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Contents

Foreword

We welcome you to Volume 16 Issue 4.3 of the journal which is a collection of 14 research projects from diverse areas of English Language Pedagogy. The global pandemic affected almost all sectors of the society and some researchers took this as a challenge to propose new teaching methodologies and to produce more articles that focus on how the problem on COVID-19 changed the research playing field.

The paper, Integration of Media Technology in English Language Teaching (ELT) of Mahdi R. Aben Ahmed investigated the response of EFL learners towards media technology and how it may have affected students' English language skills. Also, the study provided data on the role of teachers in improving the writing skills of learners and how technology plays a vital role on this improvement.

Kamlesh Dangwal, Ehab S. Alnuzaili and Norah H. Banafi in the paper, Students' attitudes to spoken English in the department of English of CASS: Weighing language acquisition on ESL, TESL parameters, explored students' attitude towards speaking in English. It was believed that English is important in students' success and that attitude plays an important role in the acquisition of a language.

WhatsApp is a chat application that is usually used to relay messages to friends and family members. Farooq AlTameemy, Mihwa LaBelle and Fahd AlAlwi investigated the use of this application in the teaching and learning process of EFL faculty members. It was known that 71% of all faculty members use this application in their teaching practice.

With the outbreak of the Covid-19, Saudi Arabia schools shifted to virtual learning as a preventive and precautionary measure to stop the spread of the virus. Naimah Al-Ghamdi, Amani Khalaf H. Alghamdi and Yusra Yassen evaluated the impact of the pandemic in the implementation of the virtual learning environment and was found that positive attitude towards the quick shift to this new learning and teaching methodology supported the successful implementation of the program.

In the paper, Vocabulary Learning Strategy Use among Translation Students in Saudi Arabia, Mimouna Zitouni, Bahia Zemni, Hamad Al-Traif, Sara Mohammed, Abdulrahman Alrefae and Mashael Aljasser investigated the use of vocabulary learning strategies among translation students. The findings recommend the integration of

vocabulary learning strategies not only in translation classes but in all English curricula.

One of the linguistic aspects making Philippine English (PE) distinct from other varieties of English is its phonological feature. Joel M. Torres, Rebie Marie E. Matildo, Ricardo A. Somblingo, Marianet R. Delos Santos and Ericson O. Alieto investigated the phonological features of Philippine English among acrolectal, mesolectal and basilectal speakers from Central Luzon in the Philippines.

Ryan B. Cabangcala, Ericson O. Alieto, Edison B. Estigoy, Marianet R. Delos Santos and Joel M. Torres' research on second language learners' attitude and technological competence proved that attitude towards online learning has significant relationship to students' technological competence.

In the Developing ESL Writing Skills through the Cooperative Language Learning Approach, Bonala Kondal and Shouket Ahmad Tilwani investigated the use of cooperative language learning in enhancing students' writing skills. It was found that students improved significantly because of peer collaboration.

Diasporic literature is known for its representation of the two cultures in the same text. Rasib Mahmood, Abduh Almashy, Iftikhar Alam and Akhter Habib Shah in the paper, Representation and Interpretation of Diasporic Literary Texts: Socio-Cultural Effects on Non-Native Learners of English Literature explored the duality of representation in literature and how it affected the socio-cultural norms of non-native English language learners.

The study of Mohamed Benhima, Shouket Ahmad Tilwani and Muhammad Asif investigated the attitudes and the use of translation towards learning vocabulary in a target language. It was found out that students are not favorable in the use of translation in explaining new words.

In the study, Barriers facing EFL University Students on attending virtual classes via Blackboard during Coronavirus Pandemic in Saudi Arabia, Abubaker Suleiman Abdelmajid Yousif investigated the barriers that affected students in attending virtual classes. It was found out that lack of technical information on a specific virtual class platform hindered successful class participation.

Studying Shakespearean literature is not easy. Mohammad Rezaul Karim and Ashraful Hussain's paper on Teaching of Shakespeare in the Secondary Classes of Indian Schools looked into how this literature is being taught and found out the need to integrate imaginative techniques in teaching Shakespearean literature.

Rasib Mahmood, Tariq Rasheed and Akhter Habib Shah explored the interference of L1 in the acquisition of English. It was found out that Pashto speakers have difficulties acquiring the correct stress pattern of English words, the reason for misunderstanding in most communication.

The study conducted by Imroatus Solikhah, Digital Textbook in English for Academic Purposes and Its Relationships to Learning Styles among Indonesian University Students, investigated the relationship between the adoption of digital textbook learning and perpetual learning style preferences in Indonesia.

In Almuhammadi's Examining the Implication of Teaching Language Through Literature in the EFL Context of Saudi Arabia: A Case Study of a Public Sector University, Saudi Arabia, learners appreciated the acquisition of the English language through literary texts, a method that has developed their four lingual abilities.

Integration of Media Technology in English Language Teaching (ELT)

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Abstract

The most significant approach English teachers have undertaken is to integrate and adopt media technology in English Language Teaching classrooms, so as to improve learners' motivation, self-learning environment, and integrated language skills. The purpose of this study is to statistically investigate the response of EFL learners towards media technology in general and its influence on the improvement of accentual patterns of individual English words specifically. The study also investigates the effect of the internet and the role of teachers in improving the writing skills of learners. Students and tutors were invited to participate in an online survey due to the Covid-19 pandemic. Data collection was done through an online questionnaire and descriptive survey design in the study. A sample of 70 students and 30 tutors from different higher learning institutions in Iraq was used. The analysis of data was done by use of frequency and percentage. Three statistical surveys were undertaken and the result of using electronic devices was found amazing and motivating.

Keywords: Audio-visual presentation, EFL learners, Media technology, EFL classroom, Chat forums.

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Introduction

Many homes around the world have adopted technology over the past several decades. Its impacts are incorporated in several features and aspects of daily life, including English language teaching. The purpose of this research is to investigate the results of the application of media technology in ELT classrooms and do a statistical analysis of its consequences in helping the students in obtaining the four language skills which include; writing, listening, speaking, and reading. The concept and origin of integration of media technology to teaching started back in the 1950s where small language schools made use of the tape recorder, phonograph, and movies as tools in teaching the English language. Video courses were advanced during the 1970s and 1980s where there was the addition of slide shows and video projectors. In the late 1980s and beginning of the 1990s, many schools around the world had adopted language labs. Though, numerous programs of multimedia language became obtainable for teachers on the Internet during the mid-1990s. In the current modernized period of English language teaching, application of media technology like DVDs, video conferencing, animation, and interactive games, Apple's iPad, pictures, and chat rooms have minimized distances and reduced the world into a global village. It enables students from different parts of the world to interact not only with the local community but also with learners from the world-wide community. It has improved the methodologies of teaching and learning and thereby caused learning to be more productive and enjoyable. In line with (Balaaco 2016) application of media technology in learning is "just in time" and is delivering knowledge in demand where it is necessary to employees. The concept of the deliverance of knowledge anywhere and anytime is very key to learners.

As a consequence of Globalization, many different needs occurred in our lives, and among all one of these was a common language (Lingua Franca) to communicate with the people who speak various languages. Since we need to communicate around the world more frequently than before many people naturally decide to learn Lingua Franca as an alternative of getting to learn every single language that is required. There is an application of the English language in many fields and consequently, the majority of serious issues such as education, trade, and diplomacy all rely on the English language. In a globalized world, getting to know an international language is much better than learning every single language so as to communicate with foreign people. Because of the increase in reliance on the English language as a common language globally, most people across the world want to learn English and also advocates for their children and future generations to learn it.

Literature Review

With respect to the works of Jackson et al. (2018), it is evident that learners who frequently use the internet got higher grades and scores. Statistics state that the internet alters the interaction between teachers and learners (Kern, 2015): there is more computer classes of learner talk in. Also, the internet changes the roles of teachers and learners (Peterson, 2017) as it makes learning to be more student-based than teacher-centered (Warschauer, 2016). The two principal senses that media technology can provide to the students include vision and hearing. This facilitates a greater chance of linguistics

learning (Linfors, 2017). According to Pope and Golub (2019), it is necessary for English teachers to come up with efficient methodologies of teaching with technology. During the performance of several tasks with computers, students boost their cognitive and effective learning. With respect to the works of (Kajder 2018), an emphasis should be looked at concerning learning with technology and not learning about technology. He additionally stated that through the aid of hypermedia, multimedia is developing to be a significant tool for learning the language. According to him, one of the benefits of the application of hypermedia for the teaching of a language is its ability to provide students with a more dependable atmosphere of learning, as for instance, listening can be incorporated and linked to seeing. In another study, (Chandrasegaran and Kong, 2016) investigated the possibility of forums of discussion to attach argumentation skills to learners that make learners be aware of their potential to present oral arguments. According to recent studies in the area of original language literacy, it is evident that text messaging can improve the spelling and reading capabilities of students (Plester et al., 2019). Computer-Mediated Communication (CMC) stands for all technologies which can enable learners of language to converse with other students and foreigners through audio or text such as conferencing, discussion forums, chat, and email.

The application of media technology in learning of English language involves the innovative use of use strategies, tools, materials, methods, and devices which have a direct impact on English language teaching and facilitates the achievement of desired goals. Therefore, while the application of technology is largely accepted as a key tool for education advancement across the different aspects of teaching and learning, it is specifically true to English language teaching since it enables the delivery of content that was done by the traditional method of teaching the English language. This is made possible through the allowance of teachers or students to have a look again at problematic content now and then until it is fully understood and applicable (Pun, 2015). Being familiarized with the idea of the application of modern technology doesn't necessarily focus on the use of modern devices and appliances but also involves the introduction and development of innovative methods and systems of teaching which enhance fast and comprehensive progress of learning. In line with the existing pedagogical theories, in the utilization of learning capabilities of technology, students have higher chances of acquiring their language skills and knowledge. Application of technology in English teaching associates the integrated view of the modern means system and connection with other components which is important to students as it enables the achievement of required results.

Stepp-Greany (2015, p. 165) made use of survey data which was conducted on classes of the Spanish language which made use of a variety of technological methods and approaches so as to determine the significance of teachers' role, the availability, and importance of technology labs and individual components and the consequences of applying technology on the learning process of a foreign language. It was evident from the findings that students' perceptions of the teacher as the center facilitator of learning, and emphasized the importance of the use of CD Rom and the regularly

scheduled language labs. Stepp-Greany made a recommendation on the essence of follow-up research to gauge the consequences of relevant technology on the process of learning a foreign language.

Warschauer (2017) came up with two different ways of integration of technology into the classroom, they include; a social approach which enables learners a chance for authentic social interactions as a way of practicing the real-life skills acquired through real-life engagements activities and a cognitive approach that allows learners to purposely increase their exposure to a certain language and thereby come up with their own knowledge.

Bordbar (2018) did research to determine the main reason why language teachers used computer technology in teaching language in the classroom. His study also did an analysis of the teachers' attitude toward information technology and computer and the several ways they did the application of practical computer–assisted language learning experience and skills to their own delivery of language instruction. The findings of his study stipulated that the majority of teachers had a positive attitude towards the application of computers in classrooms. The findings also emphasized the significance of teachers' general insights of technology, competence, technological experience, skill, and the cultural environment around the start of IT into schools and language institutes and natures good perception towards computer technology.

Another study conducted by Shyamlee (2019, p. 155) did an analysis of the utilization of multi-media technology in the teaching of language. It was evident from the results of the study that such technology improves motivation of student learning and attention because it links learners in the real-life processes of learning a language through conversing with each other. He recommended the application of multi-media technology in class, principally as its positive effect on the process of learning goes hand in hand with the current efficiency of the role of teacher. The results are in line with the proven uselessness of the traditional methods of English teaching and affirm that students are more motivated and interactive when they make use of technology to learn a new language. From the statistics, it's clear that a larger proportion of individuals learning English language skills make it possible through the use of modern media like screens and computers, smart boards, and other devices as compared to the traditional methods of teaching. Also, it is evident from the findings of the study that the interaction of students with teachers and overall responsiveness in class is greatly improved when modern technology is applied in the teaching of English. Actually, it is clear that both learners have a higher probability of learning from modernized curricula and that teachers of English will tend to use modern technology as opposed to traditional methodology.

Therefore, the application of modern techniques in the teaching of the English language has become crucial, particularly in the wake of exceptional progress across several disciplines. It is therefore important for the education sector to adapt quickly to technological advancement by incorporating modern technological means such as mobile phones, computerization, and social media to enhance instructions of the English language and prepare teachers to link with classroom language

learners in an organized and progressive manner. The Internet offers immediate, faster, and practically limitless contact to software, applications, and a host of supplementary boards and resources which can accelerate English learning and teaching (Gilakjani, 2019). While all individuals could have access to these affordances, it is evident that teachers have a crucial role in the operation of several tools and teaching methods. Furthermore, most of such programs are particularly meant to stimulate efficient English teaching whereas instantaneously increasing the understanding of learners and acquisition of skills of the English language.

The Growth of ELT Through Technology

It is clear that the 21st century is an era that is accompanied by industrialization and globalization and hence, it's of great importance to be familiarised with foreign languages, and English is one of the major. English Language Teaching has been there since early years and its importance continues to advance most specifically as a result of the introduction of the internet. According to the works of Graddol (2015), it is clear that approximately a billion English learners were present in the year 2000 but later after 10 years, the number doubled. By 2010, the surge in English learning was at the peak. In a similar study, it was evident that a large portion of information present on the internet is written in English. It's for the first time since the origin of the English language where we are having a larger portion of Non-Native speakers using the English language as compared to the Native speakers, and the diversity is in the context of learners, learning background, age and nationality has become a true definition of ELT feature today. With the quick improvement of science and technology, the evolving and increasing of multimedia technology and its utilization to teaching, featuring audio, visual, effects of animation come into full play in the teaching of English in class and arrays a constructive platform for reorganization and examination on the model of English teaching in the new period. It's evident that techniques of multimedia are crucial in the promotion of activities and students' initiatives and teaching impact in English class. Advances in technology are in line with English advancement and are modernizing the manner we interact and converse with each other. It is reasonable to declare that advancement in the internet has resulted in the growth of the English language and this mainly took place at a time when computers are owned by many individuals rather than just a few. As a result of this, there has been a very important propagation of literature concerning the application of technology in teaching and learning of English language. Frequently, these writings explicitly admit technology as the most critical portion in teaching. In a reasonable manner, a trend to stress the unavoidable task of technology in pedagogy to the degree of destroying the human part of a teacher by technology part has been prevailing. And due to this, if we don't put into consideration developments in technology, they will continue to progress and chances are will never be able to catch up with them, regardless of our discipline. As a result of this, it is significant for teachers of language to be updated with current technological advancements. Teachers can apply technology to

provide more interesting lectures (Gilakjani, 2019). many techniques are applied in several degrees to the situation of language learning. There are some that are applied for distance learning and testing while others for reading, teaching business English, interpreting, or listening. The main principle of teaching should be to appreciate emerging technologies in the areas where they offer something assertively new beneficial and never let technology do a complete role of teachers. Several reasons stand out as to why all language learners must be knowledgeable in the application of new technology.

