereby gain more enjoyment (Schunk & Usher, 2012). Successful home-learners have long had an association with concepts of independence, self-direction and, perhaps most importantly, intrinsic motivation (Moore, 1989), which has been identified as an essential characteristic of online learners (Shroff, Vogel, Coombes & Lee, 2007). Cai, Reeve, & Robinson (2002) and Cogan (2010) found that, home-educated school-aged students academically outperformed their

classroom-educated peers, attaining both higher test scores and graduation rates. However, several studies identified that, the dropout rates become higher in university level courses delivered online compared with those delivered in class, due to poor motivation, feelings of isolation, and use of complex technology (Artino, 2008; Keller, 2008; Park & Choi, 2009). Therefore, it has been shown from this review that, even though the above studies look at different age levels and contexts, home, or online, learning requires motivation, which leads students to do better than that of classroom learning.

As the current study directly links to motivation, Deci and Ryan's (1985) Cognitive Evaluation theory could be closely pertinent. It is a sub-theory of Self-determination theory (Ryan & Deci, 2000b), which is designed to demonstrate the relationship between two forms of motivation: intrinsic and extrinsic. Intrinsic and extrinsic motivation have been widely investigated and different definitions have been given to distinguish between these two terms (Heckhausen & Rheinberg, 1980; Krapp, 1999; Rheinberg, 2000). However, all these definitions share the view that *intrinsic* comes from *within,* while *extrinsic* comes from *outside* as a motivation type (Heckhausen, 1991). People can be considered as extrinsically motivated if they behave as causes of subject or rewards outside them, whereas a case of intrinsic motivation means feeling self-determined, on other words, as causes of their own behaviour. Intrinsic motivation is defined as attaining innate satisfaction from performing an activity, and applies to students who perform educational tasks with a passion, interest and energy that leads to learning development (Deci & Ryan, 1985; Ryan & Deci, 2000a). Intrinsic motivation is more strongly associated with home education than traditional classroom learning, since the entire home learning process revolves around a student's level of intrinsic motivation; and as Riley (2016) assumed it can be difficult to develop intrinsic motivation in traditional classrooms due to curriculum and time constraints.

Cognitive Evaluation theory focuses on two factors to facilitate students' intrinsic motivation to learn at home, the social and the environmental, by focusing on three basic psychological needs: competence, autonomy, and relatedness. The current study focuses on two of these factors; namely, competence and relatedness, because they are more relevant.

2.2.1 Competence and Relatedness

One of the main psychological needs is competence, which requires positive feelings towards performing activities and successful experiences, because it is related to the concept of challenge.

Competence results in the development of intrinsic motivation when students explore their environment (Ryan &Deci, 2008). As Riley (2016), a sense of competence arises when students feel autonomous in controlling their lives and learning. This also refers to overall feelings of positivity (Deci & Ryan, 1985) fostered in an environment of optimal challenge.

Another psychological need is relatedness, which is related to connectedness, whereby students feel connected to their learning society (Stanley & Plucker, 2008). Riley (2016) notes that it is a feeling wherein learners feel connected or affiliated to their educators and learning environment. Research shows that the more parents and teachers are involved with their students' education the more highly motivated and self-directed the student become (Vallerand, Pelletier, & Koestner, 2008). This connection has the potential to make students more successful both academically and personally, due to its important role in increasing their engagement in the educational setting. Thus, the current study has predicted that, students need to feel positive towards what they do and engaged with their community, during current circumstances and Corona crisis, to become intrinsically motivated learners, which lead ultimately to learning development.

2.3 Research Gap and Significance

The global outbreak of the COVID-19 pandemic necessitated a shift in the education base from classrooms to home computer screens, changing to reality what had so far been a conjecture in academics. Online learning, consequently, was seen as a viable alternative where students could learn effectively as well as be safe. Till the development of this new situation, universities in KSA took a few online classes a week; and those too more in the nature of fun activities than hardcore lesson delivery. But the new online learning initiatives have ushered in a completely technology driven education system. With so many new challenges, the motivation to study is bound to be affected, especially with the complete social isolation of student community not only from their institutions and teachers, but also from their peers. Large scale non-campus education is certainly new to both teachers and students creating a need for further investigations into the role of online learning during and Post COVID-19. There was a need, particularly, to evaluate the factors of competence and relatedness which translate to learners' ability to succeed in learning autonomously and yet feeling the essential connectedness to the teachers and peers. The current study addresses students' needs to feel positive towards what they learned and engaged with their teachers, during Corona crisis, to become intrinsically motivated learners that lead to learn. The

findings of this study are likely to make an important contribution to the existing knowledge by emphasizing the link between positive motivations, students' potential learning, and their educational achievements through distance learning, which may gradually even become a substitute for classroom learning after COVID-19.

3. Research Methodology

3.1 Research Objectives

This study had a three of objectives, centred around a focus of students' intrinsic motivation and online learning during COVID-19. Thus, it sought to answer the following three research questions:

1. How far were the students able to learn via the virtual lectures?
2. How far did the online classes ensure that the learners felt connected to the learning process, their teachers and peers?
3. Can online learning be continued in the post COVID-19 period, given the current learner engagement and motivation?

3.2 Research Instruments

One hundred and twenty students with an equal number of males and females from Qassim University were isolated out of a convenience sample of 160 students in the study: all participants were enrolled for the same major courses at the university. The median age of the respondents was 23.5 years, and they answered a self-report scale over two days. The Intrinsic Motivation Inventory (IMI) scale is a multidimensional measurement device with seven sub-scales to measure participants' enjoyment, perceived competence, effort, usefulness, felt pressure and tension, perceived choice, and relatedness. The IMI scale has been widely used in several studies examining the students' intrinsic motivations (e.g., Ryan, Connell, & Plant, 1990; Ryan, Koestner & Deci, 1991; Deci, Eghrari, Patrick, & Leone, 1994, Ryan &Deci, 2008; Riley, 2016). For the purpose of the current study, the IMI scale used to test the only two basic participants' psychological needs namely competence and relatedness. It consisted of 20 items in all, divided into three main parts as follows: i. personal information and available facility of technology use containing five items; ii. students' competence including six items; iii students' relatedness containing nine items. The scale typically ranges from Very true, True, Somewhat true, to Not at all true (see Appendix A).

Ten of the female participants who also took part in the current study. They were requested to videotape their learning actions across a period of two weeks. These were later analysed by the researcher and the results are stated in this study.

4. Results and Discussion

Table 1: IMI Scale Responses

	Question	True	Not at all true	Very true	Somewhat true
1	I think I am pretty good at my electronic lectures.	24	32	40	24
2	After working on the virtual lessons online for a while, I felt very competent.	29	35	32	24
3	I am satisfied with my performance at my online lectures.	19	41	52	8
4	There were some online lectures that I couldn't do very well.	44	36	24	16
5	I was pretty skilled at my online classes.	16	17	49	38
6	I think I did very well at my online lectures, compared to other students.	21	43	25	31
7	I'd like to have online lectures more often.	16	40	52	12
8	I'd really prefer not to have such online lectures in the future.	11	60	28	21

9	I really don't believe in the efficacy or role of these virtual classes.	20	48	32	20
10	I would likely become attuned and more familiar with these online lectures if we interacted a lot.	38	16	32	34
11	I would like to continue and activate the electronic platforms such as the blackboard and other courses even post the Corona pandemic, God willing.	16	27	51	26
12	I felt really distant to online learning.	16	64	16	24
13	I don't feel like I could adapt to these online lectures.	14	46	40	20
14	I like to attend my online lectures.	8	40	48	24
15	I felt very relaxed while attending such these virtual classes.	20	33	51	16

Figure 1: Representation of Table 1

Fig 1: Representation of survey responses
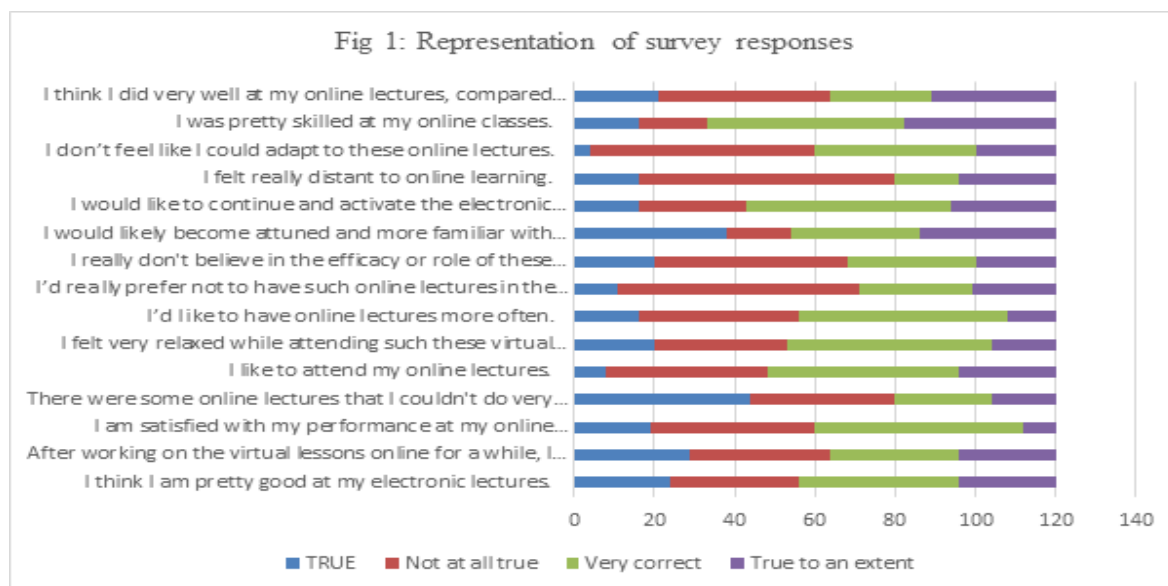
Factor 1: Competence

Scale items 1, 2, 3, 4, 5, and 6 dealt with competence factor. In item 1, the responses are skewed positively on the spectrum, reported being competent with their online lectures and were also satisfied with their input which can significantly enhance their online learning. Only 32 out of 120 (26%) responses reported to the contrary. It seems that this was the result of consistent exposure to online learning as per the response to item 2. An important factor in the intrinsic motivation of the participants is reflected in response to item 3 where as many as 79 or 65.8% reported satisfaction with their performance in online learning. However, that the students are still settling to the new mode of learning is reflected in response to item 4 to which 84 or 70% of the participants reported in the affirmative: That they did not do well in some of the lectures. Responding to item 5, only 17 of the respondents reported dissatisfaction with their skills in online classes, the remaining respondents reported being optimistic about online learning. The 17 negative respondents obtained can be as a result of some technical issues appeared in the online system. As Truzoli, Vigano, Galmozzi & Reed (2019) found, in a study with Italian university students that, a negative relationship existed between Problematic Internet Use (PIU) and motivation to study, as it may cause them to struggle with organization of learning productivity. 77 or 64.1% of the respondents reported feeling competent when they responded to item 6 of the questionnaire, in other words, they reported competence as being achieved in the electronic lectures.

Taking these responses together as contributory to intrinsic motivation, students' satisfaction with their performance points towards their competence with online and electronic lectures. This answers RQ1 about the extent of learning achieved in virtual lessons. Students' perception of their grasp of the content and their satisfaction with the extent of learning that took place shows that the virtual lessons seem to be workable mode of learning.

Factor II: Relatedness

Items 7, 9, 10, 12, 14 and 15 load onto the factor of relatedness of online classes. Participant response is largely positive to this factor, as 80 of them reported liking the online lectures (item 7) and 87 responses, as shown in item 15, reported feeling relaxed during the lectures. This is also reflected in response to item 9 to which 72 or 60% of the participants reported that they believe that online learning is efficacious. Further, 104 or 86.6% look forward to increased interaction opportunities in the future (item 10) while attending online lectures, showing their engagement with the classes that they feel a sense of relatedness and hence, more motivated to learn. Relatedness to the educator is reflected in item 12 where more than half the participants (N=64) reported that they fully disagreed with the statement that they felt distant to the learning process. On the contrary, a number as large as 80 or 68.3% like to attend their online lectures. As in item 14, 80 respondents would like more online lectures as compared to contact classes. In the same study, Yamin (2020) reported that, as many as 40.3% of the learners were satisfied with online learning, as it saved money and time. It may thus be summed up that the factor of relatedness is significantly achieved in the online learning platforms. This answers RQ2 and shows that the students feel connected to the learning process, their teachers, and peers which may lead to enhance their motivation and to be succeed in their online learning.

Factor III: Willingness to continue with online education mode as opposed to contact classes

Items 8, 11, and 13 of the scale concerned with the feedback on how motivated the respondents were to continue with online classes whether during or after the pandemic was past. On the suggestion of continuing with online learning (item 8), there were an equal number of responses at 60 for and against the idea. Further, 93 or 77.5% of the participants would stay with the electronic platforms even post-Covid-19 (item 11) which may be indicated to mean that students seem to be satisfied in online learning. The respondents were heavily disposed not only to

continuation of e-learning, but also recommend continuing using the Blackboard once the pandemic is over. Asked about the adaption with the technology-based education (Item 13), 74 respondents reported for, and 46 against the idea. This answers RQ3 and means that, by a majority, the participants would like the online education mode to continue even after the Covid-19 was passed. This seems to be in consistent with Harris and Martin's study (2012) reported that students are feeling more and more inclined to opt for online courses.

The videotaped online learning experiences of ten of the participants was also analysed by the researcher. In all cases, it was apparent that the students were not well engaged with the lessons and were, for the most part, busy with writing the notes instead of adopting a participative stance. This was especially the case in the lectures that were based largely on textual reading and the students were required to be passive. In online classes that had interactive activities, the students appeared more motivated and were able to relate to the learning process and the teacher. Clearly, the students found themselves in a new situation that placed the responsibility of learning squarely on their shoulders, and it seems that some of the learners are not well prepared to be as autonomous as the online learning experience demands.

5. Conclusion and Implications

The present pandemic can be viewed as a stimulus for educational change to more versatile models and practices, which better respond to today's educational circumstances. Students are aware that, the pandemic has brought about a paradigm shift so far as thinking in education is concerned. They understand the importance of e-learning, but acknowledge that, there are challenges to overcome. The need for high-quality teaching at higher education institutions, driven by successful teaching approaches, is, now, more critical than ever before. As based on Deci and Ryan's (1985) Cognitive Evaluation theory, Competence and relatedness, being the basic psychological needs, can facilitate students' intrinsic motivation. In other words, together, with other factors such as autonomy, may enhance feelings of intrinsic motivation which drives students on to feel engaged with the learning process (Riley, 2016). The findings of the current study are consistent with earlier studies and indicated that during Covid-19 the students were able to learn via the virtual lectures, showing their competent and their engagement with the online classes and hence, more motivated to learn. This finding confirmed previous research (Vallerand, Pelletier, & Koestner, 2008; Riley, 2016).

The findings also confirmed that at least most of the university students were positively inclined towards online learning and would like the online education mode to continue even post Covid-19, perhaps because the changed socio-economic order enforced by the pandemic has enabled them to more fully appreciate the pros of this mode of learning. Therefore, as teachers they should enhance students' competence and relatedness to the learning process, their teachers and peers in order help their students to be more motivated to learn. The results of the current study have established that the university students are prepared and motivated for switch to online learning. Accordingly, it may be recommended that greater resources be divested in development of such online courses even post Covid-19 as they can be an effective solution to support the traditional classes and to promote the educational level. Such these online courses, designed and implemented professionally, can be the key to successful online learning.

5.1 Limitations

The IMI scale used in this study was of the self-report nature, and it was a compulsion due to the closure of universities in the globally pervasive pandemic of the Covid-19. With self-report scale, only linear responses to questions can be obtained, and why, and how the participants selected a certain option to the exclusion of the others, cannot be deduced. Therefore, future studies of this nature may preferably include interviews with participants to gain a better and wider understanding of their responses.

Acknowledgements

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Appendix

Part 1:

Personal Information

   a. **Your email address:**
   b. **Gender:**

        Male – Female

   c. **Age:**

        18-20 years

        21-30 years

        31-40 years

        Over 40 years old

    D- Do you have a personal computer and fast internet connection to attend your e-classes?

        Yes

        NO

        Other details

   C. Can you attend your online classes without being interrupted or disturbed?

        Yes

        NO

        Other details

Part 2:

   a. **I think I am pretty good at my online lectures.**
- Very true
- True
- Somewhat true
- Not at all true

   b. **I think I did very well at my online lectures, compared to other students.**
- Very true
- True
- Somewhat true
- Not at all true

   c. **After working at these virtual lessons for a while, I felt very competent.**

- Very true
- True
- Somewhat true
- Not at all true

d. I am satisfied with my performance at my online lectures.

- Very true
- True
- Somewhat true
- Not at all true

e. I was pretty skilled at my online classes

- Very true
- True
- Somewhat true
- Not at all true

f. There were some online lectures that I couldn't do very well.

- Very true
- True
- Somewhat true
- Not at all true

Part 3:

a. I like to attend my online lectures.

- Very true
- True
- Somewhat true
- Not at all true

b. I felt very relaxed while attending such these virtual classes.

- Very true
- True
- Somewhat true
- Not at all true

c. I'd like to have online lectures more often.

- Very true
- True
- Somewhat true
- Not at all true

d. I'd really prefer not to have such online lectures in the future.

- Very true
- True
- Somewhat true
- Not at all true

e. **I really don't believe in the efficacy or role of these virtual classes.**
- Very true
- True
- Somewhat true
- Not at all true

f. **I would likely become attuned and more familiar with these online lectures if we interacted a lot.**
- Very true
- True
- Somewhat true
- Not at all true

g. **I would like to continue and activate the electronic platforms such as the blackboard and other courses even post the Corona pandemic, God willing.**
- Very true
- True
- Somewhat true
- Not at all true

h. **I felt really distant to online learning.**
- Very true
- True
- Somewhat true
- Not at all true

i. **I don't feel like I could adapt to these online lectures.**
- Very true
- True
- Somewhat true
- Not at all true

Thanks for your participation!

Customization and Validation of a Scale Measuring Second Language Teachers' Motivation for Professionalization

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Abstract

This paper describes the process of customization and validation of scale that measures motivation for professionalization of English language teachers. This paper illustrates a systematic process to assist researchers in adapting, customizing and validating scale. This study presents results of a pilot survey of the five motivational factor scale, aimed to measure English language teachers' motivation to pursue professionalization with the help of HEC trainings. Study adapted and revised original Hildebrandt and Eom model of motivation for professionalization scale (MPS) aimed to measure five motivational dimensions such as improved teaching, financial gain, internal validation, external validation, and collaboration for professionalization. The revised scale contained 43 items whose reliability and validity were established. Self-administrative

questionnaires were distributed among English language teachers of public sector institutions across Sindh for data collection to establish reliability and validity. Cronbach's alpha, corrected item total-correlation and confirmatory factor analysis tests were carried out to validate the scale. The customization and validation process along with results of the study have been discussed in detail in the methods and results section of the paper. The paper concludes by stating the findings of the research.

Keywords: *Customization, Teacher Motivation Scale, Professionalization, Validation, Reliability*

Introduction

In general, a well-established and comprehensive scale to measure second language (L2) teachers' motivation for achieving professionalization is scarce. Very recently, some studies noted that novice researchers hardly go through the process of customizing and validating the available scales to measure comprehensively the underlying research phenomenon Steiner et al. (2020). A vast amount of empirical evidence has been gathered from developed countries especially Western countries (Gentry, Baker, & Lamb, 2016; Anderson, 2018). Against this backdrop, this study tends to illustrate detailed process of customization, and validation of scale. This paper highlights various stages to address such issues when existing scales are inadequate or unavailable. Built on the survey of Hildebrandt & Eom (2011) this study presents step by step process for scale customization, validation and analysis, using examples from researchers' own research project to illustrate the most appropriate methods for designing and revising reliable and valid scales (Sterner et al., 2020). The scale was based on the motivation model and comprises subscale for professionalization. Customization and validation process help researchers improve previous scale by fixing problems with validity and subscale reliability (Saidon, Musa & Shahid, 2019). The focus of this study is on the development of a single scale with multiple items using Likert scales (Cook et al., 1981; Schmitt & Klimoski, 1991). The study, therefore, attempts to customize and test the psychometric properties of an instrument which measures English language teachers' motivation for professionalization.

Despite the fact that motivation has been seen as a major variable causing teachers' pursuit for professionalization, hardly any motivation for professionalization scales exists (Bonnet and Breidbach, 2017; Vu, 2020). Hence, this study intends to investigate what kinds of motivation for

professionalization of teachers are required in the modern, challenging and competitive environment in higher education which leads to students' learning (Landicho, 2020). Since, teachers need to possess professionalization to achieve educational targets and perform the role of instructor properly (Vogt, 2020; Tambunan, Hamied & Sundayana, 2016). However, empirical studies exploring teaching motivation for professionalization are rare. We revised previously validated scale of Hildebrandt & Eom (2011) which was empirically developed on the basis of factors of motivation. The current study, hence, improves on previous scale as it adds a subscale that measures professionalization. Therefore, it provides educational leaders and management with a framework to gain insight into the very crucial issue of language teacher's motivation and achievement of professionalization and in turn make improvements within the educational institutions as they chiefly strive to meet the benchmarks set by the higher education commission (HEC).