Methodology

To determine the consequences of media technology in ELT classes overall and in enhancing writing and listening skills specifically on EFL learners at the Universities in Iraq, three types of statistical surveys were carried out. Due to the Covid-19 pandemic, students were invited to participate in an online survey whereby online questionnaires and zoom were used. Firstly, a survey was done to determine the students' general response to the integration of media technology in ELT classes. The study selected 70 students at the graduate level as participants for the survey. There was a provision of six statements concerning the integration of media technology. Learners were to check ***highly agree, I can't say. agree, and disagree*** against the provided six statements. The second survey was based on the effect of media technology in the improvement of individual word pronunciation. The survey was done as a pre-test and post-test whereby the Pre-test was carried out before the application of media technology and the post-test was conducted after the use of media technology. 100 different English words were pronounced by 70 learners encompassing different sectors. Through zoom, their pronunciations were recorded. After a period of 10 days, similar students were asked to pronounce the same words with the help of the internet. the students were given the post-test at this point. It took a duration of 5 days to do a pre-test. Each student was given a maximum of 20 words to pronounce daily without using media technology. Thereafter, each individuals' pronunciations were recorded. There was an award of one point for correct pronunciation of each word. The age of participants was within a range of 18-24 and all of them had little previous exposure to the English language. The purpose of the survey was to identify how Received Pronunciation (RP) present on the internet assisted students to discover their mistakes in the production of the accentual patterns of English words. The third investigation focused on writing skills and it included a pre-test, post- test, and the final test. The writing skill pre-test was distributed randomly to 70 students. They were told to write letters to their parents and the agenda of the letter was to inform their parents about academic progress. The post-test was conducted after 5 days and here, students were allowed to do research of samples of informal letters from the internet. The final test was carried out after teachers gave a brief explanation on how to write informal letters. The findings of the surveys were amazing. The role and purpose of the teacher were found to be very significant. Each student produced a clear letter after the explanation of the teacher was done.

Results and Discussion

Table 1: Findings of Survey on media technology integration in ELT

Variable	Sub-scale	%
Indispensable	• Highly agree • Agree • Can't say • Disagree	90 5 5 0
Entertains as well as Trains	• Highly agree • Agree • Can't say • Disagree	70 20 10 0
Globalizes education system	• Highly agree • Agree • Can't say • Disagree	60 20 20 0
Kills much time and gives less benefits	• Highly agree • Agree • Can't say • Disagree	0 10 10 80
Traditional methods are better	• Highly agree • Agree • Can't say • Disagree	0 10 20 70

According to results from Table 1 above, which was carried out on students, it was evident that a majority number (90%) of the students highly agreed that integration of media technology in ELT classes is indispensable. No student disagreed with the application of media technology. The students believe that the application of technological devices is crucial in the modern teaching scenario. There is an application of the internet, language lab, and CD ROMs by teachers at different Universities of Iraq to teach learners integrated language skills. Thereby, students are well familiarized with the advantages of different technological devices. 70 % of the students supported the idea that media technology is capable of entertaining as well as training the learners. Most students affirmed that media technology offers students an exciting experience in the process of learning and extremely increases their level of motivation. A majority number of students disagreed that traditional methods are better.

These results go hand in hand with the works of Alqahtani Mofareh (2015). The findings of his results supported the idea that traditional English language teaching methods are useless. This was clear in the study he conducted whereby, it was evident that approximately 80% of students affirmed these results, and also approximately 75 % of students were not satisfied with the traditional

methods. In disparity, learners are more passionate and cooperating in the application of modern technology to absorb English by more than 90%.

Table 2: effect of media technology on pronunciation improvement
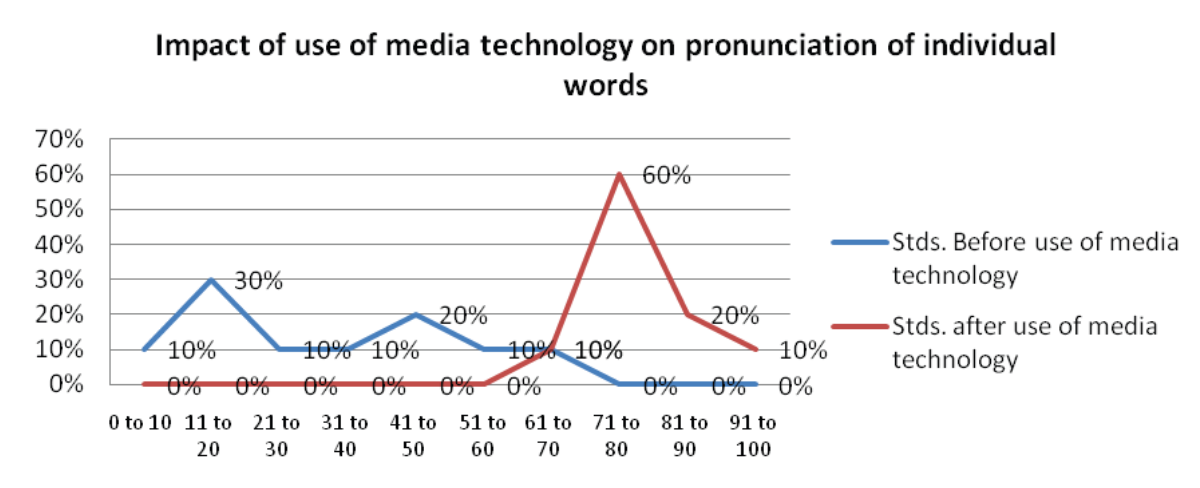
Table 2 indicates the levels of performance of 70 learners during a pronunciation test which was conducted in two categories that is pre-test and post-test (carried out after using the internet to practice pronunciation). As table 2 indicates, there were slight differences between pre-test performance and post-test. The students in the post-test had an excellent performance as compared to the learners in the pre-test. After the use of the internet, students' score on post-test was higher compared to the student scores at pre-test. 60% of students of the post-test attained 80% marks while in the pre-test no learner scored 80% of marks. It implied that after the use of the internet, the maximum number of the learners in the post-test attained 80% marks. The second observation from the findings was that the marks of learners of post-test started from 70% onwards while students' marks on pre-test started from 10%. It was also clear that a large percentage of students had poor performance on the pre-test. Only 10% of learners managed to attain 70% marks, however, no student scored poorly on the post-test as their marks started from 70% and went up to 100%. So it could be concluded that the performance of students moved up after the application of media technology.

These results support the works of Alqahtani Mofareh (2015). He did a study to investigate the advantages of the application of modern technology over the traditional method. According to his results, the edge of the communication of most learners from both the results of the analysis of the performance of students indicated that approximately 80% achieved higher results in their English attainment, compared to those who are taught by the traditional method, their attainment rate was very low.

Furthermore, the study showed that students' interaction with teachers and the general students' response in the classroom has greatly improved during the application of modern technology as compared to the application of the traditional method, thus it is evident that surveys and studies have revealed that learners are more motivated to learn from the modernized curriculum and most teachers of English will tend to apply modern technology as compared to the traditional methods of teaching because of the fast response by learners and their educational attainment and interaction with statistical rates that are high. Regardless of the fact that modern technology is emerging globally in all aspects of modern life, the opportunity and application of suitable technology in the sector of education generally, and particularly within English language teaching, has remained noticeably inadequate.

Table 3: Effect of media technology in writing skill

Best	Before the use of media technology After the use of media technology After the teacher's help	10 30 40
Better	Before the use of media technology After the use of media technology After the teacher's help	20 40 50
Good	Before the use of media technology After the use of media technology After the teacher's help	30 20 10
Bad	Before the use of media technology After the use of media technology After the teacher's help	40 10 0

In line with Table 3, it is evident that the level of students' performance was found expressively different in the test of writing skill which included pre-test (carried out randomly), post-test (done after internet application), and final-test which was done after the teacher's help. Only 10 % of the students in the pre-test (conducted before the use of media technology) performed better but in the post-test, 40% of the learners performed better. In the final test which was done after the teacher's explanation, the performance was excellent. 40 % of learners in the last test that was done

after teachers' guidance scored the best performance. This implies that teachers play an important role in the improvement of students' performance and writing skills. 40% of students exhibited poor performance in the pre-test, 30 % had a good performance, 20 % of them had better performance and only 10% of the students performed well. Only 10 % of learners performed badly in post-test (a reduction from 40% to 10%), 20 % of learners had a good performance, 40% of learners had better performance and 30 % of the students had the best performance. In the final test after the teachers' aid and guidance, the students improved significantly because they understood everything. In the final test, no student had a bad performance and all categories' performance had greatly improved.

Conclusion

From the findings of all the three statistical surveys that were conducted in this research, it is clear that the integration of media technology had an excellent impact on English language teaching. A large number of students and teachers strongly agreed that the use of technological devices had a positive value in teaching English. They had an opinion that the application of media technology improves the learners' passionate participation and thereby converts the whole learning process to be student-based and hence exciting. Most students will use the trial and error process to learn tremendously. However, the role of the teachers in the process of learning cannot be undermined because it's still significant. Teachers play a major role in providing guidance and guideline concerning the proper way of application of media technology for the maximum acquisition of language skills. The post-test performance on the effect of media technology in the improvement of accentual patterns of individual words is very important. A large number of students after the application of media technology had a correct pronunciation of several words. The learners found it easier to pronounce the given words after listening to the native pattern of pronunciation. Through frequent listening, they excellently learned the accentual patterns of the given words. The learning process was really interesting while listening to foreign speakers. Thereby, it can be concluded that listening to foreign speakers on the internet, radio, BBC, chat forums and on TV is a key method of the improvement of pronunciations of words. The third survey focused on writing skills. In the pre-test, the performance of students in writing skills was very poor but after doing research on the internet concerning the writing of informal letters, the students had better performance in writing skills. After the teachers' guidelines and giving of instructions on how to use proper words and phrases, application of grammatical components, and the latest format of informal letter writing, the students' performance on writing skills was excellent. Concerning the application of video in the classroom, the teacher's role is often misconceived. But the reality is that teachers play a significant role in promoting active viewing. Thereby, the teacher still is of great importance in all the programs of teaching that are conducted by use of media technology.

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Students' attitudes to spoken English in the department of English of CASS: Weighing language acquisition on ESL, TESL parameters

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Abstract

This paper reports on an exploratory study that investigated the students' attitudes towards speaking English in the Department of English, in the College of Arts and Social Sciences, Adi-Keih. The theoretical assumption of the research is students' attitudes towards English plays a vital role in acquiring proficiency in spoken English. The based hypothesis is English is important for academic and social success. The study is limited to graduating Bachelor students of the College of Arts and Social Sciences, Adi-Keih, Eritrea.

The primary source for data collection is a survey–questionnaire and an interview. Data is collected through open-ended questions directly from interviewees and a survey questionnaire consisting of 19 items. Besides the survey, the researchers conducted a structured interview with 30 students of the English department. Quantitative and Qualitative techniques used for data analysis. Questionnaire - to signify how the participants weigh themselves as English speakers.

A positive attitude is found in the students of English. The results also show English offers a good job, better social position and personal establishment with (73.34%) affirmation. The study is limited to Speaking skill only.

Keywords: Attitudes, TESL, ESL, Lingua franca, linguistic & cognitive competence, native language impact, 'teaching -learning attitudes.'

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Introduction

English as the global lingua franca/ as a global language:

According to David. (1997) English language is described as the first lingua franca. It is one of the most spoken languages in the world. English now has grown its branches all over the world. In this context David (1997) purports "It's no longer exclusive cultural property of 'native English speakers but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow". Old English was ill-constructed and much of its diction is already obsolete. However, English has evolved as a dynamic force throughout the globe. Moreover, the tense and vigorous expression suited the language.

According to an article published by Columbia University Press, entitled, "English Language" (2005), there are 470 million up to over a billion English speakers, both as native and as second language depending on how literacy or mastery and measurement criterion around the world. Confirming the statement, Crystal (2000), says "it has been widely dispersed around the world, and so it has become the leading language of international discourse and has acquired use as lingua franca in many regions."

English as an international language impacted global citizens in a significant way. Some people understand it yet they aren't fluent speakers. Stating the global status of English as a lingua franca, Professor Crystal (2003) notes that 'there are a greater number of non-native speakers than native speakers of English in the ratio of 3: 1.'

However, people having poor communicative skills in global language undergo an inferiority complex and lag in the competitive world and thus fail to reach the pinnacle of their career owing to their communication skills. They often retreat from important conversations and events and fail to establish their career graph. In the rapid growing global village oral communications plays a vital role in advancement with technology and communication. According to Ethnologu's, (1999) 'English is the third most natively spoken language in the world.' Hence, one is expected to converse in this language if one wishes to actively participate in a globalized and advanced world.