Motivation and Professionalization

Armstrong (2009) highlighted significance of employees as only source of higher performance by asserting the need of motivation for greater performance. University teachers are valued as an essential asset for better performance Tang, Wong, Wong, & Cheng, 2018; Tambunan, Hamied, & Sundayana, 2016). Recently, Hildebrandt & Eom (2011) attempted to enhance the importance of teacher's motivation for professionalization. The role of universities' management is to motivate teachers to achieve organization's targets (Zlate and Cucui, 2015). Pearson & Hall (1993) observed that highly professionalized teachers show job satisfaction, reduced work stress and high self-esteem. Authors also identified that such teachers bring about change in their students' learning. Similarly, Eraut (1994) and Weingarten (2019) suggested that teachers' professionalism causes knowledge creation and dissemination. Authors also observed that professionally developed teachers are competitive advantage of the university which can be further utilized for skills and capacity building training programs. Previous research also described that professionally better teachers have expertized in developing curriculum, pedagogical skills and assessment techniques to guide tertiary educational settings and enhance students' learning outcomes (Jumardin et al., 2014; Wronowski, 2018).

On the contrary, Zhao (2008: 183) noted that teachers' motivation is one of the most often overlooked areas of SLT. Besides, in many developing countries, teachers' motivation crisis is a threat to education and professionalizing teaching (Torres-Rocha, 2019; Wyatt, 2013). Language teachers' motivation is one of the serious concerns for the educational reformers and universities have been facing challenges to remain competitive (Stone, Schwarz, Quirk, Sarkin, & Qualters, 1999; Xiao, 2013; Alfallaj 2020). However, teachers' motivation, in recent time, has started picking up the interest of researchers in the second language teaching literature (Dörnyei & Ushioda, 2009; Guilloteaux & Dörnyei, 2008; Dörnyei, 2013; Al-Ahdal, 2020c).Teachers' professionalization is main factor that greatly contributes to students' competence and capability (Melekhina, & Ivleva, 2020; Demirkasimoglu, 2010). Teachers' professionalization and career growth depend on how he/she is motivated (Lan & Lam, 2020; Dörnyei & Ushioda, 2009). Though, there is large number of research available on the subject of second language teaching at university level, however, limited attention has been paid to develop a comprehensive instrument to measure second language teachers' motivation for professionalization (Kurowski, 2018; Landicho, 2020; Al-Ahdal, 2020A; Al-Ahdal, 2020b). Hildebrandt & Eom (2011) contributed a scale to measure L2 teachers' motivation for professionalization. However, there are a number of delimitations of the findings. Since scale was developed and tested in US educational institutions with MB certified teachers. As a result, findings lack in generalization for developing countries such as Pakistan. Scale also contained a limited number of items that adequately measure the construct of professionalization separately. Consequently, this study extended the scale developed by Hildebrandt & Eom (2011) by adding about nine indicator items that measure professionalization of L2 teachers.

Research Method

Sample and Data Collection Procedure

Since current research is aimed to develop a valid and reliable instrument to measure not just motivation but also professionalization of English language teachers, therefore, population of the study constitutes English language teaching faculty working in the public sector universities and postgraduate colleges of Sindh province. For pilot study 120 self-administered questionnaires were distributed among the English language teaching staff of institutions including; University of

Sindh Jamshoro (UoSJ), Mehran University of Engineering & Technology (MUET), Sindh Agriculture University Tando Jam (SAU), Quad-e-Awam University of Engineering & Technology (QUEST), Nawabshah, Shah Abdul Latif University Khairpur (SALU), IBA Sukkur, Govt: Boys College, Karimori, Govt: Girls College Zubeda and Nazrat College, Hyderabad. A total of seventy-six questionnaires were returned. Seventy-two questionnaires with response rate of 86.4 were used for data analysis.

Procedure of Customization of Scale

In order to customize and validate existing scale, five-stage procedure was adopted (De Vaus, 1990).

Stage 1: Establishing Validity

In the first stage, researchers attempted to establish content validity. Hair et al. (2006) noted that content validity is a qualitative evaluation of the association between items and constructs which is supposed to be rated by experts, judges, and pre-tests with multiple sub-population. Research student discussed the items and corresponding constructs with two of the supervisors and three experts in the relevant field. After detailed discussion and revision, items for each construct were finalized for piloting. For establishing the content validity, researchers adapted the model from Hildebrandt & Eom (2011) and received opinion about the items from the experts in the field of motivation and professionalization. To ensure content validity, the instrument was subjected to rigorous validation process by 2 experts before being pilot tested. Some moderation in wording and adding of some more items were suggested by the experts which were incorporated before the pilot study.

Stage 2: Contextualizing and re-wording of the items

We revised the motivation for professionalization scale (MPS) in order to solve the following issues with its previous version and with other domain scales based on Hildebrandt & Eom (2011) model. The previous version of the MPS tried to solve some issues with existing measures of

motivation for professionalization that were obvious in that research context. The phrases revised for the respondents of the current study to better comprehend the idea and accurately reply to the statement (table 1). Following table presents some of new original and revised items.

Table 1   **Original and revised items in MPS**

Construct	Original Item	Revised/Contextualized	Need of Revision
Effective Teaching Motivation	I thought that NB certification would help me avoid becoming stagnant	I believe that HEC training helps me keep going.	The item's rewording was done to contextualize the scale so it could better be understood by the current study participants. Thus, contextualization of the items was done to suit the current study context.
External Validation Motivation	My voice wasn't being heard	I feel my input in academic matters is not heard.	
	NB certification would help me have positive influence in the policy arena	I believe HEC training enables me to contribute to day-to-day decision-making regarding teaching and curriculum development in the department/institute.	
	The fact that NB teachers are sought after prompted me to seek NB certification	I believe HEC trained teachers are more demanded.	

Stage 3: Item selecting and developing new items

The scale adapted from Hildebrandt & Eom (2011) only contained 24 of the items for five motivational factors. We revisited and revised them individually. We added 10 more items from other studies which were suitable for our study context (Politt & Beck, 2016; Sterner et al., 2020). The borrowed and moderated items include: for construct of Financial Gain, the existing study had 3 items in total, as per suggestions from experts, two items were borrowed from other studies, such as; (i) Financial gain engages people to be task-oriented in learning and sharing (Kohn, 1988: p.83), (ii) Financial gain may reduce job dissatisfaction at work (Herzberg, 1968). For construct of Collaboration Motivation, there were 3 items in the previous study, 4 more items were added which include: (i) HEC training enables me to care about the people I work with, (ii) HEC training allows me to demonstrate respect and concern for everyone I interact with, (iii) I want the people I work with to win, not just myself, and (iv) There is support from my organization for teamwork. Similarly, for another construct i.e. Internal Validation Motivation, the original study had just 2

items, therefore, the researchers dropped one item, that was validation of myself as a teacher was a central part of my decision to pursue NB certification and added 4 other items, such as (i) HEC training increases my self-confidence, (ii) HEC training enhances my sense of pride as a teacher, (iii) The tasks that I do at work are themselves representing a driving force, (iv) My job is so interesting that it is a motivation in itself, (v) I consider my job/teaching is meaningful. In order to measure professionalization as an outcome variable, which was not measured in the adapted MPS scale, we reviewed literature and borrowed 9 items. The sample items read like, (i) Teacher should exert every effort to provide a professional service; to raise professional standards, (ii) Teacher should share responsibility of improving the learning environment, (iii) Teacher should cooperate with colleagues in the interests of students, (iv) Teacher should show concern for community building and participate in community activities, and (v) Teacher should work with professional bodies (i.e. Curriculum Development Committees, HEC, Board of Studies Meetings, member on boards of NGOs, etc.) for better education. We developed professionalization items which focus on various relevant dimensions of professional conduct which were considered important in the job context. Finally, we called on the help of experts in the field of motivation and professionalization who checked and revised items to suit the context and perception of participants.

Results and Discussion

Demographic details

Table 2 exhibits demographic details of the participants in the pilot study. We tried our level best to maintain gender balance in terms of proportional representation in tertiary public sector institutions which is depicted as 61 and 39 percent for male and female respectively. Similar trend persists in marital status as well. A majority of the participants in the study ranges between the middle age group of 30 to 39 with corresponding percentage of 43.1. Over 60 percent of the respondents' education was MA. However, 22 percent were having MS/MPhil and 16 percent were PhDs. Table 2 also shows information about participants' experience and position in the organization which were important variables for assessing motivation for professionalization in higher education institutions in public sector.

Table 2   Demographic information of participants

Variable	Categories	Frequency	Percentage
Gender	Male	44	61.1
	Female	28	38.9
Marital Status	Married	46	63.9
	Single	26	36.1
Age Group	20-29	19	26.4
	30-39	31	43.1
	40-49	14	19.4
	50-59	8	11.1
Education	MA	44	61.1
	MS/MPhil	16	22.2
	PhD	12	16.7
Experience	Less than 1 year	2	2,8
	2 to 5 year	22	30.6
	6 to 10 year	21	29.2
	11 to 15 year	5	6.9
	16 to 20 year	12	16.7
	21 to 25 year	5	6.9
	26 or above	5	6.9
Occupation	Professor	8	11.1
	Associate Professor	4	5.6
	Assistant Professor	18	25.0
	Lecturer	37	51.4
	Teaching Assistant	5	6.9
Institution Affiliation	Sindh University	10	13.9
	MUET Jamshoro	6	8.3
	QUEST, Nawabshah	8	11.1
	SAU Tandojam	8	11.1
	SALU, Khai'rpur Mirs	10	13.9
	IBA, Sukkur	6	8.3
	GB College Karimori	10	13.9
	GGC Nazrat	5	6.9
	GGC Zubaida	9	12.5

Descriptive Statistics

Reliability of the revised scale

Following table 3 presents overall reliability of revised-MPS with 43-items estimated to be .906 which is an excellent score. Further, for each individual construct, the Cronbach's alpha scores are

very good (table 3). This suggests overall instrument is reliable as it supports internal consistency of responses across the survey, hence, can be utilized in the final data collection.

Table 3   Construct-wise Alpha Reliability

Construct-wise reliability	Construct code	Number of items in the construct	Cronbach's alpha
Improved Teaching Motivation	ITM	6	.631
External Validation Motivation	EVM	10	.733
Financial Motivation	FM	5	.805
Collaboration Motivation	CM	7	.824
Internal Validation Motivation	IVM	6	.820
Professionalization	Prof	9	.710
Total number of items in the revised-MPS		43	

Table 4 reveals various scores of data purification. Data purification is second most significant stage after Cronbach's alpha. This gives us details of item-wise mean, standard deviation and corrected item-total correlation scores. These measures help filter various items if they do not load adequately against their threshold scores such as mean score should be equal or above 3.5 for 7-point Likert scale which is applied in this study. Likewise, for corrected item-total correlation minimum acceptable score is .19 or above. Any item falls below thresholds should be eliminated or given appropriate attention to be revised.   In table 4, of 43 items for various constructs only six items EVM4 -.190, EVM6 .152, FM5 .177, IVM4 .094, PROF7 .096 and PROF9 .178 fall below the said threshold levels of mean and corrected item-total correlation. As a result, these items either be removed from the instrument or be given adequate attention and must be modified before final data collection.

Table 4   Consolidated Data Purification

Variable	Variable Code	N	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Improved Teaching Motivation	ITM1	72	5.13	1.519	.456	.903
	ITM2	72	5.79	1.373	.267	.905
	ITM3	72	5.56	1.099	.506	.903
	ITM4	72	5.54	1.363	.363	.904
	ITM5	72	5.32	1.320	.297	.905
	ITM6	72	5.01	1.732	.477	.903

External Validation Motivation	EVM1	72	5.19	1.580	.680	.900
	EVM2	72	5.36	1.335	.541	.902
	EVM3	72	5.42	1.563	.527	.902
	EVM4	72	4.08	1.897	-.190	.913
	EVM5	72	5.39	1.439	.607	.901
	EVM6	72	5.29	1.378	.152	.906
	EVM7	72	5.54	1.244	.584	.902
	EVM8	72	5.06	1.383	.536	.902
	EVM9	72	5.42	1.230	.386	.904
	EVM10	72	5.13	1.510	.550	.902
Financial Motivation	FM1	72	3.53	1.854	.302	.905
	FM2	72	4.90	1.729	.612	.901
	FM3	72	3.93	1.886	.264	.906
	FM4	72	5.54	1.363	.360	.904
	FM5	72	5.14	1.771	.177	.907
Collaboration Motivation	CM1	72	5.01	1.379	.349	.904
	CM2	72	5.25	1.340	.477	.903
	CM3	72	5.17	1.404	.616	.901
	CM4	72	5.11	1.251	.542	.902
	CM5	72	5.36	1.303	.332	.904
	CM6	72	5.75	1.219	.310	.905
	CM7	72	4.92	1.668	.381	.904
Internal Validation Motivation	IVM1	72	5.10	1.512	.562	.901
	IVM2	72	5.82	1.357	.678	.900
	IVM3	72	5.15	1.624	.594	.901
	IVM4	72	5.46	1.125	.094	.907
	IVM5	72	5.32	1.608	.424	.903
	IVM6	72	6.32	1.124	.324	.904
Professionalisation of Teachers	Prof1	72	5.01	1.379	.349	.904
	Prof2	72	5.54	1.363	.360	.904
	Prof3	72	5.25	1.340	.477	.903
	Prof4	72	5.17	1.404	.616	.901
	Prof5	72	5.82	1.357	.678	.900
	Prof6	72	5.15	1.624	.594	.901
	Prof7	72	5.46	1.125	.096	.907
	Prof8	72	5.54	1.363	.360	.904
	Prof9	72	5.14	1.771	.178	.907

Exploratory and confirmatory factor analyses were performed to validate the scale. Tabachnick, Fidell & Ullman (2016) advised that EFA is a basic test to the construct validity of the scale. EFA

measured factorability by assessing polychoric correlation (James, 2014). Streiner, Norman & Cairney (2015) provided threshold values of factorability by assuming that if item total correlations value is higher than >.30 it measures adequately and contributes to the construct. And, the threshold value for Kaiser-Meyer-Olkin (KMO) should be >0.6 and Bartlett's test of sphericity (Whittaker, 2016). Construct validity, item reduction and underlying dimensions between the measured variables and the latent construct were assessed using EFA with ordinary least squares (Tabachnick, Fidell & Ullman, 2016; Gaskin & Happell, 2014). As we expected some correlation between factors, oblique rotation was used (Osborne, Costello & Kellow, 2008). Scree plot, parallel analysis, Eigenvalue >1 tests were used as guideline to retain number of factors in the model. We maintained that there should be at least three items in each construct. Items were deleted if there were factor loadings <.32 or cross-loading (i.e. discrimination between factors) <.20 (Tabachnick, Fidell & Ullman, 2016; Gaskin & Happell, 2014; Osborne, Costello & Kellow, 2008). Exploratory factor analysis revealed that teachers' motivation for professionalization scale have 5 factors with explained variance illustrated in the table 5. Confirmatory factor analysis also revealed all factors emerge as single factor in their respective constructs with acceptable indices. Composite motivation for professionalization scale Cronbach's alpha reliability coefficient was also adequate. As a result, all of these findings suggest that teachers' motivation for professionalization scale with 43 item-statements appropriately measure teachers' perception about motivation for professionalization of public sector higher education institutions.

Conclusion

The aim of the present research was to revise and validate the motivation for professionalization Scale for English language teachers. This aim reflects current needs to conduct cross-cultural studies to test the present model, as a response to the existing competition and globalization. In the area of teachers' motivation for professionalization, there have been calls for research to customize and validate scales, as many motivation theories have not been carefully validated cross-culturally. The current research has several strengths, including a careful revision and selection of the items into a motivation for professionalization scale. Validity and reliability analyses too support the validation of the revised scale. Besides, the research provides a psychometric scale to measure motivation for professionalization. Since there is limited empirical evidence available on context-adapted and context-specific validated data collection instrument on measuring L2

teachers' motivation for professionalization, this study presents a validated instrument which is a major contribution to the knowledge gap. Hence, this study contributes in ongoing debate on methodological rigour to investigate L2 teachers' motivation in developing countries.

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Appendix

Combined Alpha, Mean and CFA Scores

Constructs	No. of Items	Cronbach alpha	Mean	CFA No. of Factors	KMO	Bartlett's test Sphericity	Variance Explained
Improved Teaching motivation	6	0.631	5.468	1	0.391	0.000	33.436%
External validation motivation	10	0.710	2.917	1	0.727	0.000	37.961%
Financial motivation	5	0.805	3.144	1	0.692	0.000	43.310%
Collaboration motivation	7	0.824	2.897	1	0.692	0.000	37.010%
Internal validation motivation	6	0.82	2.888	1	0.538	0.000	32.269%
Professionalization of Teachers	9	0.71	3.659	1	0.681	0.000	32.1039%

Academic Freedom of Saudi University Teaching Staffers:
Perspectives and Practices

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Abstract

Various definitions of academic freedom have been put forward. For many people, this concept can have several meanings. Outside the university context there is some suspicion around the idea of academic freedom, which is seldom understood even by academics. Nevertheless, to promote the growth and dissemination of knowledge the concept of "academic freedom" needs to be broadened and widely embraced. The present study assessed the practice of academic freedom in Imam Abdulrahman Bin Faisal University. The study used a quantitative descriptive research design and applied an evaluative survey to a sample of 154 participants randomly selected from a population of 256 faculty members. The data was generated through an online survey. The study findings showed that faculty members are uncertain about their academic rights and are confused about the extent to which a moderate form of academic freedom might serve their cause. This state of confusion can often impede the smooth running of university administration. Overall, the female members of faculty believe they have greater academic freedoms than their male counterparts. When compared with older staff members, the findings revealed that younger professors and

instructors and those in lower ranks had a greater awareness of their academic rights. The results of this study have implications for higher educational institutions in Saudi Arabia.

Keywords: *Academic Freedom, Practice, Knowledge, Higher Education*

Introduction

In democratic societies, universities are unique institutions tasked with conducting original research and producing knowledge that is critical to the education of students and the enlightenment of wider society. Universities provide both staff and students with a basis from which to broaden and disseminate knowledge. They act as educational contexts for the discussion of major social, economic, and political issues. Academic freedom is the main legitimizing concept of the university which denotes that these institutions should not be susceptible to powers outside themselves (Cox, 2020; Nongxa, 2020). Autonomy and academic freedom are widely recognized as central to the optimization of university activities in the majority of Arab countries It is acknowledged that a degree of institutional autonomy is essential to achieving the historic role of Arab universities, which is to fulfil their obligations to various stakeholders, including governments.

Academic life relies on the concept and practice of academic freedom (Hedgecoe, 2016; Sultana, 2018; Al-Ahdal, 2014). The rights of teachers and academicians are predicated on the practice of intellectual freedom within the community. This is a significant aspect of the traditional university, where both students and professors are partners in the pursuit of knowledge that is the outcome of rigorous scholarly inquiry. Intellectual freedom is viewed only as a by-product of the defense of intellectual rights. Staff and students should be free to engage in critical thinking and reasoned debate around various ideas and explanations. Sultana's central argument is that such intellectual freedoms will produce knowledge that ultimately benefits the whole of society and promotes democracy (Sultana, 2018). The argument for equality of the faculty has therefore hardly been addressed adequately (Al-Ahdal, 2020).

Academic freedom provides the necessary preconditions for growth. Arab educational institutions have an economic responsibility to promote growth, encourage innovation and facilitate productivity. This study has explored the practice of academic freedom amongst the faculty members of Imam Abdulrahman Bin Faisal University, particularly from the viewpoint of

professors and lecturers. The findings of this study will be of interest to the general authorities, the Saudi Ministry of Higher Education, decision makers, and senior officials in Imam Abdulrahman Bin Faisal University. The following section seeks to address the necessity of university independence in general terms.

Review of Literature

A fixed definition of academic freedom is difficult to conceive as a single interpretation cannot encompass the many nuances of the concept nor the various ways in which it is reasonably applied. Some scientists and researchers define academic freedom as the right of students to enjoy freedom of expression as well as to practice social and political rights. Whereas other scholars and thinkers prefer to define the concept more narrowly as the right of students to express their own ideas and views and to determine their own area of studies. For most Western philosophers and writers, a healthy environment needs to be provided to encourage students to exercise their rights. These rights, it must be made clear, often crystallize in granting the students a space to express their individuality: to speak their minds, to write bravely, to express their opinions, and to respect different points of view. Al Qarni (2009) clarified that the issue of university and higher education rights is both an old and a modern concern, as it is one of the traditions that universities around the world have upheld down the ages. This tradition ensures that in the classroom environment, the definition of intellectual freedom and its content need not be discussed to guarantee complete institutional and financial equity in universities. Each faculty member can read, share thoughts, and make crucial intellectual decisions.

In the context of the Arab world, a report by Alburjus (2013) aimed to reveal the reality of academic freedom at the university level in Saudi Arabia and to establish what structural requirements would facilitate academic freedoms therein. The researcher used a descriptive analytical approach. The sample consisted of 550 students. The study suggested that there is a modest degree of academic freedom in Saudi Arabia. The research variables are attributed to the lack of statistically relevant inequalities in university-level experiences of academic freedom in the Kingdom. Moreover, a thesis by Al Burjis (2013) aimed to clarify what constitutes academic freedom in Saudi Arabian universities from the professorial viewpoint and to establish a university-level basis for facilitating academic freedom. In a different Arab context, Ennab (2014) attempts to reveal the idea of academic freedom among faculty members in three universities in

northern Jordan. This study showed the influence of a series of medium variables on intellectual freedoms. The study applied a descriptive-empirical method with 288 faculty members participating in the research. The analysis indicated that participants embraced the idea of medium-term intellectual equality, the presence of statistically significant gender disparities and the desires of male faculty members, and the substantive equalization of statistically significant differences allocated to an institution.