Linguistic and cognitive competence of speakers of English language

In general, educated user of a language is expected to speak meaningfully and purposefully in a situation. Thus, one's linguistic proficiency asks for skills in conducting a meaningful discourse on a given topic in an apt manner to meet the purpose. However, fluency in English language is about one's ability to greet and conduct situational and structural conversation with friends, professionals, acquaintances etc. The aim of one's spoken utterances in English is often functional, for example talking about weather, one's well-being, asking for directions in a strange place, to seek and give advice etc. In this regard, Hymes (1966) defines communicative competence as "a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology and phonology and the like, as well as social knowledge about how and when to use utterances appropriately." Students' attitude towards a language and its impact on learning/ teaching process:

In the words of Allport (1935) attitude is defined as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." (cited in baker, 1992:11). In the words of Crystal (1997:215) "attitudes are the feelings people have about their own language or the languages of the others." Thus, attitude to language is a construct that explains linguistic behaviour. In addition, it also relies on the way a language is learnt, acquired, and attained popularity.

Studies from non-native countries affirm in the words of El-Dash and Busnardo (2001) 'the reason for students favour to English learning is linked with their attitude which is influenced by the culture that it introduces.' This relationship is further authenticated in another paper entitled '*relationship between attitude and motivation*' by Barnaus, et.al., (2004); Donitsa-Schmidt, et al. (2004) Ditual (2012 and Dendup (2020).

The primary objective of the study is to prove that a 'positive attitude' of a learner towards speaking English helps him/her to become fluent and confident speakers of English language in relation to the learning/ teaching context at tertiary level. The secondary objective to show that use of English language in everyday life is a significant factor in nurturing a proficient speaker of the language.

Dominance of English language

International English refers to English as it is being used and developed in the world owned not just by native speakers, but by all. When English language is weighed irrespective of its origin like British, American, South African, or New Zealand English, it is the most commonly used the world's lingua franca ('TEIL: Teaching English as an International Language'). A solid example of non-native English language skills is the International language of Science and Technology.

According to the 'Triumph of English' (2001), English is sometimes known as the first global language, because of its dominance and sometimes due to the required international language of communications, science, business, aviation, entertainment, radio, and diplomacy. Sinclair (1985), classifies English in three circles: the inner, outer and expanding circles. The inner circle is the traditional base of English and including the United Kingdom and Ireland and the Anglophone populations of the former British colonies of the United States, Australia, New Zealand, South Africa, Canada, and various islands of the Caribbean, Indian Ocean, and the Pacific Ocean. In the outer circle are countries that have English for official or historical importance ("special significance"). This includes most of the countries of the Commonwealth of Nations (the former British Empire), including populous countries such as India, Pakistan, and Nigeria; and others, such as the Philippines, which was ethno-culturally connected with English-speaking countries. Here, English served as a powerful tool for lingua franca between socially culturally and ethnically connected and language groups where governance, higher education, the legislature and judiciary, national commerce, was

carried out predominantly in English. The expanding circle refers to those countries where English has no official role, but is nonetheless important for certain functions, example international business and tourism. By the twenty-first century, the number of non-native English speakers has come to significantly outnumber the number of native speakers by a factor of three.

Considering the International Standards on Student's Proficiency in speaking skills, it is expected that any student who undertakes a Bachelor program in English language and literature is proficient, fluent, and accurate in all four skills, viz. Listening, Speaking, Reading, and Writing. Thus, the onus of being fluent, proficient speakers of English is much more on the undergraduate students of the Department of English at the College of Arts and Social Sciences as the department of English plays an important role in nurturing undergraduates with a major in English language and literature.

Studying and using English at tertiary level: The role played by the Department of English, College of Arts and Social Sciences, University of Asmara, NE Africa. College of Arts and Social Science (CASS), Adi-Keih, under NCHE (National Commission of Higher Education) is an Institution of Higher Education which offers a four-year Bachelor study programme in English in Eritrea. It is the only college in Eritrea which offers a B.A degree programme with a major in English language and literature. CASS, located in Zoba Debub, is about 110 km away from Asmara, the capital city of Eritrea. CASS attain full-fledged autonomy as an Institution of Higher Education located at Adi Keih in 2010. The Department of English offers a 'Bachelors of Arts' in English encompassing English literature and linguistics plus the four language skills (LSWR). Courses like Listening and Speaking I & II is taught in second year, Advanced speech I &II in the third year and T.E.S.L I & II in fourth year for exposure to spoken English.   Thus, the department of English plays a significant role in nurturing under-graduates who major in English. It is found development of speaking skills in a second language is both a process and production-oriented skill. In terms of process, it was found that certain courses such as advanced speech I, advanced speech II, listening and speaking I, listening and speaking II, TESL I and TESL II helped the students to gain confidence and gave them practical opportunities in speaking English.

English as a Foreign Language in Eritrea

English as a second language (ESL) is often used for non-native English learners and speakers. English is taught in a formal and technical way as a part of language policy as in Eritrea, a North African country. Bernat and Gvozdenko (2005) discuss the current issues, pedagogical propositions, and new directions in thinking about language learning including social, cultural, related, cognitive, moving, and private factors among which 'attitudes' have a central place.

The term, ESL, refers to the order in which the language was learned, consistent with the linguistic terminology of second-language acquisition. On the misinterpretation of the term ESL Professor Darius (2004) uses the term "*de-centred English*" to describe this shift in learning English

in countries where terms such as ESL and EFL do not adequately describe nor reflect the ground realities of learning in what is important to English users and learners. Csizér and Dörnyei (2005) sum up 'attitude' as a significant part of language learning in their study on the internal structure of language learning, motivation and its relationship with language choice and learning effort. For example, though English is a school subject from Grade two up to tertiary level in Eritrea, yet it is not an everyday life language in Eritrea. Eritrea is a multilingual country where Tigrinya and Arabic languages are dominantly used. Research on English as a lingua franca in the sense of "*English in the Expanding Circle*" is comparatively recent.

Literature Review

The present study focuses on the usage of English in Eritrea and attitudes thereof, the secondary source of information is the study of British Council research study 'Speaking English in Eritrea' (2012) by Chefena Hailemariam, Sarah Ogbay and Goodith White. The British Council surveyed 62 adult language learners, ranging from elementary to advanced level. The based hypothesis of the study was 'English learning in Eritrea is undertaken at grassroots level and to pursue future aspiration more than current need.' The findings of this study validate the perceptions that English is an international language and is important for Eritrea's development.

Significantly, the comments made by the respondents to British Council corroborate with Coleman (2010). Coleman mentions 'English is a linkage in employment opportunities besides enabling international co-operation and collaboration, providing access to research and information, and facilitating international mobility, facilitating disaster relief as well as acting as a neutral language in contexts where there is a potential for Conflict.' Interestingly, Coleman's findings are reconfirmed by the participants of this study.

Research on students' 'attitudes' towards the use of English for speaking

Various countries conducted researches on tertiary level students' attitudes towards use of English. An updated overview of the existing studies on students' is underneath. Significant studies on the subject of 'attitudes of students' include a study in Japan by (Matsuura, & Yamamoto, (1994), in Korea by (Gibb,., 1999), Lebanon (Diab,2006.), in Eritrea by (Hailemariam, Ogbay, White, 2012) and in India by (Hohenthal, 2003). With reference to previous studies done all over the globe and the methodologies adopted the present study follows an analyzed and processed data applicable to Eritrean CASS students limited to speaking English skill.

Methodology: Qualitative Analysis of the survey questionnaire and the I interview

The research paper is organized into four sections. It begins with Introduction of English as lingua franca, linguistic and cognitive competence of speakers of English language, 'Attitude' towards

English and its impact on learning/ teaching process, data analysis, conclusion followed by bibliography. The study mainly answers the students' beliefs on the significance of 'English language' in shaping them to be effective speaker/user.

Findings of the survey questionnaire

The questionnaire has two parts: The first one has 17 statements which are listed on the Likert scale. The second part has two open-ended questions on the courses and activities prescribed in English department to enhance students' speaking skills. This questionnaire was distributed to 30 students to discover their views attitudes towards speaking English.

Responses obtained from the participants.

A. On the five-point Likert scale questionnaire 5 = strongly agree (SA), 4 = agree (A), 3 = neutral (N), 2 =disagree (DA), and 1 = strongly disagree (SDA) respondents gave their opinion on their attitudes towards English language in seventeen statements.

B. 2 blanked questions about the courses taken in the department of English that helped to improve their speaking skills.

The total number of respondents is thirty. Participants are undergraduate students of the Department of English, CASS, Adi-Keih. The distribution of the respondents is gender based.

Table 1: Sex wise distribution of respondents

S. No	Gender	No of respondents	Percentage
1	Male	15	50
2	Female	15	50
Total		30	100

The table shows thirty respondents 15 females and 15male.

Table 2: Educational status distribution of Respondents

S. No.	Department of English	No of respondents	Percentage
1	Second Year	6	20
2	Third Year	11	36.67
3	Fourth Year	13	43.33
Total		30	100

Participating respondents are from second year, third year and fourth year. This is to ensure equanimity of different attitudes and perspective. Six respondents are from second year, eleven are from third year while thirteen are fourth year B.A graduating.

 Tabulation

Tables were made in respect of all-important information required for the study and the entire collected data was included in tabulation. To interpret and analyse data Likert scale form of table, demographic profile table and the interview answers are also represented in form of table.

Using Charts

Using charts to distinguish the data finding inform of pie charts or bar charts

Sample Size

The population under study is overall 38.96%, from second year 54.54%, from third year 34.37%, and fourth year 38.23%. The total samples taken were 30 students, on interviews taken are 26 and 30 questionnaires.

Likert scale analysis

Table 3: Attitudes of Respondents towards English

S. No	Statement	SA	A	N	DA	SDA
1.	I like speaking English.	73.34	23.33	3.33	-	-
2.	When someone speaks English, I think he is educated.	10	53.34	23.33	10	3.33
3.	When someone speaks English, it creates a good impression for him.	26.67	26.67	33.33	10	3.33
4.	I dislike people who speak to me in English.	6.67	-	10	20	63.33
5.	English is an important lingua franca in globalization	80	20	-	-	-
6.	We need to increase the use of English in this era of globalization.	66.67	20	10	3.33	-
7.	Speaking English is an advantage.	73.34	23.33	-	-	3.33
8.	Knowledge of English offers advantages in seeking good jobs	73.34	23.33	3.33	-	-
9.	There should be more TV and reading programs in English.	56.67	30	10	3.33	-
10.	I would like to read more newspapers and magazine in English.	56.67	33.33	10	-	-
11.	English should be used in advertisement, public signs, map etc. besides Tigrigna	36.67	46.67	13.33	3.33	-

12.	Only English must be used in advertisements, public signs, map etc.	3.33	10	20	43.34	23.33
13.	All official documents should be in Tigrigna, Arabic and English.	40	33.33	16.67	-	10
14.	I would like to study more in English.	63.34	30	3.33	-	3.33
15.	English should be the medium of instruction in tertiary studies.	46.67	43.33	10	-	-
16.	If an academic text is available in English and in Tigrigna, I will read the text in English.	40	33.3	16.67	6.67	3.33
17.	I need English in order to succeed in higher education.	76.67	16.67	3.33	3.33	-

The first fours statements elicit respondents' perception and impression about English and their responses about liking and disliking of English, that is shown in table 4 below. 73.34% respondents strongly agreed and 23.33% of them agreed that they like speaking English. The majority of the respondents (53.34% agreed and 33.33% neutral) on the statement that when someone speaks English it creates a good impression for him/her. The respondents liking attitude of English language as well as the speakers of English language were counter checked through the Statement No.4.   A majority number of the respondents (63.33% strongly disagreed and 20% disagreed) disagreed on the statement that they dislike people who speak to them in English.

Table 4: Respondents' Attitudes toward English (%)

S. No	Statements	SA	A	N	DA	SDA
1	I like speaking English	73.34	23.33	3.33	-	-
2	When someone speaks English, I think he is educated	10	53.34	23.33	10	3.33
3	When someone speaks English, it created a good impression for him	26.67	26.67	33.33	10	3.33
4	I dislike people who speak to me in English.	6.67	-	10	20	63.33

It indicates that the respondents like speaking in English and feel there is a good impression on the speaker and that they do not hate people who speak to them in English. Thus, it is clear that the respondents have positive attitudes towards English language.
Statement No. 5 and 6 is given on the intention of obtaining respondents' opinion on the global status and importance of the English language.

Table 5: Respondents' Attitudes towards English (%)

S. No	Statements	SA	A	N	DA	SDA
5	English is an important lingua franca in globalization.	80	20	-	-	-
6	We need to increase the use of English in the era of globalization	66.67	20	10	3.33	-

The majority of respondents' attitude towards English being an important lingua franca globally was 80% strongly agreed while 20% agreed. The major attitude towards statement 6 that we need to increase the use of English in this era of globalization was 66.67% Strongly agreed while 20% agreed. The fact, that English is important and needs to be widely used is what majorly strongly agreed on. Thus, majority of the students have a positive attitude towards English.

Statement No 7 and 8 are given on the intention of obtaining the respondents' opinion regarding the instrumental value of English language, which can be seen in table 6.

Table 6: Respondents' Attitudes towards English (%)

S. No	Statement	SA	A	N	DA	SDA
7	Speaking English is an advantage	73.34	23.33	-	-	3.33
8	Knowledge of English offers advantages in seeking good jobs	73.34	23.33	3.33	-	-

Most of the respondents that is, 73.34% strongly agreed and 23.33% agreed on the Statement No.7, that speaking English is an advantage. On the statement the knowledge of English offers advantages in seeking good jobs the majority, 73.34% strongly agreed while 23.33% agreed. This indeed is a positive attitude.

Statements No. 9,10,11 and 12 are given to know the respondents' choice of English language in media domain, which is shown in table 7.

Table 7: Respondents' Attitudes towards English (%)

S. No	Statements	SA	A	N	DA	SDA
9	There should be more TV and reading programs in English.	56.67	30	10	3.33	-
10	I would like to read more newspapers and magazine in English.	56.67	33.33	10	-	-
11	English should be used in advertisement, public signs, map etc. besides Tigrigna.	36.67	46.67	13.33	3.33	-

| 12 | Only English must be used in an advertisement, public signs, map etc. | 3.33 | 10 | 20 | 43.34 | 23.33 |

Most of the respondents 56.67% strongly agreed and 30% agreed that there should be more TV and reading programs in English. Participants also gave their responses with a similar percentage of frequency that is 56.67% strongly agreed and 33.33 agreed that they like to read more newspapers and magazines in English. 36.67% of the respondents strongly agreed and 46.67 of them agreed with the statement that English should be used in advertisements, public signs, map etc. besides Tigrigna.

However, a distinctive pattern of choice was found in their answer to the statement that only English must be used in advertisements, public signs, map etc. The patterns of the response were: 3.33% strongly agreed, 10% agreed, 20% neutral, 43.34% disagreed, and 23.33 strongly disagreed. This pattern shows that even though they have largely shown a positive attitude towards use of English or increase in the use of English or an increase in the use of English in media, they are loyal to their mother tongue/state language Tigrigna as well. This pattern of preferences shows respondents' want English and Tigrigna (mother tongue) to go hand in hand in media.

Statement No. 13 is given to test students attitude towards English and their mother tongue.

Table 8: Respondents' Attitudes toward English (%)

S.No	Statement	SA	A	N	DA	SDA
13	All official documents should be in Tigrigna, Arabic and English.	40	33.33	16.67	-	10

Statements no. 14,15,16 and 17 were given to obtain their use as well as their intention of using the language in educational domain, which is in table 9 below.

Table 9: Respondents' Attitudes towards English (%)

S.No	Statements	SA	A	N	DA	SDA
14	I would like to study more English	63.34	30	3.33	-	3.33
15	English should be the medium of instruction in tertiary studies.	46.67	43.33	10	-	-
16	If an academic text is available in English and Tigrigna, I will read the text in English.	40	33.33	16.67	6.67	3.33
17	I need English in order to succeed in higher education.	76.67	16.67	3.33	3.33	-

A majority of the respondents 63.34% strongly agreed that they would like to study more English while 30% only agreed and 3.33% were neutral. As far as the medium of instruction at tertiary level is concerned, 46.67% strongly agreed and 43.33% agreed that English should be the medium of instruction at tertiary level. On opting between English and Tigrigna out of 73% of the respondents (40% strongly agreed and 30% agreed) for English and 16.67% remained neutral.

Participants expressed readiness for English version even if the academic test is available in Tigrigna. Finally, the majority of the respondents, 76.67 % strongly agreed and 16.67% agreed that English is needed to succeed in higher education. It is apparent is that the respondents have a positive attitude toward English language and an inclination towards English language is clearly perceptible. The Courses taken

Underneath are the findings on the questionnaire distributed on prescribed courses and class room practices to improve student's speaking skills in the department of English in CASS.

Attitudes of Students towards speaking English through Courses taken
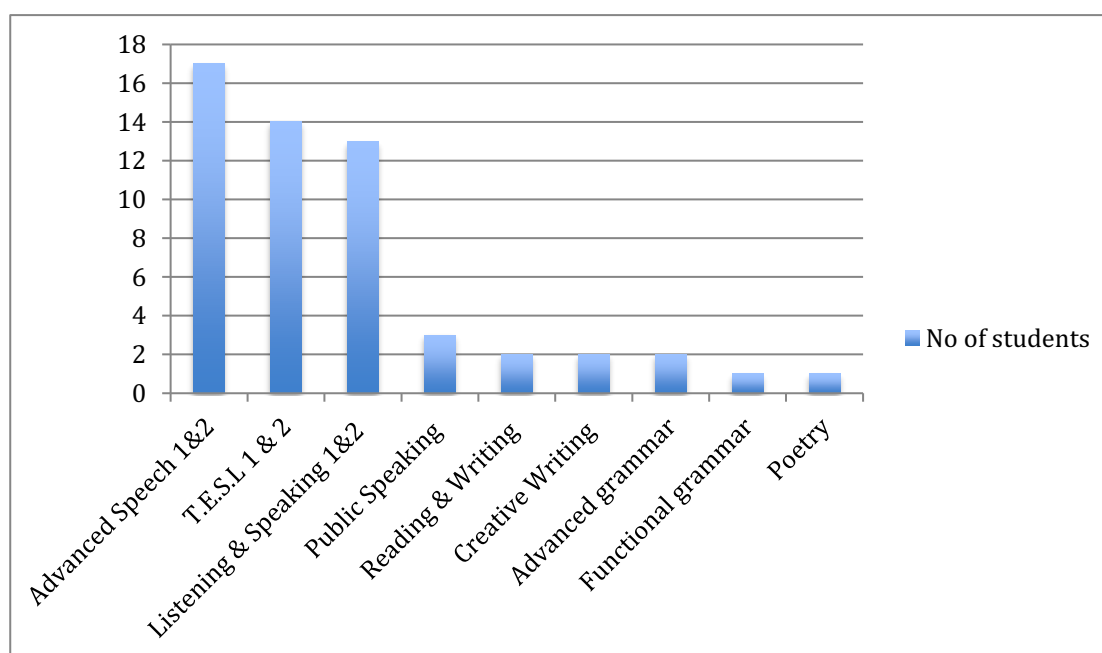
Chart no. 1

Majority of the respondents i.e., 63.33% (17students) weigh Advanced speech 1 & 2, while, 46.67% (14) give weightage to T.E.S.L 1 & 2, However, 43.33% (13) give importance to Listening & Speaking 1 & 2. Some other minor data shows public speaking 10% (3), Reading & Writing 6.66% (2), Creative Writing 6.66% (2), Advanced grammar 6.66% (2), Functional grammar 3.33% (1), and Poetry 3.33% (1) respectively.

The 4th year students took T.E.S.L 1 & 2, all of the 13 respondents hold the course helped them in improving their speaking skills.

Advanced speech 1 & 2 is taken by 3rd and 4th year in the previous year. Here, 17 out of 24 respondents admitted to have improved their speaking ability. In contrast, Listening and Speaking is prescribed for 2nd, 3rd and 4th year were about 50% i.e., 13 out of the 26 respondents claimed to have a positive affect on their speaking English.

Listening and speaking 1 and 2 is the course prescribed for 2nd year. This course primarily focusses on the meaning of speech, procedure of a speech, why and where and how to deliver a speech… and so on. The course is theory-based. Series of speech and gradual improvement index is important where students develop confidence and work on chosen vocabulary.

Advanced speech I

Advanced speech I primarily based on Public Speaking. The elements and process of public speaking viz. responsible, credible, unbiased and ethical speech-making are an integral part of it. Theory of Public Speaking works on self-confidence and critical thinking; analysing audience, proper planning, people mood swing and places are part of it. The course focuses on confidence building, fear-management, speech preparation, data collecting, organizing and outlining content speech.

Advanced Speech II

Advanced Speech II focuses on the practice of varied public speaking opportunities; like group discussion, debate, interviews and extempore. Advanced Speech II is designed to develop leadership skills, collaborative skills, speech skills, and content organization and management skills in students.

T.E.S.L.- I

The course is introduced to acquaint students with effective approaches, methods and strategies for teaching English language. It focuses on the interrelationship between oral and written language skills and the role of literature in developing these skills. The course examines important theoretical concepts in teaching such as psycholinguistics, sociolinguistics, second language acquisition and teaching and generative grammar in language teaching; mechanics of teaching such as types of syllabuses; the schemes of work and lesson planning; the teaching of various aspects of language such as listening, speaking, reading, writing, pronunciation, grammar, and vocabulary. The course emphasizes students achieving reasonably good standard of spoken English and insist on conscious mastery on received pronunciation since the students taking this course choose to become English teachers in schools and higher educational institutes of Eritrea.

T.E.S.L. II

T.E.S.L. - 2 is a course of second semester for passing out graduates. Here, the students improve their speaking skills through speeches in a public and amid teaching faculty and subsequent commentary on it. Here, students also prepare their own lesson plan and teach a class. A considerable appreciation of the course in registered in the departmental reports.

Class Activities

Attitudes of students towards speaking English through class activities.

No of Respondents

- Presentations
- Group Discussions
- Teaching Lessons
- Debating
- Interviewing
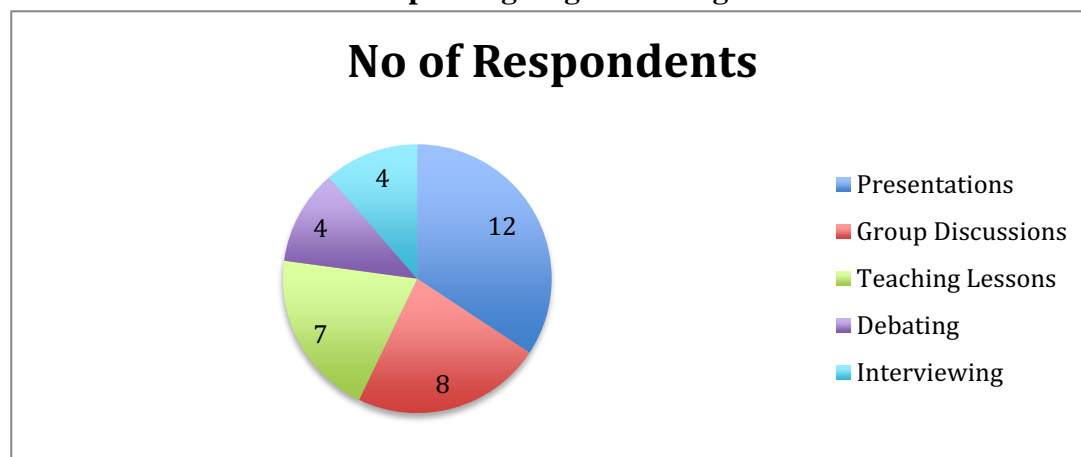
Chart no. 2

These activities have been examined on the basis of the courses taken by the respondents. Majority of the respondents held presentations gave them proper exposure and practice of speaking in English with a frequency of 40%, with 26.67% on Group discussions, 23.33% on teaching lessons, and on debating and interviewing on equal percentage of 13.33.

The interview was directed to the student member of the department of English.

Table 10: Sex wise distribution

S. No	Gender	No of Respondents	Percentage
1	Male	11	42.30
2	Female	15	57.70
	Total	26	100

Ratio: Female 57.70% while the male is 42.30%.

Table. 11: Educational status distribution

S. No	Educational Status	No of respondents	Percentage
1	Second year	6	23.08
2	Third year	10	38.46
3	Fourth year	10	38.46
	Total	26	100

Educational status of second year = 23.08, third year = 38.46 and fourth year = 38.46.

The interview was conducted through six questions to know the views, attitudes and experience respondents on speaking English. These questions show their attitudes towards speaking English.

Question number 1

No. 1 question is asked for the purpose to know their opinions on how to be a good speaker. The question is based what is the process to be an efficient communicator in English language.

Findings on question no.1
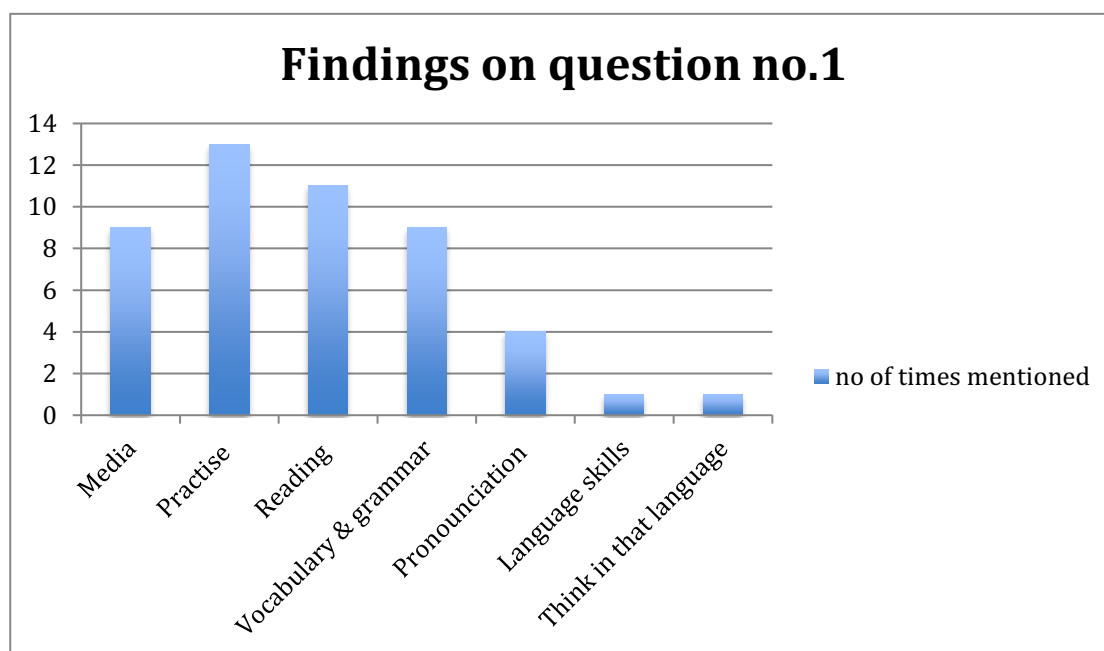
Chart no.3

To be likely, a good English speaker results shows 50% believe it is a matter of regular practice with parents, peers and friends, and relatives and a conducive environment. A person who puts at use his/her learnt English into practical speaking becomes a good speaker. 42.30 % held it is reading. Therefore, a student should join book clubs, refers to dictionary and read a lot of books to become a good English speaker. The third and fourth in line with an equal percentage of 34.61% held it is vocabulary and grammar rules and the media as a whole. Participants opine that a student should be exposed to the media to be a good speaker.

The others with percentage of 15.38, 3.84 and 3.84 views pronunciation, language skills and thinking in English language is important. However, all mentioned are the processes a learner should go through to be a good English speaker.

Question number 2

No. 2 question is what influence their speaking ability? outside or inside the class what factors influence a speaker?

Table 12: Finding on question no. 2

S. No	Question	Outside	Both	Inside	Total
2	Where is your speaking ability influenced more from the outside or inside?	46.15	23.08	30.77	100

Majority 46.15% held their speaking ability were influenced more from the outside than inside i.e., 30.77%.