Beyond the Arab world, Taiwo (2012) explored the importance, materiality, and impediments to academic freedom and the reputation of higher education institutions in Nigeria. This research approach relied on previous experiments. The results indicated that intellectual freedom was not limited to higher education laws in Nigeria but was drawn from other regulations requiring nominal oversight by state universities. The relationship between political freedom and philosophy of speech in the United States was analyzed by Boland (2005). Throughout the study, the researcher used a formal interview protocol and discussed many topics related to intellectual freedom, the commitment to free expression, and their educational examination. The study concluded that international intervention in educational institutions has recently increased, as academic freedom in political circumstances is weakened.

Previous studies have indicated that academic freedom continues to be an important subject in universities (Al-Ahdal & Al-Awaid, 2014). These works highlight the crucial significance of this analysis which aims to build on the various methodological similarities. However, our goals were different from those researchers. In terms of information, data, research tools, as well as analysis procedures, their methodology was conducted through an online survey. Many of them relied on a questionnaire and interviews to accomplish the objectives of their studies. As will be discussed in greater detail below, the current investigation is essentially an analysis which covers a larger area of relevant scholarship.

Research Questions

Both inside and outside the scientific debates in Saudi Arabia, academic freedom was, and continues to be, a top priority. However, the autonomy of the university is rarely discussed and has received insufficient attention. Studies conducted in Saudi-based universities help to address this research gap by examining and exploring all aspects of academic freedom in the existing literature. Freedom of expression, freedom of choice regarding subject area, and freedom of

research are the principal aspects covered by the present study. The extent to which these three aspects of academic freedom are practiced must, therefore, be determined in Saudi universities. The following research questions were formulated in order to achieve the objectives of the study: (1) What is the level of academic freedom practiced by Saudi faculty?; (2) Are there significant differences in the levels of academic freedom practiced by faculty members when grouped according to their gender, college, and field of specialization?; (3) What recommendations can be offered to improve the level of academic freedom amongst faculty members?

Methodology

Research Design

The study used a descriptive research design and applied an evaluative survey. This approach was selected because it is helpful in describing the properties of a large population. A considerably large sample of participants can be selected, which means that even when the analysis involves several variables, the results become statistically significant.

Participants

The faculty of instruction at Imam Abdulrahman Bin Faisal University, Saudi Arabia, comprises 256 members. A Raosoft sample size calculator was used with 5% margin of error, 95% level of confidence, and 50% response distribution. The sample size of 154 participants was computed. The sampling characteristics of the participants are illustrated in Table 1 and Figure 1 below

Table 1. Sampling Profile

Profile Variables	Categorical Variables	Frequency (N=154)	Percentage
Age	21-30	14	9
	31-40	76	49
	41-50	24	16

	51-60	34	22
	61 above	6	4
Gender	Male	58	38
	Female	96	62
Faculty Rank	Lecturers and Instructors	98	64
	Assistant and Associate Professor	56	36
Total		154	100%
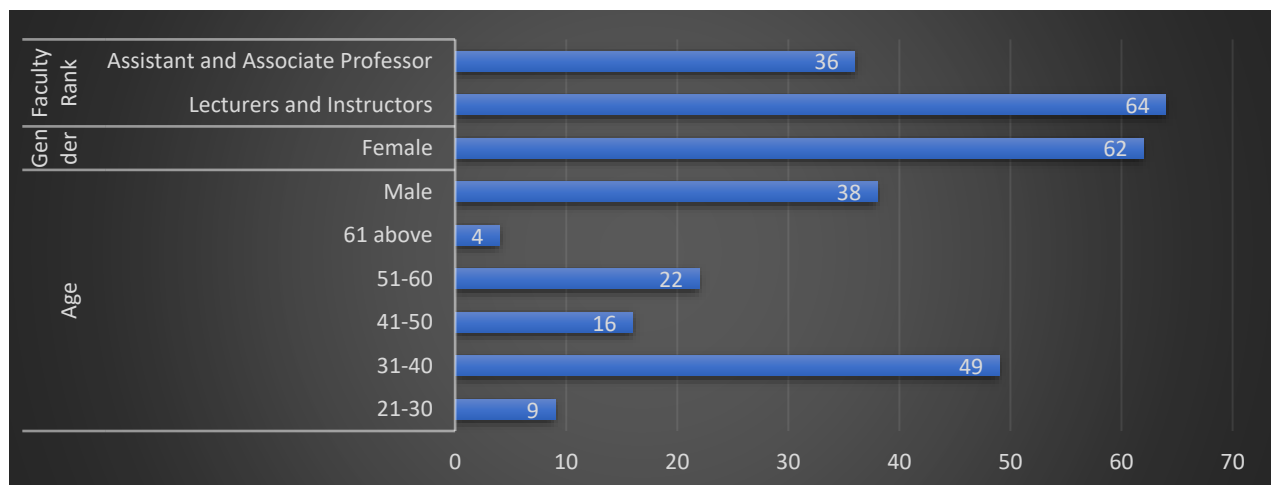
Figure 1. Sampling Procedure

Research Tool

The researcher developed a questionnaire as the primary data gathering tool alongside a detailed literature review. The questionnaire was divided into two parts. Section One required demographic information about Saudi university professors and lecturers. In Section Two, there were 28 closed items in four fields. Those statements were ranked from 1 – 5 on the Likert scale (with 5 indicating large discrepancies). The questionnaire was distributed to a total of 154 university teachers. The questions addressed Saudi Arabia educational frameworks, curricula, instruction, and assessment and review. The goal was to check the accuracy, domain value, and overall object size. After a thorough discussion with each of the faculty members certain items

were changed or removed. The final version consisted of 40 items spread across the four realms. Aside from the research group, the feasibility of the system was tested by having a minimum of 50 university students in the pilot test. The coefficient of association between domains was also calculated. The Pearson correlation coefficients ranged from 0.71 to 0.82. All (α=0.05) coefficients were significant. Fifty Saudi students assessed the performance of the current questionnaire. The Cronbach alpha value was 0.91. In all fields and across the board, reliability was good.

Data Analysis

After gaining approval from Imam Abdulrahman Bin Faisal University, the researcher distributed the online questionnaire to professors in Saudi Arabia. Descriptive measures such as mean and standard deviations were used to explain the data. The T-test was used to assess whether statistically important variations in the total number of students in a sample are statistically significant ($\alpha = -0.05$) or not. To explain the outcomes of the current analysis, such cutoff points were required to evaluate the cumulative performance of participants. The response scale for each object ranged from 1 to 5 to define these cutoff points as follows: Very High Extent (4.20-5.00); High Extent (3.40-4.19); Moderate Extent (2.60-3.39); Low Extent (1.80-2.59); Not at (1.00-1.79)

Results and Discussion

Information from the questionnaire was also used to answer the research questions and evaluated using an SPSS educational program package. The research questions were as follows:

Research Question 1. What is the level of academic freedom practiced by Saudi faculty?

The averages and the standard deviations for the cumulative outcomes of each region were measured and listed by their mean values to answer the first research question. The findings of the first study problem are shown in Table 2 and in Figure 2.

Table 2. Level of academic freedom practiced by Saudi faculty

Domain	Mean (N=154)	SD	Interpretation	Rank
Freedom to select the	3.27	0.14	Moderate	3

strategies of teaching				
Freedom to make decisions	3.19	0.24	Moderate	4
Freedom to do research	3.43	0.32	High Extent	1
Freedom of speech and expression	3.28	0.21	Moderate	2
Grand Mean	3.29	0.22	Moderate	

Legend: Very High Extent (4.20-5.00); High Extent ⁽3.40-4.19); Moderate Extent (2.60-3.39); Low Extent (1.80-2.59); Not at (1.00-1.79)
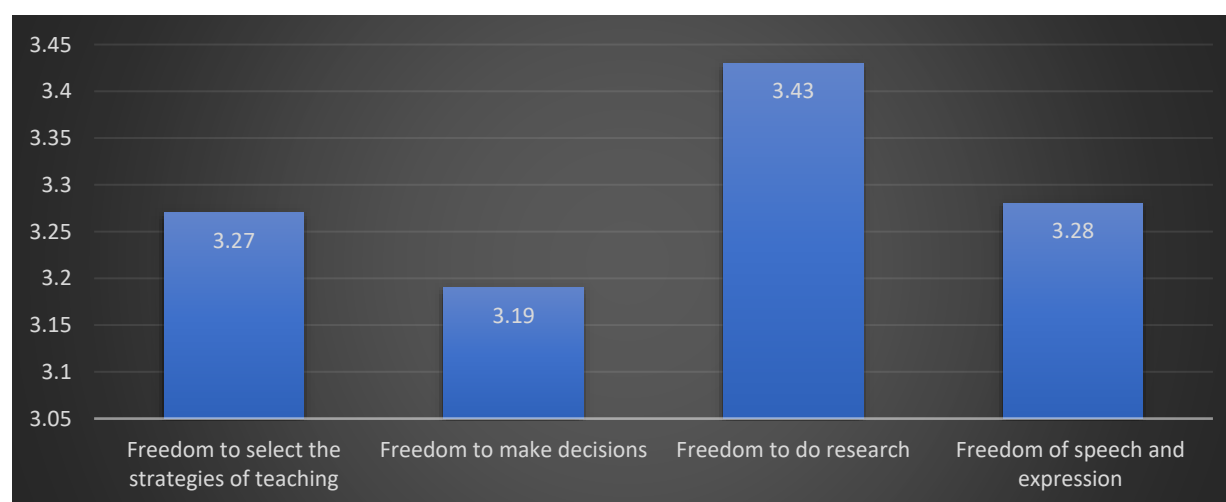
Figure 2.   Level of academic freedom practiced by Saudi faculty

Table 2 shows the level of academic freedom practiced among the faculty as moderate. The total score across the four domains is generally moderate; however, the freedom to conduct research obtained the highest domain mean (3.43, sd=0.32). This result indicates that faculty members have a high degree of freedom when conducting research. By contrast, across the other three domains the faculty members assessed their levels of freedom as moderate. The results were as follows: selecting teaching strategies (3.27, sd= 0.14), exercising freedom of speech and expression (3.28, sd=0.21), and enjoying the freedom to make decisions (3.19, sd=0.24). Table 2

and Figure 2 reveal that the level of academic freedom amongst the faculty at Imam Abdulrahman Bin Faisal University is at a moderate or developing stage. This finding indicates that the university has not yet granted complete academic freedom to its faculty members. Hence, professors are not fully autonomous in their academic decision-making. Another interesting factor to note is that whilst they are given a high degree of freedom when conducting research, this freedom does not extend to purposely disclosing the findings of their investigations to the University's administration. Whilst the University supports its teaching staff to engage freely in research, there is a simultaneous requirement to address the internationalization and quality initiatives of higher education institutions to generate the knowledge necessary for accreditation and quality assurance. On the one hand, this finding is consistent with previously-conducted research which revealed most Saudi universities as having a moderate degree of academic freedom among their faculty members: a finding attributed to the Islamic culture of the people (Alamri, 2011; Al Hila, et al, 2017). On the other hand, this result confirms other research which showed that faculty members are still in danger of talking openly in academia and that the freedom of university faculty members throughout the Arab world is limited on several counts (Alkhazim, 2003; Aldhafiri & Alazmi, 2013; Salaita, 2015). Hence, the level of academic freedom identified in this study should be taken as an indication that the University needs to expand the level of autonomy that is currently granted to its faculty.

Research Question 2. Is there a significant difference in the level of academic freedom of the faculty members when grouped according to their gender, college, and field of specialization?

Table 3. Test of Difference on the Extent of Academic Freedom when grouped according to Profile Variables

	Freedom to select the field and strategies of teaching	**Freedom to make decisions**	**Freedom to do research**	**Freedom of speech and expression**

Sex	0.018*	0.014*	0.016*	0.014*
Age	0.03*	0.054*	0.001*	0.08*
Faculty Rank	0.03*	0.05*	0.01*	0.00*

*Note: * p < 0.05; ** p < 0.01; *** p < 0.00*

ns= not significant

Across the four areas and for the general scale due to sex, the mean and standard deviation were used to answer the second research question. A T-test and ANOVA were used, as shown in Table 3. The findings show that academic freedom is statistically significant when sex or gender is taken as a variable in each of the four areas of academic freedom: freedom to select the teaching strategies (p=0.018*), freedom to make decisions (p=0.014*), freedom to do research (p=0.016*), and freedom of speech and expression (p=0.014*). The t-test showed that female faculty members believe they have greater academic freedoms than their male counterparts. In other words, female professors enjoy more intellectual rights when compared with male professors (Corlett & Brillon, 2020; Ruan, 2020; Wight, 2020). This could indicate that men in Arab universities are more audacious than women who are more sensitive to rights-related problems (Martin, 2020; Karimullah, 2020). It may also be that, although undertaken in the same institutions, the research topics did not address the same issues. Although people in Arab Muslim cultures are brave and willing to defend their rights, women are subject to specific restrictions on their freedoms and equality rights. It should be noted that these restrictions on women are not drawn from Islam itself; they derive from the cultural practices of local societies in Arab communities. This finding coincides with other research that did not reveal a gender difference in academic freedom (Said, 1994; Zeleza, 2003; Altbach, 2007; Salaita, 2008; Aldhafiri, & Alazmi, 2013; Austin et al., 2014; Zain-Al-Dien, 2016).

The ANOVA findings also revealed that the degree of intellectual freedom varies considerably when clustered according to age. The results of the post hoc Tukey test showed that faculty members in the older group (41-50, 51-60, and above 60 years old) had lower levels of academic freedom when compared with those in the younger group (21-30 and 31-40 years old). The results were consistent across all four domains: freedom to select strategies (p= 0.03*), freedom to make decisions (p=0.053*), freedom to do research (p=0.001*), and freedom of speech

and expression (p=0.08*) were practiced more by the younger group of faculty members than the older groups. This finding implies that younger professors and instructors are more aware of their academic rights when compared with older staff. This finding also suggests that older faculty members tend to be more obedient and tolerant and less likely to speak out than their younger counterparts. Such a finding agrees with the conclusions of previously-conducted studies which identified age as an effective factor on the practice of academic freedom (Brown & Kurland, 1990; De George, 2003; Braxton, et al, 2020; Finn, 2020; Garcia et al., 2020).

Rank emerged as an important factor. The data showed a significant difference in the extent of academic freedom that was practiced when participants were grouped according to their position in the faculty. The faculty rank was divided into two categories: the group of instructors and lecturers and the group of assistant and full professors. Using a t-test, it was found that that the lower ranking group of faculty members are more engaged in practicing their freedoms across all domains: freedom to select strategies (p=0.03*), freedom to make decisions (p=0.05*), freedom to do research (p=0.01*), and freedom of speech and expression (p=0.00*). This result indicates that professors in lower positions are bolder than full assistant and full professors when it comes to exercising their intellectual freedom. This finding suggests that faculty members in assistant or associate professor ranks are manifesting higher compliance with the University authority if they want to obtain a full professorship. They are deliberately restricting their academic freedoms to avoid conveying the wrong impression to the University administration. Staff members who are viewed as compliant will be promoted to higher positions. Such a finding agrees with the studies previously conducted in different university contexts and countries (Rogers, 2008; Neumann, 2016; Williams, 2016; Hertzog, 2017; Karran, Beiter, & Appiagyei-Atua, 2017; Mirah, 2017).

Conclusion

Academic freedom ensures that all teachers and students can participate in intellectual debates without any potential threat of censorship or reprisal from the university. The present study assessed the extent to which academic freedom is practiced in Imam Abdulrahman Bin Faisal University. The research is based on a descriptive study design and an evaluative survey with a a sample of 154 respondents randomly selected from the population of 256 faculty members. Data were generated through an online survey. This research has demonstrated that faculty members doubt their intellectual freedoms. This situation creates uncertainty and inconsistencies that place

the University leadership at fresh risk and reveals that the degree of academic freedom granted to faculty is modest. Overall, the female members of the faculty believe they have greater academic freedoms when compared with their male counterparts. The younger professors and instructors and those in lower ranks showed greater awareness of their academic rights when compared with older ones.

Recommendations and Implications

The findings indicate that the faculty members at Imam Abdulrahman Bin Faisal University should generally expand the practice of academic freedom by providing support to the University administration. The researcher presents the following recommendations following from this study. All faculty leaders, minorities, young educators, and teachers equal in the practice of intellectual freedoms ought to pay more attention to their academic rights. The University should allow its faculty members to build external relationships with other well-established foreign universities to create a shared research base. A culture of openness should be encouraged amongst faculty members to create a sense of shared leadership in the institution. Moreover, there is a need to grant greater academic freedoms to professors, particularly freedom of speech, which will serve to improve professional development and build confidence. This aspect is crucially important in relation to specialization in teaching and research activities, and enhanced benefits to community services.

This study will add to the existing body of knowledge regarding the practice of academic freedom in a specific university in Saudi Arabia. The findings of this study should be taken seriously by curriculum planners and the University administration. Following the COVID-19 pandemic it is vitally important for the University to improve its global ranking initiatives by responding to the demands of internationalization.

Limitations and Suggestions for Future Research

Academic freedom applies to the right of a university to decide its own educational purpose without political interference thereby ensuring the intellectual independence of the university. The concept of academic freedom is often defined as a professor's right to have his or her program uncontrolled and unrestricted by the university authorities. It is the right of independent scholars. The survey designed and used by the researcher is limited to this study; hence it will not rely on

the accuracy and precision of the analysis to explain the results. The research was conducted at Imam Abdulrahman Bin Faisal University in Saudi Arabia, which restricts the generalization of results. Regarding the suggestions for future research, there is a need for a succeeding study based on a mixed methods design to validate the findings of the present study. The inclusion of a larger sample comprising students, teachers, and administrators should be considered. There is also the need for additional personal variables including participants' years of service, level of training, highest level of educational achievements, civil status, and cultural background. These variables would add considerably to the present study by providing richer data, which in turn, would allow for a more in-depth and informative analysis of the results.

QUESTIONNAIRE

Personal Profile:

Name _____ (optional)

Sex:

____(Male)

_____ (Female)

Age: 21-30 _____

31-40 _____

41-50 _____

51-60_____

60 above _____

Faculty Rank:

_____ Lecturer

_____Assistant Professor to Full Professor

Questions on the Academic Freedom

Directions: Please answer the following statements using the scale which applies to you on the practice of academic freedom in your university:

Scale	Description	Range
5	Very High Extent	(4.20-5.00)
4	High Extent	(3.40-4.19)
3	Moderate Extent	(2.60-3.39)
2	Low Extent	(1.80-2.59);
1	Not at	(1.00-1.79)

Freedom to select the strategies of teaching

No.	Item					
1	The University allows faculty members to choose their teaching strategies according to their preferences and skills.	5	4	3	2	1
2	The University allows faculty members to share in the delivery of the instructional materials.	5	4	3	2	1
3	The students and faculty of the university are provided with techniques for gaining skills.	5	4	3	2	1
4	In deciding extracurricular events for students, faculty members are involved.	5	4	3	2	1
5	The faculty members allow students to speak about elements of their learning and preferred teaching strategies.	5	4	3	2	1

6	The faculty members encourage students to select the subjects of the course.	5	4	3	2	1
7	The recommendations of faculty members are taken into consideration when deciding the dates of the exams.	5	4	3	2	1

Freedom to make decisions

No.	Item					
1	The University encourages faculty members to become leaders of qualified organizations.	5	4	3	2	1
2	The University gives faculty members the chance to engage in different workshops.	5	4	3	2	1
3	The faculty members assist in the administration of different operations.	5	4	3	2	1
4	The University offers faculty members ample incentives to make their own choices at the University.	5	4	3	2	1
5	The University takes into account faculty members' recommendations to address its own problems	5	4	3	2	1
6	The faculty members' perspectives on the advancement of education are taken into consideration.	5	4	3	2	1
7	The faculty members are interested in the explanation of courses.	5	4	3	2	1

Freedom to do research

No.	Item					
1	The University encourages communication with faculty members in conducting research.	5	4	3	2	1
2	The University allows faculty members to choose their research topics and subjects.	5	4	3	2	1
3	The University allows faculty members to secure the effects of its papers.	5	4	3	2	1
4	The University allows faculty members to invite students to write their papers.	5	4	3	2	1
5	The professor calls on students to meet with the ethical principles of doing research.	5	4	3	2	1
6	The University offers faculty members ample time to comment on study.	5	4	3	2	1
7	The University encourages faculty members to share their course-related work.	5	4	3	2	1

Freedom of speech and expression

No.	Item					
1	The University allows faculty members to deliver classes to their colleagues.	5	4	3	2	1
2	The University grants faculty members the right to have unlimited access to information.	5	4	3	2	1
3	The University requires faculty members to raise questions about the topic of the lecture.	5	4	3	2	1
4	The University grants faculty members unlimited freedom to share their values.	5	4	3	2	1
5	Throughout the lecture, the University promotes dialog and debate among the faculty members.	5	4	3	2	1
6	The University addresses community problems with faculty members.	5	4	3	2	1
7	The University gives faculty members the freedom to discuss various social issues that are related to the content of the course.	5	4	3	2	1

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Thematic Progression in Uncovering Paragraph Coherence: Some Evidences in Indonesian Secretarial Academy Context

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Abstract

Thematic progression can be applied as one of the techniques to analyse whether the paragraphs written are coherent or not. To this end, the present study scrutinized six English final reports written by the sixth semester students learning at an academy of secretary in Indonesia. The data originated from the six final reports were identified, parsed, analysed, and interpreted using qualitative approach with descriptive analysis related to theme and thematic progression patterns of systemic functional linguistics. Moreover, this was equipped by descriptive statistics showing the sum of data evaluated. The results of deciphering the data supported the claim that thematic progression can be administered as an alternative in seeing the coherence of students' writing work. This manifested by ninety-five percent of the paragraphs jotted down utilized thematic progressions and the clauses developed them formed theme patterns, hence they were coherent. The most encountered thematic progression was zigzag, as for the theme pattern, the unmarked topical structure dominated. These results indicated that the secretary academy students whose works investigated proven capable of writing final reports in English. From the overall findings, there are some steps to consider, especially in the field of writing final reports resides in secretarial academies. First, this study demonstrates how the theme patterns and their thematic progressions can be used as an instrument to see whether the addressed paragraphs are coherent or not. This, in turn, can assist lecturers, teachers, and instructors of language to determine whether the students

need to be given some enrichment or not. Second, from this, it can be taken some measures to 'nurture' supervisors in terms of theme and thematic progression patterns before assigned to supervise the students while writing the final reports in the context of secretarial academies. Finally, the sixth semester students learning in academies of secretary can be introduced to the process of writing in which the theme and thematic progression discussion employed as the focus of the learned materials. This, at the end, might give contribution to the enhancement of their paragraph writing.