The kinds of factors that influenced their speaking whether it is outside or inside are mentioned below.
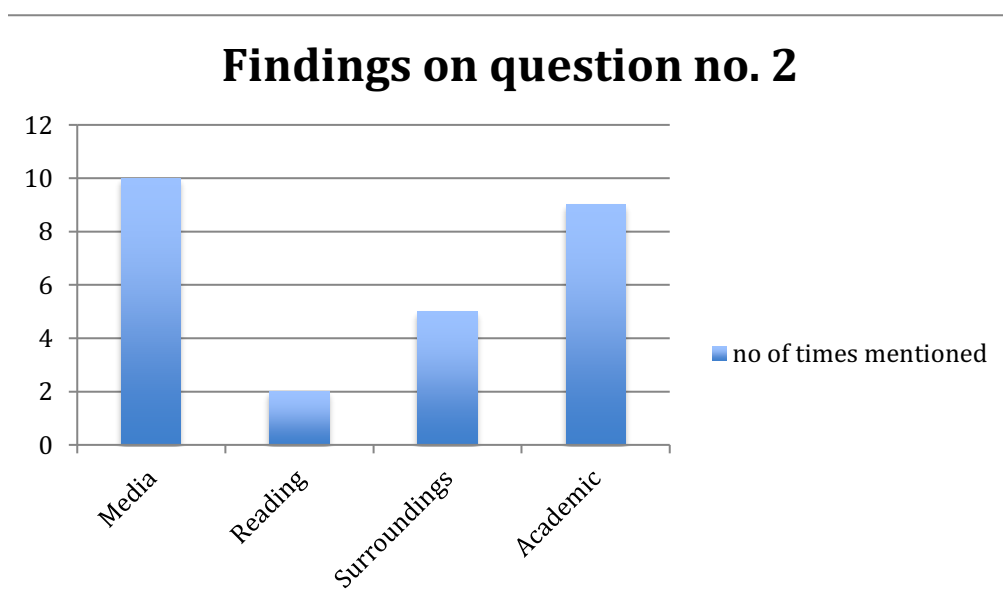
Chart no. 4

The respondents who held their speaking ability is influenced more from the outside gave these factors. It is general media, reading and surrounding also. Well, the majority of 38.47% views media like watching moves, listening to music, watching news, reading newspapers and magazines etc.

Reading books as the main factor i.e., outside the class, really influenced their speaking ability. 7.69% said reading books. 19.23% held surroundings with parents, peers or friends, and the environment they grew upon.

34.61% held the academic inside the class like group discussion, presentations, the course that they take and above all the teachers and teaching. Inside class, it is formal whereas outside class it is an informal discussion.

Question number 3

Table 13: Finding on question 3.

S. No	Question	Important	Not important	Percentage
3	How important do you think it is to be a good English speaker?	100	-	100

Reasons for being an efficient speaker of English.

Being a good speaker is important because if a person is a good English speaker then he/she is already a great politician. For example, Donald trump and John F. Kennedy and other activists like Martin Luther King and Malcolm X were effective communicators. If a person is a good English speaker s/he have good jobs all over the world. A good English speaker can easily express his/her feelings well both personally and professionally. Results show how important students think speaking English is and they indeed have a positive attitude.

Question number 4

Question no.4 is given to obtain their view on why some students are poor in speaking while other are   more   confident   or   fluent   in   comparison   to   them?
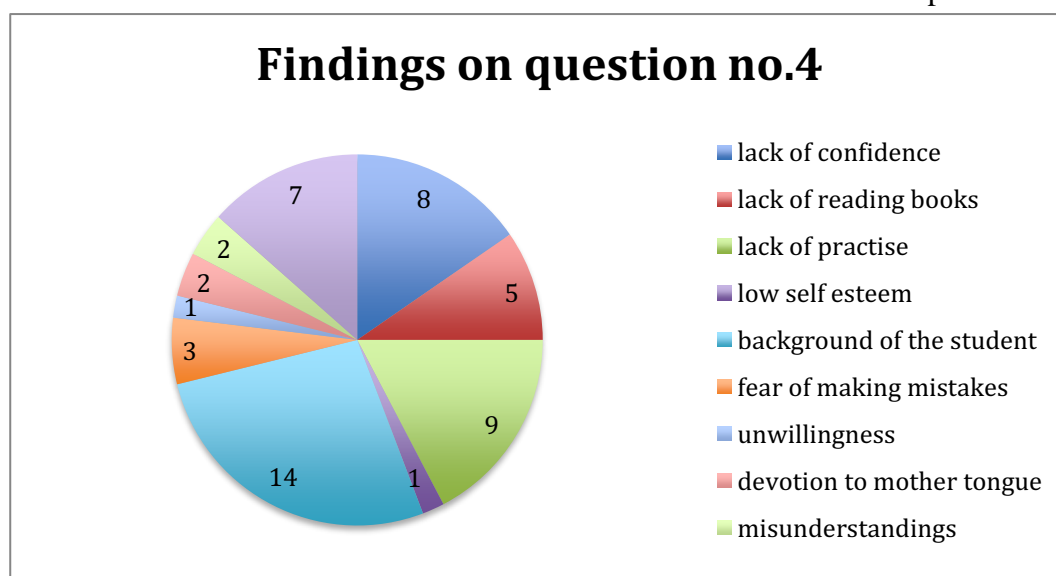
Chart no. 5

The first data received is 14 that is the background of the student while the second is 9 it is a lack of practice. The third 8 in number is lack of confidence and lack of exposure. Lack of reading books is 5, and fear of making mistakes with 3, devotion to mother tongue and misunderstandings having 2 people each and the last with both unwillingness and low self-esteem having 1 people each. 14 that

is 58.84% of respondents held background or history of the student really influences the way the English speaker speaks.

This can be seen in different ways:

The society: If a student grew up in a rural area, he/she is more likely to have a little or no exposure to English language in comparison to a child who grew up in an urban area. In rural areas parents hardly pay any attention to the education of their wards in comparison to educated parents are very particular about their children's education in urban societies. This glares a big difference is overall acquaintance of language.

School: A student from convent schools; Italian in Eritrea, are likely to be more efficient and fluent than the one studied from an ordinary school. Bilingualism makes students more flexible and comfortable in a foreign language. Italian school teach English and Italian and Tigrinya is the mother tongue hence these students attain mastering in fluency and more.

Lack of practise is the second major factor in a given answer. They said a student who practices is definitely better than the one who doesn't.

Lack of confidence is the third major factor. Self-confidence is very important in improving one's speaking ability so their attitudes toward speaking English has the attitude of having no confidence.

Lack of reading books: their attitudes towards speaking differences is that if a person doesn't read books, he/she is likely to be more steps back than the one who does.

Fear of making mistakes: the fear of making mistakes makes a person a poor speaker. Fear of being laughed at is a big mistake. In fact, making mistakes helps more in language acquisition.

Devotion to Mother Tongue: A lot of people refer to mother tongue 'influence' on English, as mother tongue 'influenza' and have a good laugh at others' expense. The mother tongue helps in an acquisition that is well understood but to be efficient in the process the influence of the mother tongue is minimized. As the influence of Spanish on English is Spanglish so the influence of Tigrigna in English is Tigrigna.

Misunderstandings: The misunderstanding is culture based. It is very common in Eritrea example if a person is seen talking in English, people judge or take him/her to play a stunt to drag attention or brag. This kind of senseless understanding curbs a person's potentiality to be an effective communicator.

Unwillingness: a person could be unwilling to speak.

Low self-esteem: is the same as lack of confidence.

So, these attitudes are referred to as reasons why a student is not able to speak English well in the English Department. Solutions are put at work when the problems are analysed. Well, the

respondents feel like this all above mentioned are the reasons a student cannot speak while other does. Knowledge of the same reflects they have a positive attitude toward speaking English.

Question number 5

Question no. 5 is - to check how does the students weighs his/her own English language acquisition. This opinion is crucial to know their attitude towards speaking in English.

Table 14: Findings on question no. 5

S. No	Question	Yes	No	Moderate	Total
5	Do you think you are a good speaker? How?	19 73.07%	5 19.23%	2 7.70%	26 100%

Majority of respondents affirmed being good at English with a percentage of 73.07 while in negation it is 19.23%. The ones who couldn't label themselves as good speakers or even bad speakers or weigh themselves as moderators are 7.70%.

The yes or no could be clearly seen in the table above. But, on diversity of this responses registered are the following reasons:

Reasons for yes/ good respondents:

- Because I can communicate in English. I can understand people and people can understand me.

- Because I have seen my abilities through the class activities, courses are taken and presentations I made in class activities.

- Because I read many books. I have a rich vocabulary. Words and expressions really help me in expressing myself.

- Because I can express my ideas confidently in English.

The reasons of poor respondents:

- Because I do not have proper knowledge of grammar. My vocabulary is weak.

- Because I have no exposure to English in my hometown. I don't practice English anywhere.

The reasons of moderate respondents:

- I am not fluent enough to speak in English so, I think I am in the middle.

- I use my mother tongue more often to be a good speaker.

Question number 6

Question no. 6 is to check – how confident the respondents are in 'English' outside the class.

Table 15: Findings on question no. 6

S. No	Question	Yes	No	Both	Total
6	Do you feel free or confident to speak English outside the class?	15 57.69%	9 34.61%	2 7.70%	26 100%

More than half of the respondents having 57.69% said that they feel free and confident while 34.61% responded in negation. 7.70% said that there are times they feel free but not all the time.

The reasons of the majority who said yes:

Free to communicate with friends' peers and the people who I hang out with.

Because it helps me enhance my speaking ability in public.

Because I cannot express myself better in my native language.

Because I speak every day with my friends.

Most of the reasons they have given are similar to these.

The reasons of the respondents who said no:

Because if I speak English in public people might think I am showing off or bragging so I avoid to speak in English.

Because I do not have confidence enough to speak in English.

Because I am afraid of making mistakes.

Reasons of free but not all times:

Because it is so hard to find friends of the same interests.

I am free to speak in English outside but I am more confident in my native language.

Though they have positive attitudes toward speaking English in general they have problems that hinder them to speak in English. The most commonly mentioned hinderance is how and what people will assess about them as it is not their native language.

The interview questions were designed to peep into the attitudes of students for what and how students think about speaking English and how they weigh themselves as English speaker.

Conclusion

In general, a positive attitude is found in the undergraduate students of Department English, College of Adi-Keih. This study finds that proficiency in English language depends on learners positive or negative attitude. Here, CASS students' attitudes majorly found positive. The questionnaires reported that students' like speaking English (73.34% SA) and they didn't dislike the speakers of English (on 63.33% SDA). Students believed those who speak English cast a good impression (53.34 SA & A). The respondents reported that they recognize the global status of English language (80% SA) and importance of English language in this era of globalization and global communication network is (66.67% SA).

The result also shows English offers advantages in getting a good job, securing a better social position and personal establishment is very competitive (73.34%). Reports further say though students supported a rise in the use of English language on choosing English reading programs and TV (56.67% SA), particularly in reading newspapers and magazines in English choosing the English should be use in advertisement, public signs, map etc. (46.67% A & 36.67% SA) but at the same

time they supported English and Tigrigna should go hand in hand in their use in different domains where they chose to strongly disagree (23.33%) and disagree (43.34%) that only English must be used in advertisement, public signs, map etc. As far as education is concerned, the respondents opined that English should be the medium of instruction in tertiary studies (46.67% SA & 43.33% A) and they need English to succeed in higher education (76.67%).

The interview questions were grounded in speaking English

The respondents have high positive attitude on views that being a good English speaker is very important.100% of our respondents opined that being a good English speaker is significant in one's life. The questionnaire was designed to know students attitudes and opinions unconsciously. The results were fascinating for question no. 1 majorly 50% replied practice plays a big role in making a good English speaker while 42.30% said reading, 34.61% admitted both vocabulary & grammar and media, 15.38% said pronunciation and with 3.84% said both having the four language skills and thinking in English. In response to question 4 majorly 53.8% replied that a students' background or history affect his/her bad English speaking, 34.6% think lack of practice, 30.7% opine lack of confidence, 26.9% agreed lack of exposure, 19.23% believe low reading, 11.53% believe fear of making mistakes, 7.69% said both liking for to mother tongue and misconceptions, 3.84% said both unwillingness to speak and having low self-esteem. In question no. 5, 73.07% said that they thought they were Good English speakers while others 26.93% left said no and moderate.

The sample responses are students of the Department of English, CASS partly from second, third and fourth year. The opinions and views given through questionnaires and interviews show the positive attitude, regardless of the diverse answers. The sample of 30 students reflects the tendency of the whole.

Thus, the teaching/ learning pedagogy helped students of English to acquire proficiency in speaking skills. Speaking skills acquisition is a learning process over a period of three study years. In addition, speaking is a product-oriented skill, since each speech utterance as structured dialogue, an oral presentation, a just a minute talk, an interview, an extempore have a structured format. Conclusively, the positive 'attitude' of the students helped them to acquire, proficiency, accuracy, confidence over a second language.

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2. Face to face interview structured interview with 26 respondents on six questions.

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WhatsApp Utilization as a Language Teaching/Learning Tool at Prince Sattam Bin Abdulaziz University

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Abstract

This current study is to investigate the use of WhatsApp application as a teaching/learning tool by conducting a research on the EFL faculty members' usage of WhatsApp at Prince Sattam Bin Abdulaziz University. The study covered EFL faculty members in the Preparatory Year Deanship, English Department at the College of Sciences and Humanities, and College of Business Administration. Data was collected from 78 (51 male, 27 female) faculty members. The descriptive analysis of the data showed that 71% of all the faculty members in the study use WhatsApp as a language teaching/learning tool. The most used multimedia tool used was text followed by audio & documents. Findings also indicate that more use was geared towards more information exchange (like sharing announcements) than content-based material. Also, participants tend to use WhatsApp more for more interpersonal aspects like availability to help students and emotive aspects like lowering students' linguistic filter. The most agreed on the reason for not using WhatsApp for teaching and learning is the belief that face-to-face interaction is more effective than online interaction. The study recommended, specifically with what the world of education has gone through due to Covid-19, more implementation of applications like Whatsapp and others which, as being used so widely in daily life, can support distant venue of education. Language teaching/learning wise, these applications features can be studied in depth by specialists for better utilization. With the involvement of these app developers, they can be turned into effective teaching/learning tools.

Keywords: WhatsApp, Messaging Application, EFL learners, Utilization of Whatsapp, Teaching English

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Introduction

Among the mobile instant messaging applications, WhatsApp application has been the most used among other messenger applications (Han and Keskin, 2016; Prasojo, Habibi, & Mukminin, 2017; Espinoza-Mina & Suárez-Riofrío 2016). Many researchers have found that Whatsapp has positive effects on ESL/EFL learners and teachers (Justina, 2016; Anduja-Vaca & Cruz-Martínez, 2017, and Hani, 2014). In addition, much of the research has found that mobile-assisted language learning has provided positive results for ESL/EFL teachers and learners (Arnold, 2007; Cui & Wang, 2008; Golonka, Bowles, Frank, Richardson & Freynik, 2014; Tulika & Dhananjay 2014, Chinnery, 2006; Hashemi, Azizinezhad, Najafi & Nesari, 2011; Şad & Göktaş, 2014; Tayebinik & Puteh, 2012; Taylor, 2013; Benattabou, 2020). Mobile Instant Message applications have been incorporated into language learning outside of the classroom as independent language learning tools. Rambe and Bere (2013) argued that Mobile Instant Messaging has the 'potential to provide informal alternative communicative spaces for learners to promote learners' learning. In their research, they found out that Mobile Instant Messaging, in particular, WhatsApp application, had a significant impact on learners' participation in language learning community at any time. Teachers also make an important role as collaborators and facilitators for the language learning community, rather than the traditional role in class. Mobile instant interaction provides ESL/EFL learners and teachers with more flexibility and chances to get better language exposure through teacher-student interactions and participation through authentic resources from social learning networks.

Research Questions

1- How much is Whatsapp used as an English learning/teaching tool in the EFL classes at Prince Sattam Bin Abdulaziz University?
2- What is the order of media (text, audio, video, documents) used in Whatsapp?
3- What are the reasons for not utilizing Whatsapp as an English learning/teaching tool?
4- What are the English class/course related uses of Whatsapp?
5- What are the social/Interpersonal Communication uses of Whatsapp?
6- What are the English language learning/teaching aspects of Whatsapp use?

Research objectives

The researchers have three main objectives for this research. The first is to investigate the actual use of Whatsapp by faculty members of English with their students. The second is to find and rank, in order of the majority of use, the aspects focused on more. The researchers set up three aspects, namely: relationship to the class/course taught, social/interpersonal communication and language improvement. The researchers also asked teachers to evaluate their experience of using WhatsApp with their students.

Significance of the study

With the massive use of Whatsapp in the daily life of students, it is important to look into the possibility of putting that to use by teachers and students so that it is adopted as a language learning tool. To bring learning opportunity into entertainment, social applications like Whatsapp will make a difference in language learning if proved to be used and successful for the sections/categories raised by researchers in this study.

Limitations of the study
This study has the following limitations:
- Study covered only EFL teachers at Prince Sattam Bin Abdulaziz University.
- Study should have covered learners' individual differences such as learning motivation and attitudes, learning strategies, cultural differences, etc.

Literature Review

Background
Whatsapp was introduced in 2009 and the number of users by 2104 was 500 million. These share hundreds of millions of photos and videos every single day (Ahad & Lim 2014). Number of users increased to reach over one billion users, from more than 180 countries in 2018, according to whatsapp.com (2018)

Technology & Language Teaching
Teaching language has undergone drastic changes over the years. Technology which has affected almost all aspects of our lives, Graddol, (2012), (as cited in Alsulami, 2016) de Freitas, Morgan, & Gibson (2015), Keane, Keane & Blicblau (2016) and Ossiannilsson, Altinay, & Altinay (2016), has transformed the way language is learned/taught. The use of mobile devices as a tool for teaching is found to be welcomed by students and teachers (Albirini, 2006; Şad & Göktaş, 2014; Al-Fahad, 2009; Hsu, 2013;) as cited in Han & Keskin (2016).

The widespread usage of mobile application tools and Internet social networks have promoted substantial progress in the foreign and second language education field. Mobile network message applications have been increasingly adopted in English learning and teaching making use of the benefits of these applications being affordable and functional (Kinash et al., 2012), portable, context-sensitive, and providing users with social interactivity, connectivity, and independence (Klopfer, Squire, & Jenkins, 2002). In fact, Some authors like (Lu, Hou, & Huang, 2010) as cited in Jafari and Chalak (2016), consider it a must for EFL teachers to adopt technology in their language classes so that they become "in line with the current trends" (p. 86)

With the line of rapid usage of mobile message applications in language teaching, much recent research has found that mobile technology has made positive effects on ESL/EFL teachers and learners (Arnold, 2007; Albirini, 2006; Cui & Wang, 2008; Golonka, Bowles, Frank, Richardson & Freynik, 2014; Şad & Göktaş, 2014; Tayebinik & Puteh, 2012; Taylor, 2013; Ulusoy, 2006; Usun, 2003). Mobile Instant Message applications have initiated learners to active interactions and participation in English learning community in or outside the classroom and have been key tools in second or foreign language learning (Andújar-Vaca & Cruz-Martínez, 2017; Rambe and Bere, 2013). A key aspect, according to Jafari and Chalak (2016), of the use of technology, specifically messaging applications, in teaching is that they provide a learning community in which the learner is not confined to the four walls of class and the limited class hours allotted for teaching. With that in mind, interactions and participations in learning through Mobile assisted learning has been crucial learning tools in second language learning (Andújar-Vaca & Cruz-Martínez, 2017).

Features of Whatsapp

In their research, Bouhnik and Deshen (2014) pointed out that Whatsapp can be used for "communicating with students, nurturing the social atmosphere, creating dialogue and encouraging sharing among students, and as a learning platform" (p. 217). They showed that learners prefer to use Whatsapp due to the fact that it is easy to use, almost cost-free and easy to access to learning environments. According to Al-Emran, Elsherif, and Shaalan (2016), Whatsapp is used by 83.3 % of the students, which makes it the most popular messenger application. The study sample was 330 students from 5 leading instituations in UAE and Oman. This makes it one of the best teaching and learning tools.

Studies on Whatsapp found that among the significant features of Whatsapp are the instant and convenient communication and the sense of belonging, sociability and providing a platform for users through which they can find enjoyment, entertainment and share information, (Bere, 2012; Plana, et al., 2013; Church & Oliveira, 2013; Yeboah & Ewur, 2014; Soliman & Salem, 2014; Devi & Tevera, 2014; O'Hara, et al, 2014; Dashtestani,2019; Bhandari, 2020; Zitouni, et al., 2021)

Using Whatsapp, according to Mwakapina, Mhandeni & Nyinondi (2016), adds a sense of fairness. Participation in language classes is very important and a core element to help students improve their language. This is, according to Mwakapina et.al (2016), usually limited by the number of students in the class. According to the authors of this current study, this is not a posed problem in Saudi Arabia where mostly there is a maximum number allowed in the classroom which meets the commonly agreed upon class sizes. However, an issue would be a limitation to time as students need to cover specific amount of material during the semester. Another one would be the sometimes-extreme gap in level in the students in one class. The researchers believe that utilization of apps like Whatsapp will help a great deal. This is due to the fact that all students can submit their participation work, be kept for analysis and comment from the teacher saving the time allotted for class. At the same time, in a Whatsapp group, a teacher can handle different levels better. In fact, a friendly conducive Whatsapp group can help students learn better by making use of the peer-to-peer feedback they will get from their classmates.

Effect on Students' learning

Addressing the issue of educational benefits, Whatsapp helps learners to be in a comfortable learning community (Doering, Lewis, Veletsianos, & Nichols-Besel, 2008; Sweeny, 2010), have better interactions with peers and teachers (Cifuentes & Lents, 2010), and continue to provide positive learning effects outside of the classroom (Sweeny, 2010; and Cifuentes & Lents, 2011). In their research, Rambe & Bere (2013) found out that WhatsApps positively motivate learners to participate in learning community. Using features such as recordings, videos, chats, video chats, etc. in their teacher-learners interactions, teachers encourage learners to express their feelings, convey information, and give instant feedback.

In their study on the use of Whatsapp, Mwakapina et.al (2016), addressed three aspects (investigating the opportunities provided by Whatsapp for more class interaction, exploring the benefits and possible challenges of using WhatsApp, and lastly deciding how much help WhatsApp can provide in improving English Proficiency in general). Results of the study showed that generally, students' interaction improved and students got broader understanding of the topics

raised for discussion. More specifically, students' vocabulary, grammar, sentence structure improved and they got a great opportunity to work with their errors through self or peer assessment.

Effect on Language learning

As a social network tool and mobile messaging applications, WhatsApp application, has had significant impacts on learners' positive attitudes toward language learning (Anduja-Vaca & Cruz-Martínez, 2017, Nedal, 2014; Man, 2014). By exchanging texts, images, videos, audio messages through WhatsApp, learners have shown better performance in English language learning. In addition, teachers have played an important role as collaborators and facilitators for language learning community, rather than the traditional role in class. Teachers incorporate WhatsApp into learning contexts by encouraging learners to participate in social learning community. WhatsApp has provided ESL/EFL learners and teachers with authentic English learning resources through teacher-student and student-student social network (Han and Keskin, 2016, Hani, 2016; Justina, 2016; Anduja-Vaca & Cruz-Martínez, 2017, Nedal, 2014; Man, 2014). Not only did learners show their positive attitudes towards the use of Whatsapp, learners who used Whatsapp for academic purposes showed significant improvement in their language learning skills (Han & Keskin, 2016; So, 2016) and over the past years many studies were conducted on the effects of Whatsapp on language learning. In speaking for example, Anduja-Vaca & Cruz-Martínez (2017) found that mobile phone interactions and participations through WhatsApp lead to significant positive effects on ESL learners' speaking skills. They also argued that teacher-learner interactions through WhatsApp in terms of recordings, videos, text chats, video chats etc promote ESL learners to actively participate in collaborative learning, project learning, instant feedbacks etc. Similarly, Han and Keskin (2016) conducted qualitative and quantitative research on EFL college learners on the use of Whatsapp in a Speaking class. The results showed that Whatsapp mobile instant message application helped to reduce speaking anxiety.

In Reading, Hazaea & Alzubi showed that WhatsApp has been used outside of classroom and it has always motivated students to build collaborative reading practice by sharing, practicing and reviewing their learning materials and homework (2016). In their study about the advantages of using Whatsapp to improve reading in EFL, Plana, et al (2013) (as cited in Ahad & Lim, 2014) found that Whatsapp has helped students build confidence and interest in reading in English.

In Writing, Awada (2016) conducted qualitative and quantitative research to sophomore college students and found that incorporating WhatsApp into Writing class has a remarkable impact on improving students' writing skills and increasing motivation to learning English. Alsaleem (2013) argued that Whastapp encouraged learners to actively be involved in writing and vocabulary learning and the results suggested that learners who use Whatsapp in their writing class showed a significant improvement in writing and vocabulary choices in their posttest. Lai (2016) argued that Whatsapp had a significant effect on ESL learners' vocabulary proficiency. Also, by using WhatsApp, learners are more likely to participate in an interactive second language learning community. Jafari and Chalak (2016) conducted research on the use of Whatsapp for vocabulary learning on sixty high school students. The results showed that there were statistically significant differences in the favor of students learning vocabulary through WhatApp than the students using a textbook.

Issues with Whatsapp
Ahad and Lim (2014) pointed out some of the issues caused by the use of Whatsapp. These include distraction from the class or objectives set for learning. Some researchers have argued that Whatsapp does not have positive effects on improving writing skills *(Scornavacca, Huff, & Marshall, 2009; Sweeny, 2010)* and vocabulary learning (Dehghan, Rezavani, & Fazeli, 2017). Dehghan, although found general positive impact as pointed out earlier, claims that there was no significant difference in vocabulary learning between text-based and Whatsapp mobile learning (2017). Similarly, Samaie, Nejad, and Qaracholloo (2018) found that WhatsApp did not have an impact on Iranian English learners' self and peer assessment.

Yeboah and Ewur (2014) studied the impact of Whatsapp on Students performance in Tertiary Institutions in Ghana. Forty students (50 %) of the students studied, stated that they use Whatsapp for "chatting with their friends on different issues instead of academic purposes on campus" (p. 161). Similarly, 76% of the students believed that Whatsapp has a negative effect on their study versus only 24 % who believed it has a positive impact on their study. According to Yeboah and Ewur (2014), Whatsapp is " a necessary evil" as the study found out that the use of Whatsapp can be effective as it enhances "effective flow of information and idea sharing among students" (p. 163) if used properly. However, if the use was not controlled, it would lead to distraction from the main purpose of using it, procrastination, and an increase of the committed errors in writing.

One of the issues facing the utilization of technology applications, here Whatsapp, in teaching language is the fact that the majority of language teachers still use teacher-centered approach (Kitta & Tilya, 2010; Vuzo, 2010). With that, teachers usually tend to object technology gadgets that usually distract the students from the teacher.

Methodology
For this study, a quantitative approach was used. An online version of a questionnaire created using google forms. 5likert scale (Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree) was used throughout the questionnaire.

Participants
The 78 faculty member participants of the study are all faculty members at Prince Sattam Bin Abdulaziz University. They came from three different colleges namely the Preparatory Year Deanship, English Department at the College of Sciences and Humanities, and College of Business Administration. Table 1 & 2 show details of the participants according to age, gender, and experience.

Table 1
Distribution of participants according to age and gender

		Age				Total
		28-35	36-45	46-55	56 and over	
	Male	18	20	6	7	51
	Female	13	12	1	1	27
Total		31	32	7	8	78

Table 2
Distribution of participants according to Experience

		Years of experience					Total
		1-5	6-10	11-15	16-20	Over 21	
	Male	8	17	10	6	10	51
	Female	9	5	6	7	0	27
Total		17	22	16	13	10	78

Instrument

The questionnaire used for the study was developed by the researchers. It consisted of three sections. The first was for demographic information. The second addressed the reasons, if any, for those who do not use Whatsapp as a teaching/learning tool. The third section explored the faculty members' use of Whatsapp in three aspects: Class/ Course related, Social/ Interpersonal Communication, and Language Learning/Teaching. After the questionnaire was finalized by the researchers, it was sent to five professors in the field to check for clarity and relevance of the statements; and relevance of the items to their sections in the questionnaire. Comments and feedback were taken into consideration to modify the questionnaire before it was sent out to participants.