Keywords: *thematic progression, theme pattern, coherence, English final report, secretarial academy*

Introduction

Knowing the students' work coherently written or not is a great asset for lecturers, teachers, and instructors of language. This will further help them to decide whether the students need to be given some enrichment or not (Kopple, 1991; Jalilifar, 2010; Wei, 2016). However, to reach this stage is not easy since they must have a tool to assess the students' composed work (Muroda, Madjid, & Jati, 2018). It can be in the form of writing technique like applying thematic progression. It has been claimed to have the property to probe the article's structure effectively (Huang Guowen cited in Guan, 2015) and to see the degree of cohesion and coherence of a writing product (Muroda, Madjid, & Jati, 2018). In addition, there are certain advantages of utilizing it (Huang Guowen cited in Guan, 2015). First, it can be used to inspect the coherence of the discourse from its internal structure. Second, it forms the coherence of text by structuring the clauses logically thus the message will be easier to be transmitted. Third, it provides the interpretation of the message from the perspectives of the readers. And finally, it supports the means of how the human beings thinking.

The studies of thematic progressions reside in students' works as well as in other modes have been well catalogued both inside Indonesia (e.g. Astuti, Suryani, and Kurniati, 2010; Gunawan and Aziza, 2017; Muroda, Madjid, & Jati, 2018; Emilia, Habibi, and Bangga, 2018) and outside Indonesia (e.g. Jalilifar, 2010; Herriman, 2011; Tshotsho, 2014; Alyousef, 2015; Wei, 2016; Ghaleasadi, 2012). In the domain of undergraduate thesis, Astuti, Suryani, and Kurniati (2010) analyzed the background of it. The results indicated that the most used theme pattern was

the topical unmarked theme. Yet, seen from the coherent aspect, represented by the thematic progressions, most of the scrutinized paragraphs were incoherent or broken. In the same line, Gunawan and Aziza (2017) investigated the theme choice along with its thematic progression that resided in parts of undergraduate theses. The results revealed that the dominant theme was topical, and as for thematic progression the iteration pattern dominated.

Slightly different focus but still in the same level, Muroda, Madjid, & Jati (2018) examined twelve backgrounds of thesis proposal. They discovered that there were two types of thesis proposal background, the coherence and incoherence. The coherence text utilized multiple, reiteration, and zig-zag theme patterns, among these, the most used theme patterns were reiteration, zigzag, and multiple successively. Whereas, the incoherence text applied brand new theme, disuse of the word 'there', and the application of dummy 'it'.

In the realm of senior high school, Emilia, Habibi, and Bangga (2018) investigated the works of the first graders of senior high school. After analyzing six texts produced by six students, mirroring high, middle, and low achievers, they inferred that the students were capable of using reiteration and zig-zag theme patterns. As for the multiple theme pattern, it only exploited by the high achiever students.

In the foreign context, Jalilifar (2010) reviewed the students' English compositions at a university level. He found that the use of themes was varied and the flows of thematic progressions applied determined by their language ability. Moreover, the number of unmarked themes outran the marked themes suggesting that topical themes occupied both thematic and subject positions. In the same scope, Herriman (2011) examined how the contribution of the theme patterns used in the writing of advanced-level learners in Sweden, how it influenced the formation of the text written and what kind of thematic progressions composed. The study signaled that the themes of the interaction type were mostly found in the analyzed writing. In the same line, Tshotsho (2014) found that the first-year students at a University in South Africa faced an issue related to the coherence of paragraphs. This was illustrated by disjointed sentences and paragraphs and dis-contextualized topics written in their essays.

In the postgraduate level, Alyousef (2015) investigated 19 writings of Master's students learning accounting. The results indicated that the application of theme reiteration patterns was very high compared to linear theme patterns and the very few applications of multiple-theme

patterns were found. This research has contributed to the teaching and learning process of writing courses especially in the context of English for business purposes.

In the college level, Wei (2016) performed a study involving Chinese and native speaker learners. The composed works of both learners were compared in terms of the choice of themes used. The outcomes of the study indicated that there were differences in the application of themes carried out by Chinese learners compared to their native counterpart. The Chinese learners tended to use fewer topical themes and applied more interpersonal themes in the form of modal adjuncts and mood-marking themes. Furthermore, the difference was also clearly seen in terms of the application of textual and marked themes. The use of marked themes was more often in the form of adjuncts of manner and contingency. Meanwhile, in relation to textual themes, they deployed fewer conjunctions and more often administered conjunctive adjuncts.

In the professional level, especially in the short story context, Ghaleasadi (2012) explored the differences and similarities of themes in romantic and criminal short stories written in English and Persian and how their existence affected readers. The results revealed that the construction of themes could be used to help learners read short stories effectively by tracing the information conferred by the author. Likewise, theme constructions could also be used to guess the information presented by looking at the theme selection used. Not only that but also, in this study, it was confirmed that thematic progression and its organization employed helped the text be more cohesive. As the consequence, this made learners easier to focus on the story and better understand it more practically.

Carefully analyzed, most of the aforementioned studies tried to measure how theme and thematic progressions employed in the student and professional contexts. If compared, there were some differences found and these related to the results and loci of the studies. The results of the studies demonstrated diverse outcomes as indicated previously. As for the loci, those studies conducted at the levels of senior high school up to the postgraduate and dominated by bachelor level. Unlike the previous studies, the present study was performed in the context of secretarial academy which is included into higher education yet its degree is diploma III or three-year study program. In an academy of secretary, in Indonesia, the students must write a final report as a precondition to graduate and this done, commonly, at the end of their studying process.

In addition, there are several underlying reasons why the present study is performed in an academy of secretary. First, to the extent of the researchers' knowledge, the theme and rheme

concepts are scarcely taught in it. Second, since the theme and rheme concepts are rarely taught then, as the consequence, resulted to the lack of knowledge in knowing them. Third, this also impacted on the availability of literature regarding the application of theme and rheme notions in the context of academy secretaries. Finally, due to the dearth of the studies performed, the present study intends to fill the gap in the literature by revealing some of the evidences in relation to the application of theme and thematic progression patterns in the context of academy of secretary.

Departing on the above rationales, this study is expected to enrich the literature, both theory and practice, related to how theme and thematic progression patterns applied by the students of an academy secretary. In reaching this goal, it will try to map how the academy of secretary students realize the theme and thematic progression patterns in their writing. More specifically, the theme and thematic progression patterns scrutinized are used to unmask the coherence of paragraphs written in the final reports composed by them. Moreover, what makes this study interesting is, some of them, it tries to explore how the students of secretary academy put important information in their clauses and how the clauses form coherent paragraphs in their English final reports. This study is very important in that it, again, will provide a model of the utilization of theme and thematic progression patterns for academies of secretary.

To make this study run on its purpose, it exploits some guidance in the form of questions such as what dominant theme patterns discovered in the overall students' English final reports; what common thematic progression utilized; and how thematic progressions contribute to the paragraph coherence of English final reports. At the end, it will be closed by the implications emerge from the findings taking from the results of discussing the issues investigated.

Literature Review

The representation of a textual meaning for a certain degree is always present in the clauses of a language (Halliday: 1994; Eggins: 2004). The realization of this meaning in the systemic functional linguistic perspective is called the theme and rheme (ibid). The theme is the message written at the beginning of the clause in which this message expresses the overall understanding of the clause (Halliday, 1994; Bloor & Bloor, 1995; Gerot & Wignell, 1995; Lock, 1996; Thompson, 1996; Eggins, 2004; Butt, *et al.*, 2006; Wiratno, 2018). While rheme is a part of a series of messages that exists in a clause other than the theme or in the conception of Halliday

(1994), it is understood as "the rest of the message in which the theme exists" (Halliday, 1994: 37).

There are three types of theme such as topical, textual, and interpersonal themes, the last will not be depicted since the evidence of its existence was not found in the analyzed data. Topical themes are themes illustrating ideational meanings and in the context of unmarked themes these usually occupy a role as a subject (Halliday, 1994; Bloor & Bloor, 1995; Gerot & Wignell, 1995; Lock, 1996; Thompson, 1996; Martin, Matthiessen, & Painter, 1997; Eggins, 2004; Butt, *et al*., 2006). It means that this theme has two roles at once namely the role of the subject and theme. The last understood as the focus of the information transferred (Bloor & Bloor, 1995) in a clause. This can be divided into two parts, marked and unmarked themes.

Marked theme is unusual theme (Eggins, 2004) meaning that it is chosen to attract the attention of readers (Gerot & Wignell, 1995). Besides that, it is to some extent also used to signify the changing of settings from spatial to temporal (North, 2005; Wei, 2016). Furthermore, it can be identified by analyzing elements written before the subject (Halliday, 1994; Thompson, 1996; Eggins, 2004). Thus, the realization of this theme in a clause is to place it before the subject. Elements included in the marked theme are adjuncts, preposition groups, and complements (Halliday, 1994).

The implementation of marked themes like adjunct, prepositional phrase, and complement as a theme to a certain degree shows that the writers want to convey information which is usually considered as a rheme into very important information in a series of structure of a clause (Bloor & Bloor, 1995). This has implications for the text in which the contents will become more coherent (ibid). Yet, the overrate of marked theme in the form of circumstantial elements may hamper the ability of the learners to extend the main notions and essential information since these components create difficulties to "draw on the rheme of a previous clause for the theme of the next clause" (Qian *et al*. as cited in Wei, 2016). Moreover, Wei (2016) points out that in some studies the learners of English usually used some adverbial adjuncts referring to time, space, and circumstance or as the first topic in their marked themes. This was done to bridge the ideas between discourses (Moyano, 2016).

Dissimilar to marked theme, unmarked topical themes are themes occupying the position of the subject (Gerot & Wignell, 1995; Eggins, 2004; Halliday and Matthiessen, 2004). These can be filled by noun groups, embedded clauses (Gerot & Wignell, 1995), or nominalization of subject

and pronouns (Halliday: 1994). There are several implications, based on some studies, when unmarked themes are utilized by students in their writing works. First, they will provide topic continuity assisting the discourse to become more coherent by identifying major participants and providing identity chains in the text (North as cited in Wei, 2016). Second, they behave as a scaffolding textual continuity (Moyano, 2016). Therefore, in brief, their existence is very crucial in the students' works due to their functions as alluded.

In addition to topical themes that focus more on the representation of experiential meanings, textual theme is a theme representing the meaning of a clause in relation to their context (Gerot & Wignell, 1995; Eggins, 2004). Due to this, it is comprehended as a 'cohesive device' among clauses when put together in a context (Eggins, 2004). It is identified at the beginning of a series of clauses (ibid) and consisted of elements included into conjunctions, conjunctive adjunct, and modal adjunct (Thompson, 1996).

Based on the research findings (cf. Yunita, 2018), the implementation of the textual theme in students' work can be used to measure the students' ability whether they have been able or unable to develop clauses' relationship logically. Moreover, it can also be utilized as an indicator to reflect whether their works are cohesive and coherent. In the same manner, Wang (2007) contends that theme and rheme must be presented equally in clauses to make a cohesive text. Otherwise, the text will not be easily to digest due to the absent of signposts leading the readers to follow the notions or argument.

The types of themes as presented above, can be written separately or combined. Both of these bring different understandings from one another. If the types of themes above are written only according to their own category, not combined with other categories, then they belong to a simple theme (Thompson, 1996). Meanwhile, if they are written together, unified with others, then they belong to multiple theme category (ibid).

In addition to the types of themes that exist in a clause, there is more information relating to how the development of these themes is realized in a paragraph. The development of themes in the conception of functional perspective is known as 'periodicity' (Martin & Rose, 2007; Wiratno, 2018). This concept or better known as thematic progression is coined by the Czechoslovakian linguist Frantisek Danes (Alyousef, 2015; Kang, 2016) and later developed by Fries and Halliday (Alyousef, 2015). Furthermore, it can be embodied in three forms namely reiteration, zig-zag, and multiple rheme patterns (Eggins: 2004).

Theme reiteration pattern is a writing technique done by repeating the theme of the previous clauses (Eggins: 2004). Thus, in its realization, it is taken from the topical theme of the previous clause (ibid). Although this technique is effective in creating a cohesive effect of a text in that it repeats previous information, this technique can make the reader or listener become bored because the text has a tendency not to lead anywhere (ibid). Figure 1 describes how this theme is materialized in a paragraph.

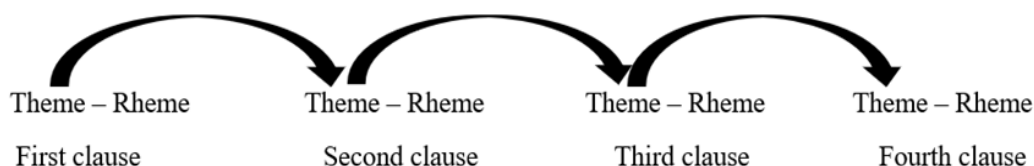| Theme – Rheme	Theme – Rheme	Theme – Rheme	Theme – Rheme
First clause	Second clause	Third clause	Fourth clause

Figure 1. Reiteration theme pattern

Source: adapted from Eggins (2004: 324)

Figure 1 illustrates how the reiteration theme pattern is expressed in a paragraph. It comes from the same theme that is the theme of the previous clause. Therefore, in its realization, it is rewritten in the subsequent clauses.

In contrast to the theme reiteration pattern, zig-zag or linear pattern belongs to the form of theme development as well as thematic progression (Eggins, 2004). It is a theme adopted from the rhemes of the preceding clauses (ibid). In its presentation, it forms a rhythmic pattern that follows one after another (Wiratno, 2018) and realizes the cohesiveness of the text by developing new information in its rheme hence there is a cumulative development (Eggins, 2004). This what makes it different from the theme reiteration pattern (ibid). Figure 2 portrays how this theme is occurred in a paragraph.

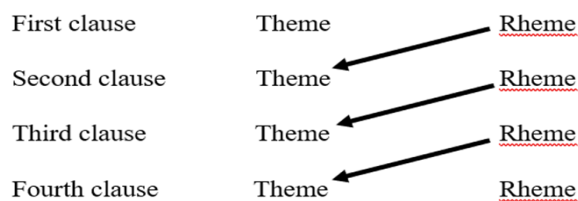| First clause	Theme	Rheme
Second clause	Theme	Rheme
Third clause	Theme	Rheme
Fourth clause	Theme	Rheme

Figure 2. Zigzag or linear theme pattern

Source: adapted from Eggins (2004: 324)

Figure 2 describes how zigzag or linier theme pattern is implemented. It is the theme of a clause originated from the preceding rhemes of the previous clauses. Thus, as the name implies, it is written in a zigzag or linear format.

Multiple rheme pattern is a thematic progression system in which the information contained in the main sentence of a paragraph, positioned as a rheme, is used as the themes of the subsequent clauses or main topics of the next paragraphs (Eggins, 2004). Generally, it is found in the initial paragraph of an exposition paper (Gerot & Wignell, 1995). It is used to provide understanding that the paragraphs written form the overall unity of the topic (Wiratno, 2018). With such intention, this theme can be referred to as 'hyper-rheme' (ibid). Figure 3 exhibits how this theme is constructed.
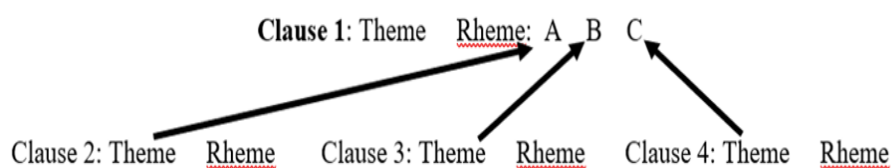

Figure 3. Multiple rheme pattern

Source: adapted from Eggins (2004: 325)

Figure 3 visualizes how a multiple rheme pattern is described. This theme is created to give the impression that the whole paragraph is unified since the sources of the information come from the rheme of the first clause.

The significance of analyzing the thematic progression in a text is to know the development of information existing in it. Of course, in its implementation there will be a discrepancy depending on the purpose of the text containing it. Take for example, academic text tends to have zigzag or linear theme pattern (Fries cited in Wang, 2007). This occurred since it brings complex argument in which the subsequent ideas are the expansion of idea in the previous sentence (ibid). Moreover, the employment of thematic progressions will assist the learners to recognize the text's patterns by highlighting the beginning and end of the text's focal points represented by the effective meaning organization of clauses, paragraph, and discourse (Arancón, 2013). Another use of thematic progression is it gives texts a cohesive development resulting in a coherence of the text (Butt, *et. al.*; 2006). With it, structurally and semantically the texts will be more coherent (Guan, 2015).

From the explanation above, it can be inferred that the choice of theme patterns and their thematic progressions influences how the information is presented and this further will impact on the level of coherence of the writing composed. If the information given is in the form of a simple theme pattern, then the theme used for a certain level is a simple theme as well, the opposite

applies. As for the coherence of a text, theme and its thematic progression play a significant role in that they create a text more structurally and semantically intact.

A Concept of Coherence

The notion of coherence is viewed differently among experts (McCrimmon, 1963; Halliday and Hassan, 1976; Moe, 1979; Kuo, 1995; Murcia and Olshtain, 2000; Van Dijk via Wang & Guo, 2014; Mann and Thomson as cited in Hellalet, 2016). McCrimmon (1963) explains that coherence is achieved when readers can read the text effectively and understand the content wholly. Whereas, Halliday and Hassan (1976) highlight coherence purely as a written work characterized by the togetherness or closeness of its content. In the same manner, Moe (1979) contends that in a composed work, coherence is accomplished when the sentences in a passage relate to one another and when the sections in the paragraphs are displayed in a sensible grouping.

Similarly, Kuo (1995) defines coherence as a type of relationships of the elements of a text in terms of its thematic development, organization of information, or its communicative purpose and these are not merely based on the surface links. Murcia and Olshtain (2000) say that coherence is related to the unity of sentences or utterances that make a content of the paragraph solid. Van Dijk (cited in Wang & Guo, 2014) mentions that coherence is a semantic property that comes from interpreting the relationships between sentences in a discourse. On the same page, Mann and Thomson (as cited in Hellalet, 2016) explain that coherence is defined, according to Rhetorical Structure Theory, as the solidity of a discourse in which every part is connected to one another.

Based on the insights as alluded, thus, coherence is an obligatory component existing in a discourse. It becomes a prerequisite or a "*sine qua non* in a written discourse" in that if it is missing in a written discourse, as a consequence, the discourse intended message will almost certainly fail to be conveyed to readers (Bamberg, 1983: 417). To shed the light on this concept, below given an example taken from Wang and Guo (2014: 461).

John was reading China Daily. Newspapers published in America usually contain several pages. The first page of this book was lost. The lost child had been found by policeman.
Based on Wang and Guo (2014) the above excerpt contains the elements of cohesion signified by the enhancement of the rheme parts. Yet, in fact, based on them, it is not coherent in that the sentences are not connected semantically. By some linguists this phenomenon is termed as pseudo-coherence since it presents a false impression of being coherent to its readers (ibid).

Again, a coherence writing can be identified by seeing how the information is construed in the clauses and the clauses are organized into paragraphs. Therefore, the concept of coherence used in the present study is seen from the relation of information presented and this manifested in theme patterns and their thematic progression. If the theme patterns, information written, is explicitly developing a thematic progression, then the paragraph is said to be coherent. On the reverse, if there is no relation among themes in the paragraph, and of course no form of thematic progression identified, anew it is categorized as incoherence or in Wikborg's word it is called as a coherence break (Wikborg as cited in Kuo, 1995). Following this argument, then, the level of paragraph incoherence is determined by the absence of a thematic progression or no relation among theme patterns in it. From the explanation as alluded, it can be deduced that the relation of theme patterns and their thematic progression to the paragraphs' coherence is parts making up the whole.

Methodology

In this study, the research approach adopted was qualitative (Creswell, 2003). By this, all of the research design would follow its patterns. The qualitative design was chosen because the present study tried to describe, analyze, interpret, and implicate the issue related to theme and thematic progression patterns resided in the English final reports composed by the students of an academy secretary. This design was also complemented by a simple descriptive statistic technique. The aim of employing it was to know the sums of the most exploited theme patterns and progressions in the students' written works. Therefore, from this, it could be implicated the further steps to make use the findings. In addition, the qualitative design as applied in this study was consisting of several elements like place of study, research data (the number of data used, data selection time, the process of its selection, and participants), and method of data analysis (time of data analysis, instrument of data analysis, and procedures of data analysis).

As illustrated by the title of this paper, the locus of the study happened in a secretarial academy located in the city of Bandung, West Java Province, Indonesia. Thye school runs a diploma degree, three-year studying program, focusing on studying secretarial science. Since it specializes in teaching its students to master secretarial tasks, all of the students learning in it are female, thus it is called as a single-sex school and their ages ranging from 18 until 21 years old, sometimes more than that. Among these age ranges, the 21 years of age are commonly considered as the last semester students learning in this academy.

As a prerequisite of graduation, it obliges its students to write a final report. The final report made is usually written in Indonesian yet for the past three years, starting from 2017, it has proposed a policy urging the students to write the final report in English. This policy taken to increase the students' competitiveness in the job market. Even so, it is not a binding policy it means that the students can choose whether writing their final report in Indonesian or English. Due to the students' willingness, caused to some extent by their English ability, only few students were enthusiastic to write the final report in English.

Since few students were willing to write the final report in English, thus the data used for the present study was six final reports. They were taken from the final reports composed in 2018. There were several reasons underlying why the 2018 final reports employed as the data. First, compared to the final reports written in 2017, the 2018 final reports were steadier in terms of the contents. Second, the final reports composed in 2018 were more than the final reports written in 2017 which were fewer than five. Finally, the final reports jotted down in 2018 were more elaborate in terms of topics.

The final reports were written by the sixth semester students or last semester students. Every final report investigated had different topic or focus yet, in general, the topics covered the administrative working processes as commonly performed by a secretary. The final report was consisted of five chapters commenced by introduction, literature review, phases of job practice, analysis and constraint, and conclusion and recommendation successively.

In the present study, the data scrutinized were in the forms of paragraphs. However, not all of the paragraphs available in the final reports were analyzed. Only the paragraphs comprising of minimally three clauses, simplex or complex, were investigated. The reasons why the three-clause paragraphs applied as the data were first the present study focused on thematic progression thus, again, it must have formed an overt relation among the elements resided in the sentences written. Second, the three-clause paragraphs would, to some degree, illustrate the pattern of thematic progressions deployed. Finally, following the second argument, since they would show the logical relation of every clause, they would in turn be applied as a signifier of a coherence or incoherence paragraph.

The data analysis was done in 2019, especially in the beginning of February until the end of June 2019. During that time, the researchers collected and analyzed the data. Thus, the present

study happened in 2019 and last for about eight months. The frameworks applied when analyzing the data were Halliday (1994), Thompson (1996), Eggins (2004), and other relevant sources.

Following the qualitative design, the data were analyzed manually. In so doing, the researchers were acting as the instruments while evaluating the data. There were several measures performed in this process. First, all of the data in the form of final reports were collected. Second, they were read detailly. Third, text was broken into paragraphs. Fourth, the paragraphs consisting of more than three clauses were highlighted and summed up. Fifth, they were scrutinized in terms of theme and rheme patterns existing in their clauses. Sixth, the theme and rheme patterns found in each paragraph were classified into their kinds and then put into their thematic progressions. Seventh, the paragraphs containing thematic progressions as well as broken thematic progressions were counted using simple statistical measurement related to percentage. Eighth, the number of thematic progressions and theme patterns were scored. Thematic progressions were valued based on the number of paragraphs. Whereas, theme patterns measured referring to the number of clauses resides in every paragraph. Ninth, all of the data in the forms of percentages were tabulated and presented. Eventually, the tabulated data were interpreted based on the theories and previous research findings.

Result and Discussion

The dominant theme patterns in the English final reports

This part deals with the dominant theme patterns discovered in the data. After investigated, the data demonstrated several findings. First, as a whole, the dominant theme pattern disclosed is the unmarked topical themes. Second, the number of marked topical theme found is below the unmarked topical themes. Finally, multiple theme patterns are the fewest themes detected. From this, it can be inferred that the unmarked topical themes are the themes that mostly applied by the students in their final reports, and this further becomes the obvious fact that the use of unmarked topical themes outnumbered the marked and the multiple themes. This can be identified from the table 1 below.

Table 1. Types of theme patterns and their sums

Number of Data	Total clauses	Theme Patterns		
		Topical		Multiple
		Marked	Unmarked	

1	79	22 or 28%	50 or 63%	7 or 9%
2	56	20 or 36%	34 or 61%	2 or 3%
3	99	21 or 21%	72 or 73%	6 or 6%
4	70	11 or 16%	49 or 70%	10 or 14%
5	122	35 or 29%	74 or 61%	13 or 10%
6	83	28 or 34%	45 or 54%	10 or 12%
Total	**509**	**137 or 27%**	**324 or 64%**	**48 or 9%**

Table 1 illustrated the entire sums of the clauses scrutinized. There are 509 clauses existing in the overall data. As can be seen, the number of data, in the form of clauses, taken is not the same. The most number of clauses analyzed is available in the fifth data. In contrast, the fewest investigated taken from the second data. In general, the total theme patterns found are consisted of unmarked topical theme around 324 or 64%, marked topical theme about 137 or 27%, and multiple theme pattern over 48 or 9% consecutively.

As can be noticed in the table 1 above, the number of clauses in the paragraphs is diverse. This, further, does not refer or incline to any particular theme patterns. It means that the sum of the highest theme as discovered in this study is not in line with the number of sentences evaluated. Take for example the highest occurrence of topical theme falls on the third data, around 73%, if compared with the other data this included into the middle range in terms of the number of clauses figured out. The same goes with the other types of theme.

The unmarked topical themes mostly recognized in the data are manifested in the form of noun groups. They become the 'favorite' elements used as the subjects in the final reports investigated, to some extent, it might be happened due to their 'concrete' appearance of the subjects or activity being discussed in the final reports. This is in line with Gerot & Wignell (1995), Eggins (2004), and Halliday and Matthiessen (2004) stating that the unmarked topical themes are

usually employed as subjects. Below given one of the examples of the unmarked topical theme uncovered in the data. The excerpt is originated from the first data.

The procedure in handling incoming mail in every organization or company	usually **varies**.
Theme	**Rheme**

The above excerpt shows that the theme pattern is categorized into the unmarked topical theme (Halliday, 1994; Gerot & Wignell, 1995; Thompson, 1996; Eggins, 2004). This is composed of a noun group with the head 'procedure' and 'the' as its modifier. The 'procedure' is a singular word identified by no 's' ending in it. And 'the' as a definite article signifies that the 'procedure' has been alluded in the previous clauses. If examined thoroughly, the noun group, 'the procedure', is modified by prepositional phrases clarifying what procedure is occurring in a company or organization. These separate between its subject and verb, forming a complex sequence of words.

The domination of unmarked topical themes found in the analyzed data is in line with the results of previous studies (cf. Astuti, Suryani, and Kurniati, 2010; Gunawan and Aziza, 2017; Jalilifar, 2010) claiming that unmarked topical themes reigned in the data examined. By this, in essence, the present study strengthens the previous researches despite of its different locus and levels. Hence, it contributes to the existing literature.

Moreover, the implication of applying the unmarked topical theme by the students in their final reports can, to some degree, be interpreted as the students' understanding in comprehending that the topic or subject written should be relating to each other and directing the readers to the contents of the written text (Eggins, 2004). By so doing, thus, they want to present that there is a 'constancy' of the discourse which at the end forging a coherent text (Eggins, 2004; Moyano, 2016; North as cited in Wei, 2016).

Dissimilar to the unmarked topical themes, the marked topical themes, as discovered in the data, are composed of, predominantly, adjuncts embodied in the prepositional phrases. Their highest occurrence happened in the second data about 36%. This finding is surprising in that the second data only comprised of 56 clauses which is considered as the fewest data dissected. Again, this strengthened the viewpoint alluded that the number of clauses does not determine the sum and types of themes detected.

The application of marked topical themes in the students' final reports is, besides, to 'entice' the readers (Gerot & Wignell, 1995), it also functions to bridge the idea between paragraphs or clauses, especially when dealing with spatial or temporal contexts (North, 2005; Wei, 2016). These will be resulted in the coherence of the text both in the topics presented and the ways they narrated. Following presented one of the instances of marked topical theme found in the data. The excerpt taken from the fifth data

In this opportunity,	I will explain about the work I do during carrying out practical work in KPP Pratama Bandung Karees (a tax office in Bandung region).
Theme	**Rheme**

If dismembered, the marked topical theme in the above excerpt is consisted of a prepositional phrase. It is composed of three words with 'in' and 'this' as the modifiers and 'opportunity' as the head. By applying it in the beginning of the paragraph, the writer tries to bridge the ideas written from the previous paragraph. In addition, this also illustrates that the writer wants to convey that she is at a particular time frame while telling what done during her internship process. This signified by the word 'in'.

The significance of implementing the marked topical themes in the students' final reports demonstrated that the students had the ability to produce new issues in their written works (Martin, 1992). And this, also can be interpreted as the condition enabling them to 'escape' from the ideas jotted down previously in order to avert boredom as well as feature that they are in some process or circumstance (Butt *et al*., 2006). Moreover, the utilization of marked topical theme reveals that they are able to yield more dynamic writing identifying a scholarly writing (Wang, 2007) leading to the ability in arranging good arguments (Nwogu & Bloor, 1991). Yet, the exaggerating application of the marked themes, especially those related to circumstantial constituents, by the students in their works will to some extent cripple their ability in elaborating the topics and important message written (Qian *et al*. as cited in Wei, 2016).

Similar with the marked topical themes discovered, multiple theme pattern built by the combination of themes. Although its case is quite limited compared to the topical themes found in the data, it played a very essential role in making the students' final reports more coherence. The most discoverable multiple theme in the data is the mix between conjunctive adjunct and noun groups. The conjunctive adjunct, in this context, acting as the cohesive tools to glue the other

elements so that they form a unified construction (Eggins, 2004). This can be exemplified by the excerpt below. It is taken from the fourth data.

Thus,	**the bank**	can determine the amount that must be paid by the customer every month.
Textual	topical	
Theme		**Rheme**

In the above excerpt, the multiple theme is constructed of a conjunctive adjunct and noun group. The conjunctive adjunct representing by the word 'thus' performing a role as cement to tight the preceding clause with its clause. In this context, it becomes a resultant element caused by the earlier statement. By putting the conjunctive adjunct in this position, the both clauses, the earlier and the latter, are more intact in terms of meaning and form leading them to more cohesive structure.

The textual themes discovered in the students' final reports bring some thoughts to consider. First, the students have been able to link (Martin, Matthiessen, Painter, 1997) between the clauses as demonstrated by the above excerpt. Second, the word 'thus', to some extent, represents the writer's logical ability or argumentative skill in putting what the cause is and what result is in the written paragraph. Third, by the existence of the textual theme, in this regard expressed by the word 'thus', the paragraph is more coherence in terms of content.

The very few findings of multiple themes in the students' final reports are in line with the results of research conducted by Alyousef (2015). Moreover, the frequent use of conjunctive adjuncts in the written final reports is in conjunction with the results of study performed by Wei (2016) asserting that the students deployed fewer conjunctions and more often administered conjunctive adjuncts.

At last, the findings from analyzing the theme patterns, unmarked and marked topical themes as well as textual themes as described above, are in line with the previous studies performed by Astuti, Suryani, and Kurniati (2010) and Gunawan and Aziza (2017) identifying that the most used theme applied by the undergraduate students was topical theme. Even this study is quite dissimilar in term of locus, again, it has contributed to the existing literature related to the application of theme patterns in the context of an academy of secretary.

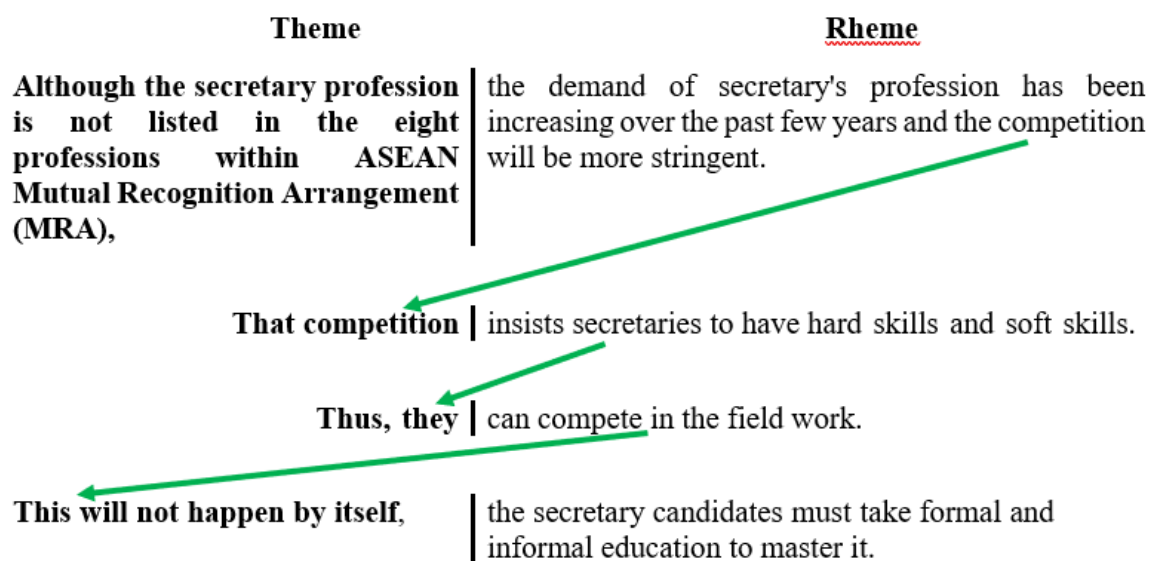**Common thematic progressions utilized in the English final reports**

As suggested, the existence of a thematic progression can be diagnosed in a paragraph. Proven this, thus, the entire paragraphs classified as data were investigated. After analyzed, it was found that the thematic progressions frequently used are zigzag, iteration, and multiple thematic progressions. The total number of thematic progressions detailly occurred in the data can be observed in Table 2 below.

Table 2. Frequency of common thematic progression in the data

No	Data	Total paragraphs	Thematic progressions		
			Zigzag	Iteration	Multiple
1	Data 1	24	16 or 67%	7 or 29%	
2	Data 2	18	14 or 78%	3 or 17%	
3	Data 3	27	17 or 63%	7 or 26%	1 or 4%
4	Data 4	19	11 or 58%	7 or 37%	
5	Data 5	33	24 or 73%	8 or 24%	
6	Data 6	23	16 or 70%	6 or 26%	
			98 or 68%	**38 or 26%**	**1 or 0.69%**
	Total	**144**	**Total**	**137 or 95%**	

As depicted in the table 2 above, there are 144 paragraphs scrutinized and from these 137 thematic progressions were found. The most used pattern is zigzag accounted for about 68%, followed by iteration around 26%, and multiple 0.69% respectively. Therefore, overall percentage of thematic progressions existing in the entire paragraphs is 95%.

As indicated, the zigzag or linear pattern becomes a thematic progression which is commonly revealed in the analyzed data. This surpasses the finding of iteration thematic progression which, if compared, almost tripled. Moreover, if the finding of the zigzag pattern compared with multiple thematic progression, the gap would be very wide. Another interesting incidence discovered was that the quantity of paragraphs does not determine the types and sums of thematic progressions found. For example, the highest number of zigzag thematic progression is manifested in the second data in which its total paragraphs are the fewest among the other data. To make it clear, an instance of zigzag thematic progression is given in the following excerpt. It is taken from the fifth data.

Theme | **Rheme**

Theme	Rheme
Although the secretary profession is not listed in the eight professions within ASEAN Mutual Recognition Arrangement (MRA),	the demand of secretary's profession has been increasing over the past few years and the competition will be more stringent.
That competition	insists secretaries to have hard skills and soft skills.
Thus, they	can compete in the field work.
This will not happen by itself,	the secretary candidates must take formal and informal education to master it.

Having been probed, the above paragraph utilizes zigzag theme progression pattern proven by the monopoly of the zigzag theme patterns in it. The trace of them can further be detailly identified by the rheme of the first clause, competition, is used as the theme for the second clause. The same goes with the third clause, its clause theme taken from the second clause rheme, secretaries. Moreover, the rhemes of the first and second clauses are adapted without any modification. It means that the writer does not apply any extension nor using other tools like synonym or antonym replacing those words. She rewrites the words wholly. As for the fourth clause, its theme is originated from the rheme of the third clause. Yet, she makes a slight alteration by using the pronoun, this, to replace the words in the third clause's rheme.

The practice of utilizing zigzag thematic progression pattern in the English final reports written by the students carries some significances. First, the zigzag thematic progression as applied assists the learners to smoothly compose the text (Fang & Wang, 2011; Alyousef, 2015) by providing new information to be extended and this will impact to the development of their writing fluency (Alyousef, 2015). In so doing, they prefer to enhance the concepts written through the rhemes of the clauses. Second, by giving the notions to be developed, it will make the text more cohesive due to its cumulative development (ibid).

The dominant finding of zigzag thematic progression in students' final reports is in line with the results of study conducted by Emilia, Habibi, and Bangga (2018), and this also in accordance with the opinion of Fries (cited in Wang, 2007) claiming that academic writing tends to follow a zigzag or linear theme pattern since the academic text presentations usually consist of complex arguments in which the extension of their notions comes from the previous clauses (ibid).

By this, hence, the writers of the final reports have already applied the writing technique suitably used with the traits of composed work.

Compared to zigzag thematic progression, the findings of iteration thematic progression are fewer. It is found mostly in the fourth data having 19 paragraphs in total (see table 2). Again, as alluded, the number of paragraphs containing the iteration thematic progression is not determined by the sum of paragraphs but it occurred randomly in the data. How the iteration thematic progression is realized in the English final reports can be viewed in the below excerpt. It is one of the instances taken from the second data.

Theme   **Rheme**

Work Practice | is an activity that must be followed by all students of Academy Secretary and Management Taruna Bakti (ASMTB) Bandung.

↓

Work practice | is implemented for students who have met the requirements set by the institution.

↓

Work practice | is one of the off-campus learning activities as an experience.

This paragraph is written in three clauses. It uses iteration theme pattern identified by the repetition of themes. The theme of the first clause is repeated in the second and third clauses. It is adopted in its entirety without any additions or subtractions. In fact, the verbs of the themes used in those clauses are the same. As seen in the above paragraph, the typical clauses composed are clauses complemented by adjective clauses, especially the first and second clauses. As for the third clause, it is included into a simple clause.

The finding of iteration thematic progression in the data bears several implications. First, by administering it the learners are trying to centralize the topic written by restating it in their composed paragraph (Yunita, 2018). Second, in contrast, by employing it continuously, they will not hone their creative thinking in that they do not attempt to expand the ideas presented in the rheme (Muroda, Madjid, & Jati, 2018). This, to some extent, triggering why the students writing ability is not progressing well.

Contrary to the zigzag and iteration findings, multiple rheme progression is discovered just one case or equals to 4% of the overall data investigated. It is embodied in the third data and if compared to the other data, it includes into median data. Fascinatingly, if compared to the study

conducted by Emilia, Habibi, and Bangga (2018), this finding is not parallel. In their study, the multiple rheme pattern found in the work composed by high achiever students. However, in the present study, this occurred in the median data and apparently it has the most incoherent paragraphs, two incoherent paragraphs, in comparison to the others (see table 3). The finding of paragraph containing multiple rheme pattern can be seen in the below excerpt.

Theme	Rheme
Outgoing mail	is also divided into two kinds, internal outgoing mail and external outgoing mail.
The internal outgoing mails	are made with a mail number according to their respective division numbers.
The outgoing mail of Director	uses outgoing mail number of Director, and the outgoing mail of CMNO using outgoing mail number of CMNO.
However, for external outgoing mail,	it should always use the outgoing mail number of director with director's signature.

The above paragraph embraces four clauses. It utilizes multiple rheme progression diagnosed by the rheme elements of the first clause employed as the themes of the second, third, and fourth clauses. By this, the enhancement of the second, third, and fourth clauses are actually originated from the rheme of the first clause. Therefore, the paragraph will be more intake in term of structure and meaning. Yet, this kind of occurrence is very rare in the data that only found one. Maybe, to some extent, creating this kind of construction is very difficult for the students.

The finding of multiple rheme progression in the data creates some thoughts to consider. First, the student composed it to some degree is able to utilize a complex thought and further she can make use of it well in the foregoing clauses. Second, she can write based on the notions prepared before (Yunita, 2018). Thus, she is a well-planned writer. Finally, on the reverse, the only finding of the paragraph applying multiple rheme progression signified that the majority of the learners whose works investigated is still unable to write a paragraph in which the multiple rheme progression is embodied.

Taken together, the existence of thematic progressions comprising of zigzag, iteration, and multiple signifies that the students have already known how to write an intelligible paragraph. This also can be claimed as a proof that they know how to utilize a suitable writing technique for their work. Therefore, their writing becomes more coherent in term of structure and meaning.

Thematic progressions contributing to the paragraph coherence of English final reports

Based on the results of the analysis and interpretation of theme patterns and progressions described above most of the English final reports composed by the participants are well developed. It means that their works can be comprehended easily. The identified theme patterns build a good theme progression structure and further it directs readers to follow the notions and arguments presented in the composed work. The relationship between theme patterns and theme progression is inseparable since a theme progression is, again, assembled by the theme patterns, without them there will be no theme progression. Furthermore, the solid building of theme progressions manifested and organized in the paragraphs shape a complete unity or coherence of a text (Murcia and Olshtain, 2000). This can be illustrated by the contribution given by the unbroken thematic progression in the paragraphs. Table 3 below highlights the number of findings from the existing paragraphs built from the solid theme progressions. However, table 3 also exhibits the number of incoherence paragraphs.

Table 3. The number of occurrences of coherence and incoherence paragraphs

Data	Total paragraphs	Coherent paragraphs	Incoherence paragraphs
1	24	23 or 96%	1 or 4%
2	18	17 or 94%	1 or 6%
3	27	25 or 93%	2 or 7%
4	19	18 or 95%	1 or 5%
5	33	32 or 97%	1 or 3%
6	23	22 or 96%	1 or 4%
Total	144	137 or 95%	7 or 5%

Table 3 displays the overall numbers of paragraphs found in the data of the present study. The most paragraph discovered in the data is 27 and the fewest paragraph is 19. Moreover, there are two types of paragraphs emerging after analyzing the data. The first paragraph is categorized as a coherent paragraph and the second kind is an incoherent paragraph. The first takes almost 95% of

the overall sums of the paragraphs investigated. Conversely, the incoherent paragraphs only numbered less than 5% or equals to one case averagely for every final report investigated.