Results

Question 1: How much is Whatsapp used as an English learning/teaching tool in the EFL classes at Prince Sattam Bin Abdulaziz University?

As shown in Table (3), fifty-five (71%) of the 78 teacher participants in the study use Whatsapp as a learning/teaching tool. Of these, 32 male and 23 female teachers use it. Although many more male teachers use Whatsapp, as per each gender, 85% of the females vs 63% of the males use it with their students.

Table 3
Use of Whatsapp current or last semester

		Gender					
		Male	Percent	Female	Percent	Total	Percent
Use of Whatsapp current or last semester	Yes	32	63%	23	85%	55	71%
	No	19	37%	4	15%	23	29%
Total		51	100%	27	100%	78	100%

Question 2: What is the order of media (text, audio, video, documents) used in Whatsapp?

Four types were listed (text, Audio, video, and documents which include Word, Excel, Pdf, PowerPoint etc. files). Results showed that generally the most commonly used multimedia is the text (96.2%) followed by audio & docs (both 94.9 %), and video (93.6%) respectively. However, as per the extension of use for each of the four categories (Very highly used, Highly Used, Less

Used, The Least Used), text was very highly used (56.4% of the participants), Video was highly used (35.9), Audio was less used (30.8), and the documents was the least used (11.5%).

Table 4
Order of multimedia *used in Whatsapp*

	Text		Audio		Video		Docs	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Very highly used	44	56.4	13	16.7	18	23.1	18	23.1
Highly Used	11	14.1	27	34.6	28	35.9	25	32.1
Less Used	9	11.5	24	30.8	16	20.5	22	28.2
The Least Used	11	14.1	10	12.8	11	14.1	9	11.5
Total	75	96.2	74	94.9	73	93.6	74	94.9
Missing	3	3.8	4	5.1	5	6.4	4	5.1

Note. Freq. is frequency

Question 3: What are the reasons for not utilizing Whatsapp as an English learning/teaching tool? In general, 29% of the participants do not use Whatsapp as a learning/teaching tool (37% of the male and 15% of the female participants) (Table 3). The most agreed upon reason for not using it went to "I believe that face-to-face interaction with students is more effective than online interaction." With M= 4.30 (Table 5). This was followed by "I believe that students can learn more through face-to-face discussion than online WhatsApp discussion." (4.04) & "I don't think that all students enjoy participating in online WhatsApp learning community." (3.61). The least reported reason was "I do not have a smart phone." With a mean of (1.30). Varied reasons come in between Table (5)

Table (5) *Reasons for not utilizing Whatsapp as an English learning/teaching tool*

Gender	Male			Female			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
I believe WhatsApp should be limited to social communication only.	3.26	1.10	19	3.75	1.26	4	3.35	1.11	23
I never thought about it as a teaching/learning tool.	3.37	1.12	19	3.75	1.26	4	3.43	1.12	23
Generally, technology affects learning a language negatively.	1.68	0.58	19	2.25	0.50	4	1.78	0.60	23
Students will be distracted.	3	1.11	19	3	1.15	4	3.00	1.09	23
Not all students have smart phones.	2	1.29	19	2.5	1.29	4	2.09	1.28	23
I do not have a smart phone.	1.32	0.48	19	1.25	0.50	4	1.30	0.47	23
I will not be able to cope with the flow of messages outside the working hours.	3.42	0.90	19	4.25	0.50	4	3.57	0.90	23
I believe that WhatsApp will eliminate the teacher/student gap which is important.	3.26	0.99	19	3.5	0.58	4	3.30	0.93	23
Like other social media, Whatsapp users will tend to use incorrect language.	3.42	0.96	19	3.5	0.58	4	3.43	0.90	23

I believe that face-to-face interaction with students is more effective than online interaction.	4.21	0.98	19	4.75	0.50	4	4.30	0.93	23
I believe that students can learn more through face-to-face discussion than online WhatsApp discussion.	4.11	0.66	19	3.75	1.26	4	4.04	0.77	23
I don't think that all students enjoy participating in online WhatsApp learning community.	3.47	1.12	19	4.25	0.50	4	3.61	1.08	23
I do not think that WhatsApp can help students enhance their language learning.	3	1.00	19	3.5	1.29	4	3.09	1.04	23

Q 4,5, and 6 will be addressed according to three variables of gender, age, and experience

Q4: What are the English class/course related uses of Whatsapp?

For gender, age, and experience, results showed that the mean score of uses for class/course related items was high (M=3.89, SD=0.66) (See tables 6, 7, 8). As for the male participants, the mean score of use was (M=3.91, SD=0.74) and for the female participants (M=3.86, SD=0.54). Similarly, the 46-55 years old showed the highest mean (M=4.29, SD=0.36), followed by 28-35, (M=4.02, SD=0.48); 56 & over, (M=3.83, SD=0.72); and finally, 36-45, (M=3.71, SD=0.80). For the experience, the 6-10-year experience group, showed the highest mean (M=4.14, SD=0.41), followed by over 21 years, (M=4.03, SD=0.64); 1-5 years, (M=3.89, SD=0.54); 11-15 years (M=3.76, SD=0.51); and finally, 16-20 years, (M=3.63, SD=1.07).

Table 6
Course/Class related uses of Whatsapp (according to gender)

	Male			Female			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q1	3.66	0.97	32	3.09	0.95	23	3.42	0.99	55
Q2	4.03	0.93	32	4.13	0.97	23	4.07	0.94	55
Q3	4.35	0.88	31	4.39	0.58	23	4.37	0.76	54
Q4	3.94	0.81	31	3.82	0.73	22	3.89	0.78	53
Q5	3.40	1.07	30	3.65	1.07	23	3.51	1.07	53
Q6	3.72	1.08	32	3.70	0.93	23	3.71	1.01	55
Q7	4.32	0.83	31	4.26	0.62	23	4.30	0.74	54
Section 1	3.91	0.74	32	3.86	0.54	23	3.89	0.66	55

Table 7
Course/Class related uses of Whatsapp (according to age)

	28-35			36-45			46-55			56 & over			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q1	3.76	0.77	21	3.08	1.06	24	3.8	1.10	5	3.2	1.10	5	3.42	0.99	55
Q2	4.19	0.75	21	3.92	1.18	24	4.2	0.84	5	4.2	0.45	5	4.07	0.94	55
Q3	4.57	0.60	21	4.17	0.94	23	4.4	0.55	5	4.4	0.55	5	4.37	0.76	54
Q4	4.05	0.62	19	3.67	0.87	24	4.4	0.55	5	3.8	0.84	5	3.89	0.78	53

	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q5	3.38	1.20	21	3.45	1.01	22	4.2	0.45	5	3.6	1.14	5	3.51	1.07	53
Q6	3.76	0.94	21	3.58	1.10	24	4.4	0.55	5	3.4	1.14	5	3.71	1.01	55
Q7	4.48	0.68	21	4.09	0.85	23	4.6	0.55	5	4.2	0.45	5	4.30	0.74	54
Section 1	4.02	0.48	21	3.71	0.80	24	4.29	0.36	5	3.83	0.72	5	3.89	0.66	55

Table 8

Course/Class related uses of Whatsapp (according to experience)

	1-5			6-10			11-15			16-20			Over 21			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q1	3.46	0.66	13	3.50	1.09	14	3.08	1.08	12	3.45	1.13	11	3.8	1.10	5	3.42	0.99	55
Q2	4.08	0.86	13	4.21	0.58	14	4.17	1.19	12	3.64	1.21	11	4.4	0.55	5	4.07	0.94	55
Q3	4.54	0.52	13	4.57	0.65	14	4.18	0.75	11	4.09	1.14	11	4.4	0.55	5	4.37	0.76	54
Q4	4.00	0.77	11	4.07	0.47	14	3.67	0.49	12	3.64	1.21	11	4.2	0.84	5	3.89	0.78	53
Q5	3.15	1.41	13	4.00	0.68	14	3.30	0.67	10	3.45	1.29	11	3.6	0.89	5	3.51	1.07	53
Q6	3.69	1.03	13	4.07	0.73	14	3.67	0.78	12	3.36	1.43	11	3.6	1.14	5	3.71	1.01	55
Q7	4.46	0.78	13	4.57	0.51	14	4.17	0.58	12	3.90	1.10	10	4.2	0.45	5	4.30	0.74	54
Section 1	3.89	0.54	13	4.14	0.41	14	3.76	0.51	12	3.63	1.07	11	4.03	0.64	5	3.89	0.66	55

As for the degree of use for all three categories, the highest mean (M=4.37) went to "I share class announcements (change of class location, quizzes, exams, deadline reminders etc.) with students" and the least (M=3.42) to "I take Snapshots of my course content on the board and share them with my students" table (9).

Table 9

Order of Course/Class related uses according to gender, age, and experience

Order of the item	Item	Mean
Q3	I share class announcements (change of class location, quizzes, exams, deadline reminders etc.) with students.	4.37
Q7	Students discuss class issues together (change of class time, dates for tests, pacing schedules, etc. to name few examples).	4.30
Q2	I share class documents with students.	4.07
Q4	Students discuss class assignments.	3.89
Q6	I share language-learning media with students.	3.71
Q5	I discuss my course content with the students.	3.51
Q1	I take Snapshots of my course content on the board and share them with my students.	3.42

Q5 What are the social/Interpersonal Communication uses of Whatsapp?
Results for all three categories: gender, age, and experience showed that the mean score of use for social/interpersonal items was high (M=3.89, SD=0.67) (see tables 10, 11, and 12). As for the male participants, the mean score of use was (M=3.83, SD=0.70) and for the female participants (M=3.98, SD=0.63). For all 4 age groups, the 46-55 years old showed the highest mean (M=4.36,

SD=0.55), followed by both 28-35 and 56 & over groups with (M=3.88, SD=0.67) for each; and finally, 36-45, (M=3.81, SD=0.69). As for the 5 experience range groups, the 16–20-year experience group, showed the highest mean (M=4.11, SD=0.67), followed by 1-5 years, (M=4.04, SD=0.82); over 21years, (M=4.00, SD=0.51); 6-10 years (M=3.96, SD=0.48); and finally, 11-15 years, (M=3.41, SD=0.60).

Table 10
Social/Interpersonal uses of Whatsapp (according to gender)

	Male			Female			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q8	3.68	1.05	31	3.39	1.03	23	3.56	1.04	54
Q9	3.52	1.15	31	3.87	0.76	23	3.67	1.01	54
Q10	4.06	1.01	32	4.09	0.92	22	4.07	0.97	54
Q11	4.03	0.91	31	4.35	0.93	23	4.17	0.93	54
Q12	3.87	0.85	31	4.26	0.69	23	4.04	0.80	54
Section 2	3.83	0.70	32	3.98	0.63	23	3.89	0.67	55

Table 11
Social/interpersonal uses of Whatsapp (according to age)

	28-35			36-45			46-55			56 & over			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q8	3.62	0.86	21	3.33	1.17	24	4.5	0.58	4	3.6	1.14	5	3.56	1.04	54
Q9	3.55	1.05	20	3.67	1.01	24	3.8	1.30	5	4	0.71	5	3.67	1.01	54
Q10	3.90	1.14	21	4.09	0.90	23	4.8	0.45	5	4	0.71	5	4.07	0.97	54
Q11	4.29	0.78	21	4.09	1.08	23	4.4	0.55	5	3.8	1.10	5	4.17	0.93	54
Q12	4.05	0.74	21	3.96	0.91	24	4.5	0.58	4	4	0.71	5	4.04	0.80	54
Section 2	3.88	0.67	21	3.81	0.69	24	4.36	0.55	5	3.88	0.67	5	3.89	0.67	55

Table 12
Social/interpersonal uses of Whatsapp (according to experience)

	1-5			6-10			11-15			16-20			Over 21			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q8	3.77	1.01	13	3.71	0.61	14	2.91	1.30	11	3.64	1.12	11	3.8	1.10	5	3.56	1.04	54
Q9	3.67	1.07	12	3.86	0.77	14	2.92	1.31	12	4.09	0.54	11	4	0.71	5	3.67	1.01	54
Q10	3.92	1.38	13	4.14	0.66	14	3.91	1.22	11	4.18	0.60	11	4.4	0.55	5	4.07	0.97	54
Q11	4.54	0.66	13	4.21	0.70	14	3.67	1.23	12	4.50	0.85	10	3.6	0.89	5	4.17	0.93	54
Q12	4.31	0.75	13	3.86	0.66	14	3.64	0.81	11	4.27	1.01	11	4.2	0.45	5	4.04	0.80	54
Section 2	4.04	0.82	13	3.96	0.48	14	3.41	0.60	12	4.11	0.67	11	4	0.51	5	3.89	0.67	55

As for the degree of use for the items for all three categories: gender, age and experience, the highest mean (M=4.17) went to "I make myself available any time to help students." and the least (M=3.56) to "I encourage students to discuss current social issues in English (e.g. news, advertisements, sports etc)" table (13).

Table 13
Order of social/Interpersonal uses of Whatsapp (according to gender, age, and experience)

Order of the item	Item	Mean
Q11	I make myself available at any time to help students.	4.17
Q10	I encourage stronger students' interactions in English.	4.07
Q12	I build a stronger personal bond with my students.	4.04
Q9	I share invitation to social events, gatherings, occasions etc.	3.67
Q8	I encourage students to discuss current social issues in English (e.g. news, advertisements, sports etc).	3.56

Q6 What are the English language learning/teaching aspects of Whatsapp use?