As illustrated by the table 3 above, most of the paragraphs written are coherence. This coherence can be indicated by the unbroken thematic progressions embodied in the paragraphs. Thus, they form a union which is supporting each other. This can be exemplified in the paragraph presented below. The following excerpt is originated from the first data.

Theme	**Rheme**
The communication	used is two-way communication.
With the occurrence of two-way communication	then the message and information submitted will be delivered well and received clearly.
Occasionally a one-way communication using a letter	if there is something very important, such as a warning letter for employees who need to be warned.
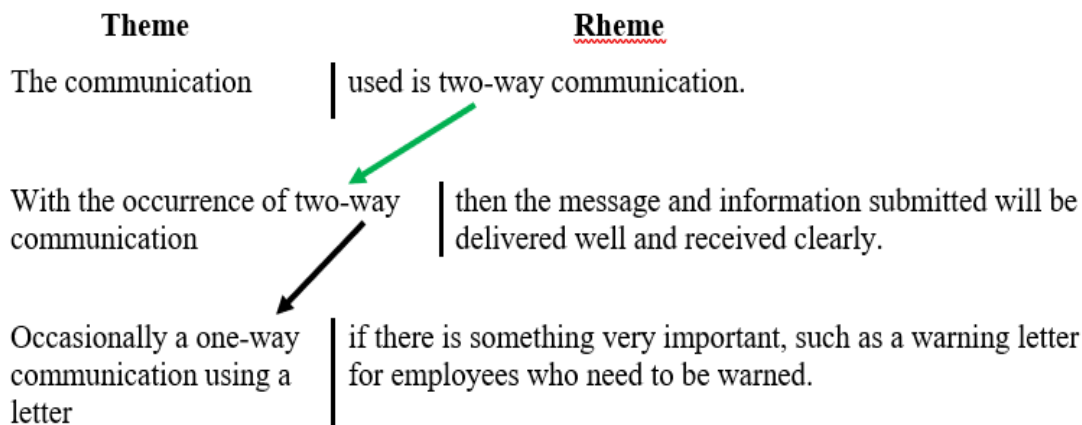
This paragraph is contained of three clauses identified by the three dots closing them. It is considered as a coherent paragraph in that all of the clauses developing it are related closely to each other. It is confirmed by the presence of explicit relations among them. The word communication signals this overt relation. It is continuously applied as the themes among the clauses. By this, it forms a thematic progression characterized as an iteration theme progression. Again, it is illustrated by the theme of the first clause is repeated in the second clause, so does the second is repeated at the third clause.

The finding showing that most of the paragraphs composed by the students in their final reports are in line with Huang Guowen (cited in Guan, 2015) stating that a coherence text is developed by the logical relation of the clauses forming it. Moreover, the coherence paragraphs are signified by the presence of the relationships of the elements of a text in terms of its thematic development, organization of information, or its communicative purpose and these are not merely based on the surface links (Kuo, 1995).

Contrary to the coherence paragraphs, the incoherent paragraphs or in this context termed as broken paragraphs are paragraphs consisting of no explicit relations among their elements. Following is an excerpt taken from the second data.

Theme	Rheme
While studying in this field,	the students are expected to apply various kinds of knowledge obtained in college.
Students	can understand routine tasks as well as special tasks and tasks outside the secretary.
In line with the dynamics of community progress and agencies and changes in development,	the implementation PKL is always tailored to the needs and vision and mission of ASMTB.

The above excerpt, a paragraph, is regarded as consisting of three clauses proven by three periods ending them. If probed detaily, the first and second clauses are still related. It is demonstrated by the word 'students' and it becomes the part of the rheme of the first clause. Then, it is used as the theme in the second clause. Yet, the third clause has no relation with the second or first clauses. It is indicated by no similar words repeated either from the theme or rheme of the first and second clauses. By this circumstance, the overall paragraph is thought to be incoherent or broken since it does not form a unified thematic progression inherent in it. Moreover, the cause of incoherence is triggered by the appearance of a new topic in the third clause causing it not to be well threaded. Again, this resulted in no unity among the clauses written in it.

The above incoherent paragraph is in line with the results of studies done by Astuti, Suryani, and Kurniati (2010) that investigated undergraduate thesis in English Education Department in Teacher Training and Education Faculty of Muria Kudus University. They found that most of the undergraduate thesis examined was incoherence. This supported by the study executed by Tshotsho (2014) that discovered issues related to the application of themes observed in the writings of the students who had not good abilities. The most prominent matter was incoherence illustrated by disjointed sentences and paragraphs. In addition, this is also on the same page with the finding from the study conducted by Muroda, Madjid, & Jati (2018) that disclosed incoherence backgrounds of thesis proposal is caused by the application of a brand-new theme.

In short, the actualization of thematic progressions will give texts a cohesive development. This is manifested in the good organization of the elements of clauses and paragraphs. If this followed, the texts will be more coherent structurally and semantically (Guan, 2015) and

eventually will make students easily identify the frame of the text by identifying important information existing in it (Ghaleasadi, 2012).

Conclusion

Having analyzed and discussed the data in the present study, the researchers can sum up several important findings. First, most of the paragraphs analyzed, averagely 95 percent of them included into coherence paragraphs. Only one or two cases categorized as incoherent paragraphs. This demonstrates that the English final reports written by the students of academy secretary whose works are being scrutinized to some extent fulfill the criteria of good writing. This means that the works can be read due to comprehensive contents seen from the thematic progression patterns. Moreover, this fact has overturned the previous study done by Astuti, Suryani, and Kurniati (2010). Second, the thematic progressions discovered in the data are zigzag, iteration, and multiple. From all of the paragraphs analyzed, the zigzag is the most number discovered and it is followed by the iteration and multiple respectively. By this finding, most of the students generally put the information in a very linier way or in other words they prefer to enhance the concepts written through the rhemes of the clauses. Third, the theme patterns identified are topical and multiple. The topical theme pattern comprises of marked and unmarked. Compared to multiple, the topical themes outnumber it and further, unmarked theme is the most theme pattern disclosed in comparison to marked theme pattern. Eventually, from the thorough investigation of the data performed, it can be inferred that the number of clauses does not determine the sums and types of themes disclosed and the same goes with thematic progressions. This becomes one of the significant findings in the present study.

Implication

This study brings some steps to consider especially in the field of writing final reports in the area of English as a foreign language prevailed in secretarial academies. First, it demonstrates how the theme patterns and their thematic progressions can be used as the media to see whether the addressed paragraphs are coherence or not. Second, from this, it can be taken some measures when supervisors intend to supervise students when writing the final reports in English. If they well understand the flow of the information presented in the English final reports written by the students, the English final report will be much better in terms of theme-rheme presentation as well

as in its thematic progressions (see Fang and Wang, 2011). Finally, the sixth semester students learning in academies of secretary can be introduced to the process of writing in which the theme and thematic progression patterns employed as the focus of the discussions in the learned materials. This, at the end, might give contribution to the enhancement of their paragraph writing.

Future Research Direction

This study only captures the theme and thematic progression patterns in seeing whether the paragraphs written by the students of a secretary academy are jotted down cohesively or not. Focusing on this, it does not embrace the discussion of the selection of lexicogrammatical features resides in them. Therefore, it is suggested that the lexicogrammatical elements are studied in order to fully comprehend how the students of an academy of secretary make meaning in their writing products.

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Digital Age and Reading habits: Empirical Evidence from Pakistani Engineering University

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Abstract

The development of technology has transformed the lifestyle of the people at the global level. With technological development, the social networking sites and apps have also developed a lot. That has brought a significant transformation in the methods of communication. Various studies have been conducted to identify their impacts on the reading habits of the individuals/ students. The study aimed to explore the application of the technology and social networking sites by the students of Pakistan. This study adopted a mixed- methods research approach. The data was collected from the first-year undergraduate students of Mehran University of Engineering and Technology, Jamshoro, Sindh Pakistan. For the quantitative analysis, the descriptive statistics were applied including 366 students (male and female), 281 were male students and 85 female students. The qualitative data was conducted with 20 students and the responses were examined through content analysis. The findings revealed that the majority of students had prior access to smartphones than desktops, laptops and tablets. However, some students had no internet experience. For academic reading, most of the students preferred electronic books and there was no preference of formats for leisure reading. Most of the students use Social Networking sites for fun. Additionally, the findings also suggested the problems faced by the students related to searching online reading

materials due to lack of technical skills. The findings of this study may help to understand the students' reading habits and preferences in terms of using technology. Thus, blended teaching methods should be implemented by the teachers and encouraged students to use technology for their reading purposes.

Keywords: *Technical Gadgets, Social Networking Sites, Reading preference, Format of Reading, Academic Reading, Leisure Reading*

Introduction

Despite facing several economic and social problems, Pakistan is yet a transforming society, related to the evolving digital developments. Due to digital transformation, the information societies are also developing such as IT Policies, e-government, Wi-Fi services, internet services, initiatives of e-learning, telecom sector and cellular mobile etc. These digital transformations have also caused behavioral changes particularly reading behaviors (Atayeva et al., 2019; Mumtaz et al., 2021). Significant changes have been identified by the scholars (Davidovitch et al., 2016; Fischer et al., 2015; Merchant, 2020; Parikh et al., 2020; Sehar and Ghaffar, 2018) at the global level in the reading habits of the individuals specified in this digital era. Similarly, various researches have also been conducted in Pakistan to assess the reading habits of individuals from various disciplines. However, the influence of the digital media is still under discussion in Pakistan and there are very few conducted studies, which show that there is still a need for empirical evidence in the Pakistani setting.

The online and print media in Pakistan have already highlighted the declining and changing reading habit trends such as government reports, newspapers and various websites (Rahman and Amir, 2019). However, all of those reports and discussions were based on general book reading in hardcopy and they ignored the factor of digital books. Their reports have mentioned the digital gadgets such as computers, laptops, iPad, smartphones etc., as the main reason for the declining reading habits of the individuals. In addition to this, they have shown that the technological abuse has caused decreasing reading habits. According to the report of Pakistan Today (2011), "*book reading habit is on the verge of a decline*". According to the surveys conducted by Gallup Pakistan in 2011, in Pakistan only 28 percent of individuals read books excluding the textbooks, however, in 2002 it was 46 percent of the Population (Shehzadi et al., 2020).

Significance of the study

This study will be a significant contribution to the empirical evidences in the context of Pakistan. The present study will assess the impact of digital media on the reading habits of the students, which is mostly ignored by other studies. In addition to this, the students will be enabled to know the positive applications of the digital gadgets to develop their reading habits. This study will be beneficial for the teachers to adopt new teaching techniques by adopting the modern technologies. The results of the study will apply to its neighboring countries as well because of their regional, cultural and religious alignment with Pakistan.

Research Aim and Questions

The aim of this study, is to assess the application of digital media for purpose of reading among the students in Pakistan. To meet the aim of the study, the following research questions are adopted:

1. Which reading formats are likely to be preferred by the students?
2. Do Social Networks utilize for the reading purpose by the students?
3. What problems associated with searching online reading material are faced by the students?

Literature Review

The definition of reading has been kept changing in every time. In the past, the reading was defined as the interpretation of the visual information provided by any system or code (Baron, 2017). Fischer et al., (2015) defined reading as the procedure of recalling, thinking and linking abstracts according to the functions of the written words. While, Saparova et al., (2020) described reading as, "*the ability to make sense of written or printed symbols*". From the evolution of human beings, the medium of reading has also evolved from clay tables, stones to the digital media. In the present days, the reading material is vastly available in paper form as well as digital. But the digital devices have more capacity for information storage and sharing through digital gadgets, according to the purpose (entertainment, information seeking, pleasure etc.) of the reader, the reading content is freely available (Guess et al., 2020).

Prior experience of using internet

Since the early 1990s, the Internet has been available in Pakistan. Information and communication technology (ICT) are one of the nation's fastest developing sectors. Only 1.3% of the people used the Internet in 2001. By 2006, this number had risen to 6.5% and to 14% in 2012. In Pakistan, the number of internet users is now 15.9 percent, which means that more than 30 million people are now browsing the Internet (https://www.pta.gov.pk/en/telecom-indicators/). According to (Alzahrani & O'Toole, 2017) the Internet experience of students has a more significant effect on their attitudes. No online experience or research program tend to affect student choice for blended learning, but age, year of study, and attitudes to the internet are correlated with positive attitudes to blended learning. In addition, Tekynarslan (2008) cited in (Alzahrani & O'Toole, 2017) observed that students who have access to the Internet at home have considerably more favorable Internet behaviors than students who do not have access to the Internet at home. Previous studies, such as (Nahes & Otaibi, 2012; Tsai et al., 2001); and with university students in Pakistan (Rehman et al., 2010) investigated that students' previous experience with using the Internet as the amount of time or internet usage have a major positive impact on their attitudes towards online reading behavior with greater Internet experience. Hence, Student demographic influences tend to have a diverse effect on the attitudes towards using Internet and adopting new learning approaches.

Reading Behavior and Digital Gadgets/Media

Internet is considered to be the most significant source of information for the individuals who spend most of their time on the internet as compared to academic reading, recreational reading and watching television for the entertainment (Adeyemi, 2020; Coiro, 2020; Davidovitch et al., 2016; Islam et al., 2018; Vyas and Tandel, 2020). According to Saaid and Wahab, (2014) digital gadgets and the internet has a significantly positive impact on their reading habits. Likewise, Waseem Muhammad Zia and Ahmed, (2019) investigated the application of digital media or content among the students and found that most of the students use digital media or digital content for leisure reading and use print or textbooks for academic reading. Furthermore, Merchant, (2020) found that most university students prefer visual modes of learning and they are also perceived to be more significant for the improvement of their academic performance. Most of the scholars (Fawaz & Samaha, 2020; Mumtaz et al., 2021; Noor et al., 2020; Parikh et al., 2020;

Ramzan & Singh, 2009; Saaid & Wahab, 2014; Al-Ahdal, 2020; Alfallaj, 2020) believe that digital content or media has more impacts as compared to the textbooks because of several associated advantages for example, easy access to the information in the form of text, video and audio, non-linearity and interactivity etc.

Al-Ahdal (2020) assessed the effectiveness of eBook interaction logs in the reading performance of Saudi EFL students. The result showed that BookRoll could be used to predict learners' reading behaviors with a reasonable degree of accuracy which would be beneficial to a large number of interested parties including, but not restricted to, educational advisors keen to integrate technology into the EFL classroom in the Kingdom of Saudi Arabia, the teaching community which, for the most part, ignores reading as a skill by resorting to quick summaries in students' mother tongue at times and learners who need to find their individual learning pace and environment.

Cell Phone and Social Media Application

According to Coiro, (2020) cell phones are considered to be the most significant source to access social networking sites. Davidovitch et al., (2016) reported that computer labs are utilized for the application of social sites by most of the students from a small city of Pakistan. Studies also shown that a deep and diverse pool of expertise has been brought on by internet mobile learning among college / university students., for example (Abdulrasheed & Musa, 2016; Apuke & Iyendo, 2018;Hassan, Kazi, & Asmara Shafqat, 2020;Luanganggoon, 2020) discovered that most university students use the internet for educational and entertainment purposes on their mobile devices for internet access. There are various studies (Fischer et al., 2015; Merchant, 2020; Parikh et al., 2020; Sehar & Ghaffar, 2018; Shehzadi et al., 2020) that found a positive impact of social media on the reading habits of the students and they reported that social networking sites are also utilized for the information sharing, self-learning, connection with the family and (Naseri Corresponding author & Noruzi Associate Professor, n.d.). According to the findings of Huang et al., (2014) the application of social media is beneficial for the improvement of academic performance among students. However, Merchant, (2020) estimated an insignificant relationship between the application of the social media and the academic performance of the students.

Problems Associated with Searching Online Reading Material

Digital skills and awareness play a very important role in the academic performance of the students. (Shehzadi et al., 2020) found that most of the students are not aware of the application of the ICT infrastructure, which results in a poor level of learning.(Abbas et al., 2019; Sehar & Ghaffar, 2018) mentioned that in Pakistan students are not taught to learn digital skills and utilize them for their learning process to increase their academic performance. Even most of the teachers are not well aware of the accessibility of the digital libraries that have free online resources for learning of the individuals. The role of parents is also found to be very significant for the acquisition of the digital skills among students (Parikh et al., 2020). The basic skills of searching for resources on the internet, free digital libraries, ICT infrastructure and appropriate usage of social networking sites solely for reading and learning are important for developing academic skills for students. However, students face difficulties in searching and accessing free online reading materials through social networking sites and free digital libraries.

Methodology

Following the positivism philosophical assumptions and deductive research approach, the mixed research design is adopted for this study. The data was collected through quantitative and qualitative questions. The questionnaire is adopted from (Bengtsson, 2016). The sample size of the study is 366 undergraduate students with a 95% confidence level and 5% margin of error. The sample size of the study is calculated through an online calculator (https://www.qualtrics.com). Research Ethics were fully followed and the identity of the students was kept secret. Despite that, the students were briefed about the research process and they were informed that they could quit their participation during the research if they feel uncomfortable.

Results and Discussion

After compilation, the data was inserted in SPSS version 22 software and descriptive analysis was applied for quantitative data and content analysis was adopted for the qualitative interviews. Only 20 students filled the questionnaire with quantitative and qualitative questions, therefore, for qualitative analysis only 20 individuals are considered as sample size. The aim of employing the questionnaire was to know the reading preferences of the students and the

application of digital gadgets and social networking sites according to their preferences. The results of the study are discussed below.

To answer the first research question data of the study, descriptive analysis showed following results:

Preferred Format of Reading Platform

The below mentioned table shows the format preferences of the respondents about their reading. Based on mean score, it was found that the paper reading preference of the students was (Mean=3.123, SD=1.4020), the on-screen reading preference of the students was (Mean=3.128, SD=1.4401), any Format preference of the students is (Mean=2.992, SD=1.4382). Hence, most of the students preferred on- screen reading.

Table 1: Preferred format for Reading

Format	Total Number	Mean	Standard Deviation
On Paper	366	3.123	1.4020
On Screen	366	3.128	1.4401
Any Format	366	2.992	1.4382

Format Preference for Academic Reading

Table 2 shows the format preferences of students regarding their academic reading. It was found that 119 students with the ratio of 32.5% preferred to read printed books, 128 with the ratio of 35% preferred to read electronic books and 119 with the ratio of 32.5% do not have any preference and they were comfortable with any format.

Table 2: Preferred Format for Academic Reading

Device	Frequency	Percent
Print	119	32.5
Electronic	128	35
Either One	119	32.5

Format preference for Leisure Reading

Table 3 shows the format preferences of the students regarding their leisure reading. Evidently, it was found that 112 students with the ratio of 33.3% preferred to read printed books,

113 with the ratio of 30.9% prefer to read electronic books and 131 with the ratio of 35.8% did not have any preference and they were comfortable with any format.

Table 3: Preferred format for Leisure Reading

Device	Frequency	Percent
Print	112	33.3
Electronic	113	30.9
Either One	131	35.8

To answer the second research question data of the study, descriptive analysis showed following results:

Internet Experience of the Participants

The table mentioned below shows the responses of the participants about their internet experience. The purpose of this question was to identify if the participants are familiar with the internet. Consequently, there were 111 respondents with 30.3 percent who did not have any internet experience, 81 respondents with 22.1 percent with less than 1-year experience, 83 respondents with 22.7 percent who had 1-5 years of internet experience and 91 respondents with 24.9 percent, who had more than 6 years of internet experience.

Table 4: The Internet Experience of the Participants

Experience	Frequency	Percent
None	111	30.3
>1 Year	81	22.1
1-5 years	83	22.7
< 6 Years	91	24.9

Access to the Technical Gadgets

Table 5 shows the access of the students to the technical Gadgets. Therefore, it was found that 86 students with the ratio of 23.5% had access to the desktop, 127 students with the ratio of 34.7% had access to the mobile or smartphones and 79 students with the ratio of 21.6% had access to the laptop and 74 students with the ratio of 20.2% have access to the tablets.

Table 5: Access to Technical Gadgets

Device	Frequency	Percent
Desktop	86	23.5
Mobile	127	34.7
Laptop	79	21.6
Tablet	74	20.2

Application of Social networking for Reading

Table 6 shows the trends of the students' social networking applications for the purpose of Reading. Thus, the results show that 73 students with the ratio of 19.9% always use social networking for their reading purpose, 77 students with a ratio of 21.0% often use social networking for reading, 60 students with the ratio of 16.4% sometimes used social networking for reading, 74 students with the ratio of 20.2% rarely used social networking for reading and 82 students with the ratio of 22.4% never use social networking for reading.

Table 6: Social Networking Application for Reading

Response	Frequency	Percent
Always	73	19.9
Often	77	21.0
Sometimes	60	16.4
Rarely	74	20.2
Never	82	22.4

To answer the third question of the study content analysis showed the following results:

Qualitative Content Analysis

The qualitative and detailed responses of the participants are analyzed through content analysis (Bengtsson, 2016). The themes are recognized through coding the interview responses and then sub themes and main themes were derived which are shown in the following (Table 7).

Table 7: Content Analysis of the Qualitative Interviews

Main Category	Sub Category	Codes
Online Reading problems	**Searching**	I feel difficulty for searching online reading materials (1) I do not know from where to get PDF books (1) Whenever I find any good book online that is only available on payment. (1) I easily find my relevant content from PDF or online books (2) I access to the freely available content, in this way, I save a lot of money instead of buying Textbooks (3)

	Difficulty in Reading	I do not feel comfortable reading PDF books. (3) I am habitual of highlighting texts from books but I am unable to highlight on online reading materials. (3)
Electronic Sources	Social Media Groups	I have joined numerous groups on Facebook from where I get direct access to my required material (4) We have a WhatsApp group of our friends and classmates where we share PDF books and other online materials with each other (4)
	Google	I mostly search for online reading material through google. (5)
	YouTube	I understand by watching and listening; therefore, I watch online videos from YouTube (6)
	Google Scholar	I search for articles and research papers from google scholar (7)

Problems in Online Reading

From the content analysis it was found that most of the students do not have technical skills and they find it difficult to access online reading materials or read through online content. Thus, the response of a participant who said, "*I feel difficulty for searching online reading materials*" is showing how he faced difficulty due to lack of technical skill. Another Participant mentioned, "*I do not know from where to get PDF books*". The students do not have information about free databases to access online books, which can be observed from the response of a participant, "*Whenever I find any good book online that is only available on payment*". On the other hand, the students who frequently use online reading materials have mentioned the benefits of digital content, "*I easily find my relevant content from PDF or online books*". Another participant stated, "*I access to the freely available content, in this way, I save a lot of money instead of buying Textbooks*". Furthermore, one of the participants stated that "*I do not feel comfortable reading PDF books*". The statement shows that respondent experienced difficulty reading online text.

Electronic Sources

Additionally, it was found that some students also utilize social networking sites to access the reading and learning contents online. The response of a participant, "*I have joined numerous groups on Facebook from where I get direct access to my required material*". Another participant mentioned, "*We have a WhatsApp group of our friends and classmates where we share PDF books and other online materials*". These responses show that students also use Facebook and WhatsApp

for the information sharing. Furthermore, some students responded that they utilize google and google scholar too to access the online reading materials. The response of a participant, "*I mostly search online reading material through google*", another participant stated, "*I search articles and research papers from google scholar*". As every individual has different psychology and skills, they have different learning techniques. One of the responses of a participant, "*I understand by watching and listening; therefore, I watch online videos from YouTube*", which shows that YouTube is also preferred by the students for online learning.

DISCUSSION

Which reading formats are likely to be preferred by the students?

The results of this study answer the first research question by showing that most of the students do not have a preference for book formats and some students prefer on- screen books for general reading. One of the major reasons for no preference for the reading format by the student is that most of the students belong to rural areas and they are habitual of reading textbooks in print format. As, they are new entrants to the university so it makes them uncomfortable to adopt digital books. This finding is in contrast to other studies (Conradi, 2014; Dalton, 2014; Hasan & Bao, 2020; Parikh et al., 2020) who have found that nowadays most of the students prefer electronic formats. When students were asked about their preference for academic reading then majority of the responses were that they prefer electronic formats for their academic reading. And this can be because of a free flow of available books on the internet and can be accessed for free. As Aqeel et al., (2020) found that students prefer free resources for their academic purpose. This finding is according to Waseem Muhammad Zia and Ahmed, (2019) studies who found that with the digitalization, the reading trends among students are also transforming and they are focusing on digital contents. However, when students were asked about their leisure reading preference, they again stated that they do not have any preference. The same findings were estimated by (Adeyemi, 2020a).

Do Social Networks utilize for reading purpose by the students?

The findings of this study answer the second research question that some students also utilize social networking sites to access reading online content, which is according to the previous studies (Adeyemi, 2020; Coiro, 2020; Hasan & Bao, 2020; Merchant, 2020; Naseri Corresponding author & Noruzi Associate Professor, n.d.; Saaid & Wahab, 2014; Waseem Muhammad Zia &

Ahmed, 2019) who found that in present days, most of the students have easy access to the technical gadgets. This study has found that most of the respondents have access to smartphones and the lowest number of the students have access to tablets. This finding is supported by (Abdulrasheed & Musa, 2016; Apuke & Iyendo, 2018) who suggested that many university students use the internet on their smart phones for recreational and educational purposes. However, other studies found that most of the students have access to laptops and they utilize more laptops for access to the digital content and electronic books. One of the major reasons can be the provision of free laptops by the government to the hardworking students of the public sector universities. This study found that most of the students did not have experience of internet, this can be because of the demographic and geographic reasons of the students because most of the students belong to the rural areas. In addition to this, the finding of the study also has shown that second greatest number of the students have more than 6 years of internet experience. This shows that the greater number of students have knowledge of social networking sites. This finding is supported by previous studies   (Alzahrani & O'Toole, 2017; Nahes & Otaibi, 2012; Tsai et al., 2001) who established that students' previous experience with internet influences positive behavior for the potential learning and broaden the horizons of knowledge and understanding. In the same way, the study found that 19.9% of students always use social networking sites for the purpose of reading and 22.4% never use social networking sites for reading purpose. A higher number of the students use social networking sites for their fun and pleasure. However, other studies (Bădulescu, 2016; Dalton, 2014; Fischer et al., 2015; Mumtaz et al., 2021; Ramzan & Singh, 2009) found that students only use social networking sites for their fun. In contrast to this, some studies (Asif et al., 2020; Baron, 2017; Hasan & Bao, 2020; Kaur & Ghuman, 2019; Saaid & Wahab, 2014) have found that most of the students use social networking sites for access to the information and sharing free information among them and their colleagues.

What are the problems associated with searching online reading material faced by the students?

The findings of qualitative analysis revealed that the students are facing problems in searching for appropriate reading materials through online databases. Likewise, (Waseem Muhammad Zia & Ahmed, 2019) stated that the searching process and selection of the appropriate reading material from the online platforms is difficult for the unskilled students. The study has also found that students do not have information about accessible and available online free

databases from where they can access free digital books; this finding of the study is supported by the previous studies ((Adeyemi, 2020a; Dalton, 2014; Parikh et al., 2020; Shehzadi et al., 2020) as well. Another problem identified from the qualitative analysis is that the students do not feel comfortable for reading through PDF or electronic books. The finding is also supported by (Abbas et al., 2019; Sehar & Ghaffar, 2018) who stated that lack of digital knowledge affects students' academic performance. They find it hard particularly for the academic reading purpose because students are not able to highlight the main points from the pdf books. However, there are options available for highlighting texts in the electronic or PDF books through PDF application, which shows the lack of digital skills of the students. Similarly, (Adeyemi, 2020b) mentioned that the lack of digital skills among students and teachers is a big hindrance to the adoption of blended learning and teaching. However, the present study has found an interesting finding from the qualitative analysis that some of the students utilize social networking sites for their academic purposes. They have formed study groups on their WhatsApp and Facebook applications. Through these groups, they easily communicate with their friends in order to share information, knowledge and learning skills with each other. The study has also shown that YouTube is also a preferred source of learning for the students. There are very few numbers of students who use google scholar for their reading or accessing online reading material.

Conclusion

The growth of the internet and social media has rapidly increased as it has gained an international level of attention from researchers and scholars in the whole world. The way of communication and information sharing trends in the world has been revolutionized as it has also influenced the reading behaviors and trends of the students. The main objective of the study was to identify the application of technological gadgets, an online reading practices and social media for the purpose of reading among students. This study has adopted a mixed- methods design with descriptive analysis and content analysis. Evidently, the findings of the study suggested that most of the students have access to the technical gadgets and some of the students use them for reading. It also found that for academic reading, students prefer printed books and for pleasure or leisure reading, they prefer electronic books and very few students use social media for the purpose of reading and information sharing. Thus, it can be concluded that few numbers of students utilize technical gadgets and social media for their reading. Furthermore, the findings suggested that some

students encounter difficulties while searching appropriate and free online reading materials due to the lack of digital skills. However, interestingly the study found that some university students also utilizing social networking sites for their reading purposes as they formed groups on WhatsApp and Facebook for information and reading material sharing. It is recommended that students should utilize technology and social media for the purpose of their information sharing and skill development. In addition to this, it is also recommended that the teachers ought to adopt the blended teaching techniques by providing proper guidance that encourages students to use technology in a way that benefits them and improves their reading and information sharing skills.

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Appendix- A: Questionnaire

About Yourself

1. You are ❏ Male ❏ Female

2. You study in _____

3. Your internet use experience: ❏ None ❏ Less than 1 year ❏ 1–5 years ❏ More than 6 years

4. You Like to read:

Format	Always	Often	Sometimes	Rarely	Never
On paper					
On-screen					
Any format (Paper/Screen) is fine					

5. Your preferred format for reading according to purpose:

Purpose of Reading	Format		
	Print	Electronic	Either One is Fine (Print or electronic)
Academic (e.g., Assignments preparation for class, recommended readings, Journal Articles, eBooks, etc.)			
Pleasure/ Leisure (for Enjoyment/Entertainment i.e., History, Literature, Showbiz, etc.)			
Everyday knowledge (Health, Cooking, Current Affair, Problem Solving etc.)			

6. Do you have access to following devices for reading (please tick the relevant box(es)?
　　❏ Desktop　　　❏ Mobile/smart phone　❏ Laptop　　❏ Tablet (iPad/ Kindle)
　　❏ None

7. How often do you use the following devices for reading on screen?

Electronic Sources	Always	Often	Sometimes	Rarely	Never
Desktop					
Mobile with E-Reader/ Smartphone					
Laptop					
Tablet (iPad/ Kindle)					

8. How often do you use the following electronic sources for accessing reading material?

Electronic Sources	Always	Often	Sometimes	Rarely	Never
Social networking websites (e.g., Face book, Twitter, etc.)					
Other websites for Free book/articles downloading (Open access journals etc.)					
Google books					
Google Scholar for articles					
Electronic databases (e.g., HEC Digital Library, Science Direct, Emerald, etc.)					
Common search engines other than google (e.g., Ask.com, Bing, yahoo, etc.)					

9. Have you ever used online books? What was your online searching experience? the advantages and drawbacks?

10. What's your experience been like using your e-reader? Please comment on anything related to likes, dislikes, etc. (open ended)

11. Describe how you typically find online information for your academic work.

12. Have you ever used any other electronic sources for academic work? (i.e., e-journals, websites, …)

Thanks a Lot for Your Cooperation

Appendix – B: Content Analysis

Main Category	Sub Category	Codes
Online Reading Problems	**Searching**	I feel difficulty for searching online reading materials (1) I do not know from where to get PDF books (1) Whenever I find any good book online that is only available on payment. (1) I easily find my relevant content from PDF or online books (2) I access to the freely available content, in this way, I save a lot of money instead of buying Textbooks (3)
	Difficulty in Reading	I do not feel comfortable reading PDF books. (3) I am habitual of highlighting texts from books but I am unable to highlight on online reading materials. (3)

Electronic Sources	Social Media Groups	I have joined numerous groups on Facebook from where I get direct access to my required material (4) We have a WhatsApp group of our friends and classmates where we share PDF books and other online materials (4)
	Google	I mostly search for online reading material through google. (5)
	YouTube	I understand by watching and listening; therefore, I watch online videos from YouTube (6)
	Google Scholar	I search for articles and research papers from google scholar (7)

The Effect of Flipped Learning Instruction on Tertiary English Learners' Writing Achievement

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Abstract

Flipped Learning (FL) instruction is flipping teaching where the learners study the contents at home by using technology equipment such as video, pods, e-books, websites, or blogs, and the classroom is used to do the assignment or homework to strengthen students' important knowledge understanding. The current tertiary students are the new generation who are so much interrelated with technology. This study investigated the effect of FL instruction on tertiary English learners' Achievement in writing. Two groups of 40 Diploma in Maintenance Engineering (DME) students (experimental and control) participated in this study. Moreover, the data were collected from the score of essay-writing tests (pre-test and post-test). The experimental group was taught through FL instruction while the control group was taught through the Traditional Method. Furthermore, the data were statistically tabulated by employing ANOVA in the Statistical Package of Social Science (SPSS). The result shows that the score mean of the experimental group was significantly higher than the score mean of the control

group. Accordingly, there was a significant effect of FL instruction on tertiary English learners' writing achievements. Hence, the implementation of the FL instruction is highly recommended for teaching writing at the tertiary level.

Keywords: *Flipped Learning, Writing, English Learners, Method of Teaching English, and Experimental Studies*

Introduction

English is a language used widely for communication between people who do not share the same first language. There are four skills that learners need to master in English language teaching and learning (ELTL). They are listening, speaking, reading, and writing. The most complex skill in English language teaching and learning (ELTL) is "writing" because the process of writing requires cognitive, linguistics, and resources (Hayes, 1996; Kellog, 1996). Furthermore, tertiary students are required to have writing skill because during the teaching and learning process, and at the end of the courses, the students are usually asked to do writing activities such as project paper, thesis, dissertation, and report writing. But in fact, writing skill is more challenging and more difficult compared to the other skills since there are many steps to complete the writing task such as thesis statement identification, composing supporting idea, reviewing and revising, and editing (Alsamadani, 2010).

Accordingly, students of Diploma in Maintenance Engineering (DME) at University College of Yayasan Pahang (UCYP) are learners of English as a second language and their achievement in writing scores based on the pre-test result was very poor (the mean was only 10.88 over 20). Moreover, based on a preliminary interview with the DME students' English lecturer, technology was hardly integrated into teaching and learning activities since the lecturer usually taught students only through the traditional method (teacher-centered learning) in which the lecturers deliver the knowledge through a presentation in class, give exercise in class and then give homework at the end of the class. Besides, lecturers have to spend most of their time in the classroom explaining the material in the classroom before the writing task, and in the end he lefts with no time to do the practice. Consequently, students have to finish writing tasks outside of the classroom without any assistance to solve the problems where they may find problems during the

writing task. On the other hand, lecturers find many difficulties to fulfill expectation individually in terms of way of learning (Muldrow, 2013)

To improve current tertiary English learners' achievement in writing, they need a relevant instruction or method so that teaching and learning of English are more valuable, meaning full, and beneficial. It is in line with Serquina & Batang (2018) who said that if quality education is to be achieved, it should therefore be a reciprocal relationship of the classroom and society. It is clear that teachers' instruction is not confined within the hour inside the classroom but should exceed before and after the instruction period and outside the classroom.

According to Demirel (2016), the most important thing for a modern learning instruction environment or method is full touch with recent technology. Due to the advancements in technology and social media application, ELTL has gone beyond the physical boundaries (Upadhyay, 2018). Accordingly, Brown (2007) said that to achieve good learning outcomes, recent English educators should develop valuable engagement both inside and outside the classroom by creating a student-centered learning environment.

Dudeney and Hockly (2012) stated that today's learners are digital natives who grow up using technology, unlike parents who are digital immigrants who come late to the world of technology. Accordingly, since the parents and the kids are so much different, the teaching instruction or model should not be the same.

Integrating technology in the teaching and learning process is said to promote active learning. Likewise, the concept of FL instruction is built within the view of active learning (Meyers & Jones, 1993) as the focus of FL instruction is to get students engaged in the learning process i.e. active learning and using technological tools in their learning process, which is the key concept in IR 4.0. FL instruction has helped eventually to shift the focus from the teacher to learners in the classroom to have effective learning outcomes. Instead of focusing on didactic instructions, in flipped learning students have more time for practical learning, and further, it transforms the educational experience, which allows differentiated learning.

Moreover, through FL instruction students have more opportunities to be engaged and motivated to increase their proficiency levels because FL instruction is more personalized and individualized as compared to the traditional learning model. Furthermore, educational transformation helps students to get direction to improve their learning, interests, and strengths thereby using face-to-face instructional time (Bergmann & Sams, 2014).

For that reason, further study needs to be conducted to find out the effect of Flipped Learning instruction on Diploma in Maintenace Engineering (DME) students at University College of Yayasan Pahang, Malaysia as based on the problem statement and students attitudes towards technology, FL instruction might positively affect the students' achievement in writing skill.

Literature Review

The Flipped Learning Network (2014) explained 'Flipped Learning' with a formal definition: "Flipped Learning is a pedagogical instruction in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter". Practically, FL instruction is flipping teaching where the learners study the contents at home by using technology equipment such as video, pods, e-books, websites, or blogs, and the classroom is used to do the assignment or homework to strengthen students' important knowledge understanding (Bretsmann, 2013; Tucker, 2012). In a simple way, Flipped Learning Network (2013) says, "Schoolwork at home and homework at school" (p. 05).

Flipped Learning Network (FLN) together with Pearson's School Achievement Service (2013) discovered the key features, or pillars, of Flipped Classrooms that allow Flipped Learning to occur. The four pillars are basically to help the teachers in setting teaching methodology with a clear set of rules in the Flipped Learning (FL) approach. The four pillars are Flexible Environment, Learning Culture, Intentional Content, and Professional Educators. There have been countless numbers of studies on flipped teaching in ESL and EFL classes on its effectiveness and students' perceptions.

Leis, Cooke, & Tohei (2015) studied the effects of flipped classrooms on English writing composition on university students in Japan. The researchers used two groups namely the flipped group and the regular group. The flipped group refers to the group of students where the flipped classroom was applied and the regular group refers to the group of students where the traditional Instruction was applied in the teaching and learning process. Since the researchers were studying the writing composition, writing activities and writing tests were involved. The effects were divided into sections; (1) the length and word counts, and (2) proficiency improvement. The study showed the length of study time before class in the flipped classroom environment was as expected

significantly more than that of the regular classroom. This is because the students had to watch an explanation on videos, look up vocabulary, and write drafts while the regular group was only required to do homework and look up vocabulary. The less hour of study time for the regular group might have been "a result of lack of understanding of the lesson content" (p. 46). However, the regular group studied more after class since they have to complete the writing composition whereas the flipped group had already completed the writing in the classroom. As for the word count, both groups showed no difference in the pre-test but, the flipped group showed an increasing number of word count compared to the regular group in their post-test. As for proficiency, both groups have basic proficiency.

Another study by Hsieh, Wu, & Marek (2017) investigated the effectiveness of using flipped classrooms in EFL learning. The result showed that generally, the flipped classroom did better than the traditional classroom. Post-test results from both groups were higher than the pre-test. However, comparing post-test results between the two groups, the flipped classroom was higher with the maximum score difference at 12 points. The results are very similar to other studies done by other researchers on flipped learning Instruction (e.g., Han, 2015; Hung, 2015; O'Flaherty & Phillips, 2015; Webb & Doman, 2016).

The audio/video provided to the students before class gave a stimulating and realistic English situation. Thus, making learning English effectively. The students admitted that they became less nervous conversing in English through the audios/videos provided to them. Nevertheless, Hsieh, Wu, & Marek (2017) found out that because of the hard work and more effort that had to put into flipped learning, students preferred the traditional classroom despite the higher results they get from the flipped learning method. All in all, most studies conducted on flipped learning reported that students benefit from the flipped learning Instruction and agreed that their performances increased (e.g., Evseeva & Solozhenko, 2015; Han, 2015; Hung, 2015; O'Flaherty & Phillips, 2015; Webb & Doman, 2016).

Furthermore, Sarpparaje, Jeyasala, Rathiga and Sasirekha (2018) did a systematic literature review on the effectiveness of flipped learning on English language teaching and learning (ELTL) and they reported that 29 studies/researches compared students learning in traditional classrooms to learning in a flipped classroom. 14 studies exclusively indicated that students in flipped classrooms out-performed their counterparts in the traditional classroom and from these 14 studies, six (6) studies reported the statistical significance of their findings. Four studies concluded a mixed

result in terms of learning gain. In eight other studies, researchers did not find any statistically significant difference between flipped and traditional approaches in terms of student learning. Two articles reported that students in the flipped classroom did not perform as well as their counterparts learning in the traditional environment. Then, one researcher did not find any difference or significant effect of the flipped classroom.

To sum up, there is no final result of the research on the effectiveness of the flipped learning in ELTL as some said significant effective, some said neutral and others said traditional was better. Therefore, the research on the implementation of FL instruction on ELTL is still suggested and open for future researchers as the result might be different due to the different of participants (students) of the research, language skill to be measured, method of the research, and condition of the institutions in terms of facilities and networking.

As per Bloom's revised taxonomy, students do the lower levels of cognitive (remembering and understanding) work out of the classroom whereas they focus on higher levels of cognitive (applying, analyzing, evaluating, and creating) work inside the classroom with the support of their peers and teachers, unlike the traditional model where students have 'first exposure' only in class via lecture.

Accordingly, this FL instruction evidently applicable for higher education or tertiary students within the lecturer-based course but the question is how relevant it is to more communicative courses, namely, to English as a second or foreign language teaching (Kvashnina and Martynko, 2016)

FL instruction theoretically is very relevant to DME students' needs in improving their writing skills as they were in touch with technology, wanted a flexible environment, and an attractive and innovative teaching methodology. Besides, we have realized from the course of English for Maintenance Engineering at University College of Yayasan Pahang, much of the course content can be flipped. Therefore, a study on investigating the effect of FL instruction on DME students' English writing achievement should be conducted.

Research Question

Research questions were formulated as below:

Does FL instruction significantly affect the English writing achievement of DME students at the University College of Yayasan Pahang (UCYP)?

Research Methodology

Design

        This study had been conducted by using a quantitative research mode in which the participants of the research were divided into two groups namely the experimental group and the control group. Practically, both groups were administered two tests (pre – and post –). In this study, the experimental group was taught through Flipped Learning instruction and the control group was taught through the Traditional Method. The design is clearly described in the following table.

Table 1: *Research Design.*

Group	Number	Treatment	Test
Experimental	40	Flipped Learning	Pre – and Post –
Control	40	Traditional Method	Pre – and Post –

Participants

        80 students have participated in this study. The students were separated into two groups namely experimental and control groups. Each group consisted of 40 students. Besides, the range of their ages was from 18 – 19 years old. The participants were selected from Diploma in Maintenance Engineering students at the University College of Yayasan Pahang (UCYP), Malaysia. Besides, the students were from the first and second semesters but they had the same English proficiency level, which was pre-intermediate level (A2) according to the result taken from UCYP-English Proficiency Test (UEPT). Accordingly, the students could be divided randomly into two groups. Furthermore, all students were learning English as a second language.

Materials

        Video: a video was used to explain how to write a describing process essay. The video can be downloaded from www.engvid.com. In this video teacher, Emma who is a native speaker of English is explaining three important things in writing a describing process essay. They are 1) how to write down an introduction and overview from the question and diagram, 2) sequencers and 3) passive voice. Moreover, the duration of the video is 22 minutes 49 seconds. The video was uploaded in Google Classroom and the video was used before every meeting.

        Online Quiz: In this study, four (4) video related quizzes were set up. There are 10 multiple questions for each quiz. The duration to do the quiz is only 20 minutes. The quiz was set up on Google form and uploaded in Google Classroom then distributed to students before each meeting.

In-class group online activity: questions for the group were set up in Quizlet.live apps. Through the apps, the students were arranged in-group then they answered the question in the online group. The questions are 20 questions, which are related to sequencers, passive voice, and vocabularies (synonym and paraphrasing). There is no duration of time in doing the activities but the students should complete the quiz as soon as possible to be the winner. This online activity was used in every meeting because this activity was not set up for one meeting only but multiple meetings (*in this study four (4) meetings*).

Worksheet: Four (4) different worksheets were set up to give more real practice to students about how to use sequencers, passive voice, and paraphrasing in describing process essays. Furthermore, the students wrote an essay based on the sequencers, passive voice, and paraphrasing. They wrote it in the final worksheet. One worksheet was given to students for each meeting (*four (4) meetings*)

Instruments

Composition test: pre-test and post-test were administered to both groups of students (experimental and control) before and after the treatments. The test is asking the students to write a describing process essay based on the diagram given (hydrologic cycle). Thus, the test is asking the students to summarize the information by selecting and reporting the main features and make comparisons where relevant but the students were only given 30 minutes to complete the writing task and they need to write a minimum of 120 words.

Writing Rubric: The rubric is taken from city & guild writing rubrics and developed by researchers. This rubric has five (5) indicators in assessing the describing process essay. They are task fulfillment, grammar, vocabulary, organization, and punctuation. The highest score for each indicator is four (4) and the lowest score is zero (0). Accordingly, the total highest score is 20 per each essay.

Validity

The composition tests (pre-&post- tests) had been examined by two lecturers who have been teaching writing subjects for more than ten (10) years in the University College of Yayasan Pahang, Malaysia, and they have reviewed and evaluated many of the students essay writing including descriptive writing. Therefore, the composition tests (pre- &post- tests) are intelligibly

valid since the tests have been examined by two (2) experienced and qualified lecturers. They concluded that the tests are relevant and valid as the tests ask the students to describe the process of the hydraulic cycle.

Reliability

The reliability of the composition tests (pre - & post - tests) was measured by using inter-rater reliability using three examiners. The examiners were two (2) English lecturers from the University College of Yayasan Pahang as the first and the second examiners and one from the researcher as the third examiner. The result shows that there is no great discrepancy among the score mean of students' writing from the first, the second, and the third examiner. The result of the inter-rater reliability (IRR) or Kappa on the students' writing score is 0.704 (reliable: between 06 and 0.79)

Procedures

Step One

Preparation for the flipped learning materials, the materials are lesson plan, video, Google Classroom (for online flat form), online quiz and in-class online exercises, and group worksheet (writing task).

Step Two

Video and online quizzes were uploaded in the Google Classroom so that the students could access them whenever and wherever they were. But before the students accessed the teaching video and the online quiz, the pre-test was administrated. Then, both groups were taught for four meetings each. The treatment was teaching the experimental group through Flipped Learning instructions, while the control was taught through the Traditional Method. There are three (3) stages in implementing the Flipped Learning instructions, namely before-class, during-class, and after-class. These three stages were applied to the four (4) meetings of treatment for the experimental group by using a different quiz, in-class online activity, and worksheet in each meeting.

Table 2: *Treatment for Experimental Group*

No.	Flipped Learning Approach	
	Stage	Learning Activities
1	Before-Class	**Giving and Taking Knowledge** The students watched the online teaching video wherever and whenever they could in Google classroom. If the students had difficulties to understand the video, they could bring the questions to class. The video was a 20-minute video on how to describe a process. Started from the introduction and report, until to the language choices and grammar usage in the describing process. **Basic Cognitive Test** After the students viewed the teaching video, they would answer the online test provided by the lecturer in Google Classroom. This test is to measure their understanding of how to write a describing process essay. The time for the online test is only 30 minutes with 20 multiple-choice questions. **Lecturer' Notes** After the students did the test, the lecturer studied the report of students' answers. From the Google Form, the lecturer could see the students' understanding of describing process essays. The report showed the weakness and strengths of students. From this report, the lecturer prepared materials, exercises, and worksheets for discussion used in the class.
2	During-Class	**Lecturer-Students Interactions (30 minutes)** During class, the lecturer discussed again the answer for the online test and reported the students the result from the online test so the students knew their level of understanding. Then, the lecturer asked the students if they had questions related to the explanation in the teaching video or lecturer opened for discussion. **Students – Students Interactions controlled by the lecturer (60 minutes)** During class, the teachers were given a discussion worksheet related to a deep understanding of describing process essays. The students were divided into 5 groups (5 persons in one group). The students discussed all questions given in the discussion worksheet including writing tasks end the end of the sheet. Then, the students presented their answers and their writing so that each group could see the different answers and writing. During the presentation, the Q&A sessions were opened so that the students could get more understanding. Besides, if there were questions or problems that students could not answer or solve, then the lecturer was involved to answer and solve them. **Individual Exercise (30 minutes)** During the class, the students were given exercises, asking the students to write a describing process essay. The time given for this exercise was only 20 minutes. After doing the exercise, the students were asked to upload it to Google Classroom. The class was ended by giving the conclusion to students and the lecturer informed the students that the result and revision of the exercise would be available online in Google Classroom before the next class.
3	After-Class	**Evaluation.** After the class, the lecturer reviewed the students' works and gave comments (if any) in Google Classroom. Then, the students got the result and revised (if any) from home online in Google Classroom. Then the lecturer marked the paper. After marking the paper, the students can get the score personally in Google Classroom.

The treatment for the control group was implementing the Traditional Method. the Traditional Method is a teaching method in which teachers are to believe as the main sources of teaching and learning or it is commonly called teacher-centered learning. Moreover, in this method teachers become the main controller in the classroom, and students just merely the listener and remain passive in the whole duration of the teaching and learning process. Usually, there are three

activities in the traditional method. They are lecturing or presentation, exercises & discussion, and closing by giving homework. These three stages were applied to for (4) meetings of treatment for the control group by using different materials, exercise, and homework in each meeting.

Table 3: *Treatment for Control Group*

No	Traditional Method	
	Stages	**Activities**
1	Before Class	**Teaching Material Preparation** The lecturer prepared material, presentations, and exercises, and students did not do anything.
2	During Class	**Lecture – Students Interaction (60 Minutes)** The lecturer delivered lectures or presentations in class and students just listened to the lecturer until she/he finished the lecture or presentation. **Doing Exercise (50 Minutes)** Then, the lecturer gave exercises related to the presentation to the students and students did the exercises. After that, the lecturer gave the answers to the exercises and asked the students whether they had questions or not. **Closing (10 Minutes)** Finally, the lecture closed the class and gave homework to students.
3	After Class	**Evaluation** Students did the homework at home and submitted on the due date given. The lecturer marked the homework and returned it to the students.

The stages of both treatments (Flipped Learning Instruction and Traditional Method) are similar. Both have before, during, and after. Besides, both treatments have the same duration of time that is 2 hours each during class activities. The lecturers for both groups were different person but both lecturers have the same background of educational level and teaching experience. The two lecturers are females, holding a master's degree in Teaching English as Second Language, and having more than 5 years of teaching at the tertiary level. Moreover, the two lecturers' ages are still young (below 40 years) and both of them are Malay. Therefore, both groups were equally treated. The only difference is the methodology applied in the treatment and the main purpose of this study is to investigate the significant effect of the flipped learning instruction on students' writing achievements.

Step Three

After the treatment, the post-test was administered to both groups. Then, the scores of pre-test and post-test from both groups were collected and tabulated using Statistical Package for Social Science (SPSS) version 21.

Data Analysis

The objective of this study is to investigate the effect of Flipped Learning instruction in English writing achievement. Therefore, the quantitative data (writing score) were analyzed by using Compare Means (ANOVA) and ANCOVA in SPSS version 21 to find out the significant differences of Pre-Test and Post-Test means of both groups and the significant effect of Flipped Learning instruction on DME students writing achievement at University College of Yayasan Pahang.

Results and Discussion

After careful analysis of the writing test instrument with the written outputs of the tertiary English learners, the following presents the thorough results and discussion of the analysis of the specific objectives.

Results

Before running the required parametric test, the normality of the contribution assumption was confirmed. Then, Compare Means (Mean and ANOVA) was employed to examine the significant differences between both groups (experiment and control). As a result, the comparison of control and experimental groups is presented in the following table.

Table 1: *Descriptive statistics of control and experimental groups' writing scores.*

Group		Pre-Test	Post-Test
Experiment	Mean	10.975	16.200
	N	40	40
	Std. Deviation	2.224	2.015
Control	Mean	10.800	12.250
	N	40	40
	Std. Deviation	3.368	3.119
Total	Mean	10.887	14.225
	N	80	80
	Std. Deviation	2.837	3.280

Table 1 shows the values of Pre-Test and Post-Test means and standard deviations for each group and a total of both groups. The mean for the Experiment group increases 5.225 from Pre-Test to Post-Test, meanwhile, only 1.45 increments for the Control group but both groups improved on writing score. On the other hand, the mean of the Pre-Test for the Experiment group is only 0.175 higher than the mean of the Pre-Test for the control group. To compare, the mean of

the post-test for the experiment group is 3.95 higher than the mean of the post-test for the Control group. Moreover, the mean for the Total groups increases from 10.887 in the Pre-Test to 14.225 in Post-Test. To sum up, the experiment group outperformed the control group on writing achievement. In accordance with, the statistical differences between both groups are presented in the following figure.
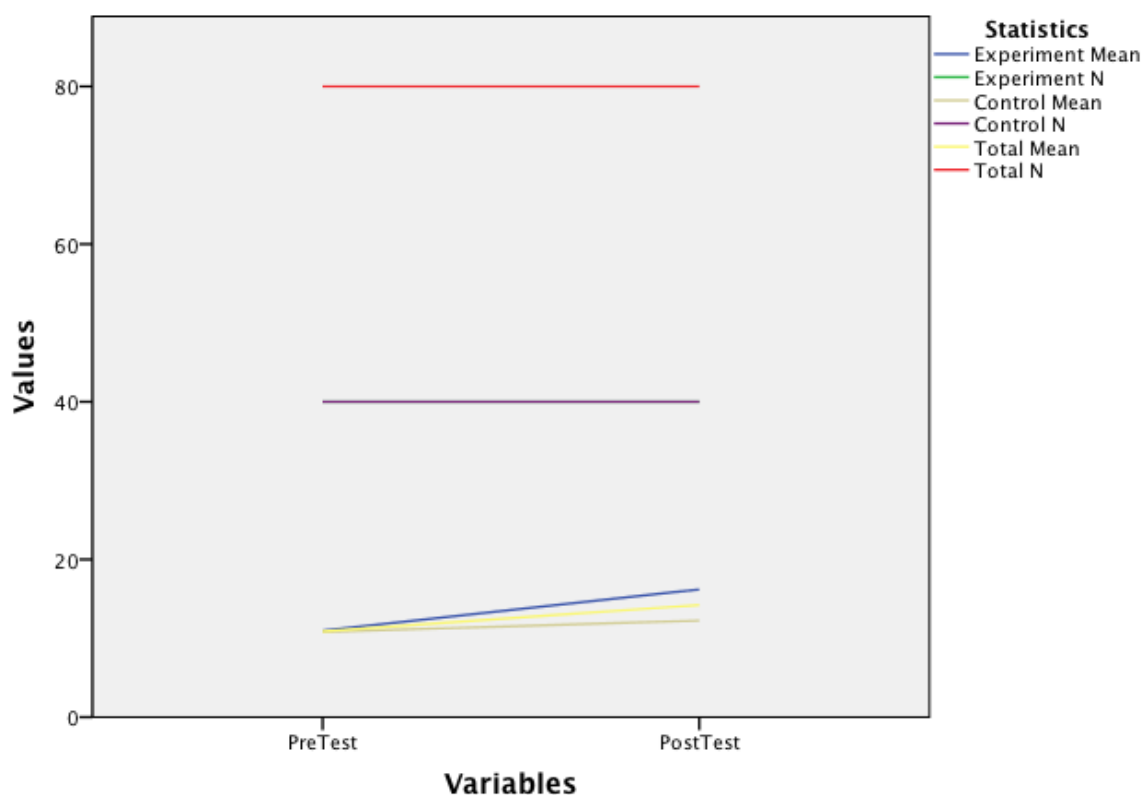
The ANOVA test procedures (table 2) offered two tests (Pre-Test and Post-Test) of the contrast between the control and experimental groups.

Table 2: *Descriptive statistic of Pre-Test and Post-Test*

		Sum of Squares	df	Mean Square	F	Sig.
	ANOVA					
Pre-Test	Between Groups	.613	1	.613	.075	.785
	Within Groups	635.375	78	8.146		
	Total	635.987	79			
Post-Test	Between Groups	312.050	1	312.050	45.250	.000
	Within Groups	537.900	78	6.896		
	Total	849.950	79			

From Table 2, there was no significant difference in the mean of the pre-test between the experiment and control groups *(F=0.75, p= 0.785 >0.05).* In contrast, there was a significant difference in the mean of Post-Test between Experiment and Control groups *(F=45.250, p= 0.000 <0.05).*

ANCOVA was employed to test the effect of FL instruction on students' English writing achievements. The result is presented in the following tables and figures.

Table 3: *Descriptive Statistics of Difference between Experiment and Control Groups*

Descriptive Statistics			
Dependent Variable: Difference			
Group	Mean	Std. Deviation	N
Experiment	5.275	1.012	40
Control	1.550	1.501	40
Total	3.413	2.265	80

Table 3 shows the descriptive statistics of the dependent variable (difference) between the independent variable (experiment and control groups). From the table, the mean difference for the experiment group is 3.725 higher than the control group. Moreover, the estimated marginal means of difference are shown in Figure 2.
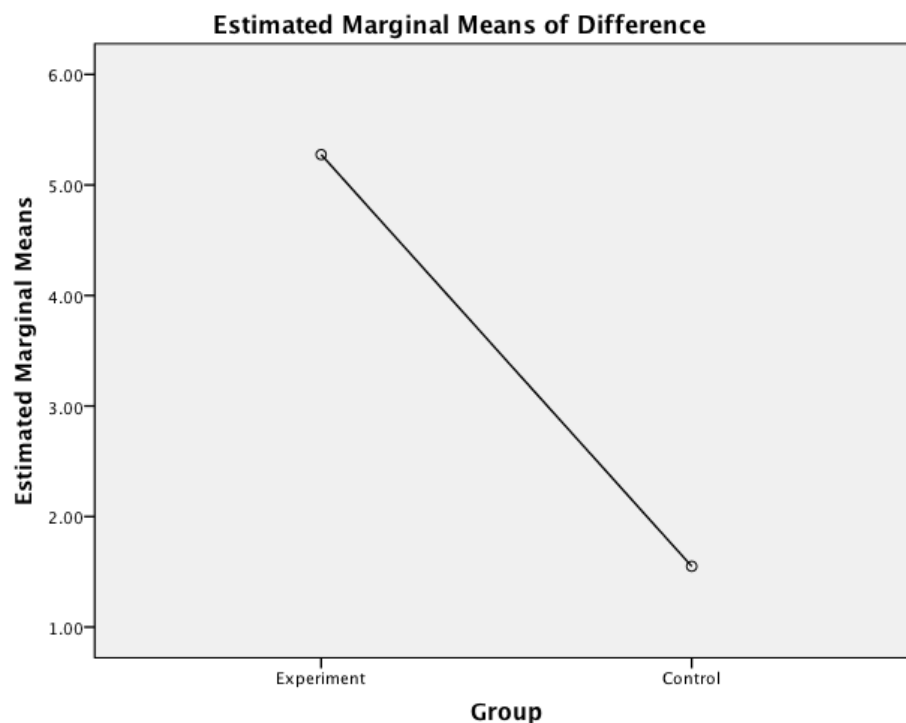

Figure 2: *Estimated Marginal Means of Difference between Experiment and Control Groups*

Table 4: *Tests of Between-Subjects Effects*

Dependent Variable: Difference

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	277.513[a]	1	277.513	169.274	.000
Intercept	931.613	1	931.613	568.256	.000
Group	277.513	1	277.513	169.274	.000
Error	127.875	78	1.639		
Total	1337.000	80			
Corrected Total	405.388	79			

From Table 4, the result of tests of between-subjects effects shows the significance between the groups (experiment and control) (*F=169.274, p=0.000<0.05*). In this study, the experimental group was taught through Flipped Learning instruction and the control group was taught through the Traditional Method. Hence, Flipped Learning instruction significantly affects the DME students' English writing achievement.

Discussion

There have been many studies on the implementation of FL instruction in English language teaching as a foreign or second language. Even though the methods of study might be different from one study to the other studies but the main purpose is to make the teaching and learning English process become effective and efficient and to enhance students' achievements. In this part, a discussion of the result in connection with the research question (RQ) is presented as follows:

RQ: Does FL instruction significantly affect the English writing achievement of DME students at the University College of Yayasan Pahang (UCYP)?

The result of this recent study tends to support the previous scholars who said that FL instruction gives a positive impact on English language teaching and learning (Han, 2015; Hung, 2015; Leis, Cooke, & Tohei, 2015; O'Flaherty & Phillips, 2015; Webb & Doman, 2016) since the result of this current study indicates that the FL instructions significantly affects the DME students' English writing achievements at University College of Yayasan Pahang, and the students who were taught through FL instruction outperformed the students who were taught through Traditional Method. Therefore, FL instruction very much suits the current students' needs as FL instruction offers four pillars, which are flexible environment, learning culture, intentional content, and professional educators (FLN, 2014).

The participants of this study (DME students at UCYP) were very much in touch with technology. They did not feel comfortable if they were separated from their phone because the phone is being their primary needs. On the other hand, they preferred a flexible learning place. They did not want to stay in class and just listened to the lecturer traditionally. Accordingly, Dudeney and Hockly (2012) said that students nowadays are digital natives who grow up with technology. Consequently, the students need everything to be easily accessed from digital. They need flexible learning places. Since FL instruction offers this flexible environment, the FL instruction is very much relevant to current tertiary students' needs and lifestyles.

Furthermore, the students very much enjoyed doing the exercise in class rather than having homework at home. This is because they have friends and lecturers in class to discuss if they faced difficulties. It means that the learning culture was built in the FL instruction where the learning culture was student-centered and active learning. This is in line with Brown (2007) who said that to achieve good learning outcomes, recent English educators should develop valuable engagement both inside and outside the classroom by creating a student-centered learning culture. Therefore, the students-centered learning culture was built in this study that is why students who were taught through FL instruction outperformed the students who were taught through the Traditional Method. Moreover, the result of this study is supported by Bui (2018) who found out in her qualitative research that the first benefit that was recorded was a sense of deeper learning. Most students mentioned the chance to be exposed to many brainstorming activities as well as deeper pair and group discussion when taking part in the flipped lesson.

On the other hand, the content of teaching-learning materials in this study has been standardized with the students' level of proficiency and needs. The content was easy to access through the Internet and students can easily study the content whenever and wherever the students want. The students felt challenging when they studied the materials and answer the quiz. They did not feel that they were stupid and understood nothing, as the language use and content suited to their proficiency levels and needs. This is one of the reasons why FL instruction significantly affected the students' achievements in English writing.

Lastly, one of the most important things in implementing FL instruction in teaching English is that educators should be professionally digital-savvy. In this current study, the educator professionally used technology so much in the teaching-learning process started from Google classroom, kahoot.it, quizlet.com, etc. The students enjoyed learning through the digital and it is

very suitable for their needs. That is why the students were very much engaged with the teaching and learning environment. Hence, the FL instruction has a positive and significant effect on tertiary students' English writing achievement at the University College of Yayasan Pahang, Malaysia. Accordingly, the implementation of FL instruction in teaching English at higher learning institutions in Malaysia is recommended.

Conclusion

Following the result and discussion, the FL instruction with its four pillars is very relevant to the current students as FL instruction fulfills the current students' needs. As a fact, the DME students at UCYP who were taught through FL instruction got higher scores mean than the students who were taught through the Traditional Method did. This study is limited to the implementation of the FL instruction to teach English writing to Diploma students in Maintenance Engineering at the University College of Yayasan Pahang, Malaysia. The research methodology in this study is experimental research. In so doing, the data collection is only quantitative data from pre- and post-tests of academic writing from 40 students in each group. The tool to tabulate the data is the Statistical Package of Social Science (SPSS) version 21. The result of this study is only to prove the significant effect of FL instruction on students' English essay writing achievement. Therefore, further study on students' and lecturers' perceptions and satisfaction on FL instruction implementation are suggested for future researchers. Besides that, this study only focused on writing skills. Therefore, further study on other language skills (listening, reading, and speaking) are suggested for the complete result of the FL instruction implementation in English Language Teaching.

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