Results for all three categories: gender, age, and experience showed that the mean score of use for the English language learning/teaching aspects of Whatsapp use was high (M=3.84, SD=0.62), see tables (14,15,16). As for the male participants, the mean score of use was (M=3.80, SD=0.64) and for the female participants (M=3.90, SD=0.60). For all 4 age groups, the 46-55 years old showed the highest mean (M=4.27, SD=0.55), followed by 28-35, (M=3.85, SD=0.63); 36-45, (M=3.80, SD=0.51); and finally, 56 & over, (M=3.6, SD=1.06). As for the 5 experience range groups, the 16-20-year experience group, showed the highest mean (M=4.10, SD=0.68), followed by over 21 years, (M=3.84, SD=0.73); 6-10 years, (M=3.81, SD=0.47); 11-15 years (M=3.74, SD=0.41); and finally, over 21 years, (M=3.64, SD=0.99).

Table 14
Learning/Teaching uses of Whatsapp (according to gender)

	Male			Female			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q13	3.59	0.91	32	3.57	0.95	23	3.58	0.92	55
Q14	4.06	0.80	32	4.22	0.85	23	4.13	0.82	55
Q15	3.84	0.77	32	4.09	1.04	23	3.95	0.89	55
Q16	4.03	0.65	32	3.96	0.64	23	4.00	0.64	55
Q17	4.06	0.77	31	4.00	0.60	23	4.04	0.70	54
Q18	3.80	0.89	30	4.09	0.51	23	3.92	0.76	53
Q19	3.50	0.95	32	3.48	0.90	23	3.49	0.92	55
Q20	3.56	1.08	32	3.65	1.07	23	3.60	1.06	55
Q21	3.72	1.02	32	3.91	0.85	23	3.80	0.95	55
Q22	3.74	0.96	31	3.83	0.78	23	3.78	0.88	54
Q23	3.88	0.98	32	4.14	0.83	22	3.98	0.92	54
Q24	3.61	0.95	31	3.91	0.79	23	3.74	0.89	54
Q25	4.03	0.90	32	3.91	0.85	23	3.98	0.87	55
Section 3	3.80	0.64	32	3.90	0.60	23	3.84	0.62	55

Table 15
Learning/Teaching uses of Whatsapp (according to age)

	28-35			36-45			46-55			56 & over			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q13	3.62	0.97	21	3.63	0.88	24	3.6	0.55	5	3.2	1.30	5	3.58	0.92	55
Q14	4.33	0.73	21	3.96	0.75	24	4.4	0.89	5	3.8	1.30	5	4.13	0.82	55
Q15	4.10	0.83	21	3.75	0.90	24	4.6	0.55	5	3.6	1.14	5	3.95	0.89	55
Q16	4.00	0.63	21	4.04	0.55	24	4.4	0.55	5	3.4	0.89	5	4.00	0.64	55
Q17	3.95	0.50	21	3.96	0.69	24	5	0.00	4	4	1.22	5	4.04	0.70	54
Q18	3.81	0.68	21	3.86	0.64	22	4.6	0.89	5	4	1.22	5	3.92	0.76	53
Q19	3.33	0.97	21	3.50	0.88	24	4	0.71	5	3.6	1.14	5	3.49	0.92	55
Q20	3.48	1.08	21	3.58	1.06	24	4.4	0.55	5	3.4	1.34	5	3.60	1.06	55
Q21	3.81	0.87	21	3.75	0.94	24	4.4	0.89	5	3.4	1.34	5	3.80	0.95	55
Q22	3.80	0.83	20	3.75	0.94	24	3.8	0.84	5	3.8	1.10	5	3.78	0.88	54
Q23	4.14	0.96	21	3.83	0.78	23	4.6	0.55	5	3.4	1.34	5	3.98	0.92	54
Q24	3.76	1.00	21	3.78	0.74	23	3.8	0.84	5	3.4	1.34	5	3.74	0.89	54
Q25	3.95	0.86	21	4.00	0.83	24	4.2	0.84	5	3.8	1.30	5	3.98	0.87	55
Section 3	3.85	0.63	21	3.80	0.51	24	4.27	0.55	5	3.6	1.06	5	3.84	0.62	55

Table 16
Learning/Teaching uses of Whatsapp (according to experience)

	1-5			6-10			11-15			16-20			Over 21			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Q13	3.54	1.05	13	3.79	0.70	14	3.33	1.07	12	4.00	0.63	11	2.8	0.84	5	3.58	0.92	55
Q14	4.23	0.83	13	4.07	0.83	14	4.08	0.67	12	4.18	0.87	11	4	1.22	5	4.13	0.82	55
Q15	4.08	0.95	13	3.93	0.62	14	3.42	1.00	12	4.36	0.67	11	4	1.22	5	3.95	0.89	55
Q16	4.00	0.58	13	3.93	0.73	14	4.08	0.51	12	4.18	0.60	11	3.6	0.89	5	4.00	0.64	55
Q17	4.15	0.55	13	4.00	0.71	13	3.83	0.58	12	4.09	0.70	11	4.2	1.30	5	4.04	0.70	54
Q18	3.85	0.90	13	4.00	0.55	14	3.75	0.62	12	4.10	0.74	10	4	1.41	4	3.92	0.76	53
Q19	3.38	1.12	13	3.36	0.74	14	3.33	1.07	12	3.91	0.54	11	3.6	1.14	5	3.49	0.92	55
Q20	3.31	1.11	13	3.50	1.02	14	3.75	1.06	12	4.09	1.04	11	3.2	1.10	5	3.60	1.06	55
Q21	3.77	0.83	13	3.79	0.89	14	3.83	0.72	12	4.00	1.26	11	3.4	1.34	5	3.80	0.95	55
Q22	3.85	0.80	13	3.62	0.87	13	3.83	0.58	12	3.91	1.22	11	3.6	1.14	5	3.78	0.88	54
Q23	4.15	0.90	13	3.92	0.95	13	3.92	0.67	12	4.18	0.98	11	3.4	1.34	5	3.98	0.92	54
Q24	3.77	0.83	13	3.64	1.01	14	3.82	0.40	11	4.00	1.00	11	3.2	1.30	5	3.74	0.89	54
Q25	3.85	0.90	13	4.07	0.83	14	3.58	0.67	12	4.36	0.81	11	4.2	1.30	5	3.98	0.87	55
Section 3	3.84	0.73	13	3.81	0.47	14	3.74	0.41	12	4.10	0.68	11	3.64	0.99	5	3.84	0.62	55

As for the degree of use for the items for all three categories: gender, age and experience, the highest mean (M=4.13) went to "I help lowering their linguistic filter by allowing students to use language freely without fear of making mistakes" and the least (M=3.58) to "I give students immediate feedback to language issues exhibited in language use in Whatsapp.)" table (17).

Table 17
Order of Learning/Teaching uses of Whatsapp

Order of the item	Item	Mean
Q14	I help lowering the linguistic filter by allowing students to use language freely without fear of making mistakes.	4.13
Q17	I review students' language learning progress.	4.04
Q16	I encourage peer reviews of English learning through student/student feedback.	4
Q23	I use WhatsApp materials (e.g., text, audio, and video) to help students improve their listening skill.	3.98
Q25	I share links to external language learning materials with students.	3.98
Q15	I extend the students' English practice opportunity through the text, audio, and video shared with or by students.	3.95
Q18	I, effectively, assess students' language proficiency.	3.92
Q21	I use WhatsApp materials (e.g., text, audio, and video) to help students improve their speaking skill.	3.8
Q22	I use WhatsApp materials (e.g., text, audio, and video) to help students improve their reading skill.	3.78
Q24	I use WhatsApp materials (e.g., text, audio, and video) to help students improve their grammar.	3.74
Q20	I use WhatsApp materials (e.g., text, audio, and video) to help students improve their writing skill.	3.6
Q13	I give students immediate feedback to language issues exhibited in language use in Whatsapp.	3.58
Q19	I use Whatsapp viral media shared around as a meaningful, i.e., daily-life related, language-earning material.	3.49

Discussion
Order of media used in Whatsapp
This question addresses the most used media by faculty members who used Whatsapp. Identifying the most commonly used media helps identifying learners' preferences and can lead to insights into what media to be used when curriculum and teaching methodology is under consideration. The researchers believe the results are commonsensical in regards to the order of media used. Generally, total use shows very close results (ranging from 93.6 to 96.2). Higher than the rest normally goes to text, which the most messaging tool obviously. With the high and rapid speed of daily use communication, there is a tendency to use audio as a messaging tool. Both observations here go in line with Deshmukh, S. (2015) findings. As for the percentage of use videos come after text due to their entertaining and usually more informative content.

Reasons for not utilizing Whatsapp as an English learning/teaching tool
Several studies confirmed the participants leaning more towards face-to-face as a better option for better communication or even better quality of teaching. For example, Johnson, Aragon, and Shaik (2000), who compared learners' satisfaction and learning outcomes in online and face-to-face learning environments found out that participants perceived instruction and quality of the

course as more positive in face-to-face environment. Similar findings were attained by Schneider, Kerwin, Frechtling, & Vivari,. (2002) who focused on face-to-face and online focus group discussions and a more recent study by Shu, and Gu (2018) who analyzed and compared 604 dialogues (containing 5090 posts) in both environments. Results showed that face-to-face interactions and discussions were more in-depth than the online ones. Mwakapina et.al (2016) pointed out that, from another perspective, challenges facing the implication of information and communication technology in universities have affected negatively on the utilization of technology tools in general. Universities, for example, strive for financial funding for ICT, which, if available will go to opening computer labs, training teachers and staff on the use of technology and providing internet access to faculty members and students.

Class/course related uses of Whatsapp

One can see from the order of use (high to low use) for items investigated in the class/course related category that the higher means went to more class information-based than class content-based items. Uses like sharing announcements or exchanging information about a change to class location or discussing class issues were higher than discussing assignments or sharing language learning media. This goes a long with studies like that of Alshammari, et.al (2017) which found out that facilitation of exchange of information between students and their peers or students and teachers was the first distinct use of Whatsapp before language learning support and language practice.

Social/interpersonal communication and English learning/teaching aspects of Whatsapp use

Similarly, in both social/interpersonal and communication uses; and English language learning/ teaching categories, faculty members gave more interest to more interpersonal aspects of the items under investigation than content material and more directly related to English aspects. The highest means as pointed out in both these categories went to helping students feel more comfortable with the language learning setting environment (being available to students and helping lowering their linguistic filter) rather than more actual language-related aspects like discussing social issues in English and/or using materials to help students improve their language skills (speaking, reading, grammar etc.) or giving them feedback on the language used while using WhatsApp.

The researchers believe that the nature of the application as a social communication tool makes users lean to utilize it more for more information than content-based communication. However, this can help the learning process in two ways. First, it promotes an active learning environment. Second, student-student and student-teacher communication lead to more student-centeredness which is core for learning. Solomon and Schrum (2007), Mar (2013), and Patient (2013) (as cited in Binti Mistar & Embi, 2016) agree to this point as the conversation platform Whatsapp creates encourages students to exchange information and knowledge unconsciously. In the same way, while this sharing of content takes place, reading habits improved which, especially for learners of English, is important in their learning.

Conclusion and Recommendations

Given the current tendency towards more learner-centred pedagogy with focus on implementation of technology in education, it is highly important that applications like WhatsApp should find their

way to be implemented as edu/social tools that turn daily life interaction into meaningful learning practice and application of what students learn at school. When times like the one we live in now mandates more social distancing with education being maintained via communication from further apart, it becomes definitely necessary for applications like Whatsapp and similar ones, which gained momentum now, to take a role in bridging the gap between learners and teachers.

University technology and LMSs endeavors should not stop at platforms like Blackboard and other systems. Mobile applications, like WhatsApp here, need to be paid a good attention to as viable tools for improving learning and teaching tools. While using formal education learning management systems, like blackboard, for example, deems as a first option, due to the fact that they are meant to be used for education and teaching and have study and assessment tools embedded in them, using applications like Whatsapp makes learning more meaningful due to the familiarity and daily use of it by learners.

Whatsapp, and other widely-used applications, should be investigated with more depth in regards to more specific uses in improving skills like writing, reading, or even oral communication. Alshammari, et al (2017) found out that in Saudi Arabia for example, Whatsapp came first i.e. used by 27% of the population, in popularity and use followed by Facebook, Skype, and snapchat respectively. Being heavily used as such, with the multimedia and core tools that can be used by EFL teachers, it becomes only normal for stakeholders in teaching institutions to definitely consider these applications.

Finally, the world of education is changing drastically in modes of delivery due to general improvement in technology and due to reasons like the covid-19 pandemic that forced thousands of teachers to go virtual and hundreds of thousands of students to go online for their education. This puts pressure on educators believing in face-to-face education to accept to adapt and adopt new modes where physical attendance is not a choice. With this comes the challenge for these educators to overcome the drawbacks of online teaching/learning through new methodology using technology apart of which are these mobile applications.

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Virtual Learning Environments during Pandemic: Experiences of the Saudi Department of English Language at Imam Abdulrahman Bin Faisal University (IAU)

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Abstract

With the breakout of Coronavirus (Covid-19) and the shutdown of the Saudi schools and universities on Monday 08 March 2020 as a preventive and precautionary measure to stop the spread of coronavirus, the education process was shifted to virtual learning environments. This study aims at investigating and evaluating the impact of the coronavirus crisis on the implementation of VL in DoE /IAU/ Saudi Arabia and the challenges this crisis has on the educational process at the institutional and academic program level. The claim of this study makes is that the pandemic enforced unprecedented quick adoption to VLE; the institutional intervention procedures were in place and correspond to faculty and students' virtual engagement. The data of the present study is obtained through a mixed method of a semi-structured interview with Distance Learning Deanship personnel at IAU and a questionnaire administered to the English Program's faculty, administrators, and students. The findings included a much stronger departmental influence than has been found in other studies, that while most staff members have positive or very positive attitudes towards the adoption of Virtual classes, and providing e-support to each other and to students, with moderate dissatisfaction among faculty, students, and administrators concerning increased workload and heightened anxiety. Identification of the correlation between perceived significance of VLE, IT proficiency, and mental health are significant factors that accelerate the adoption of VL among instructors, students, less among administrators. Further studies concerning the far-reaching implications for VL prospects not only in DoE but across SA, educational crisis management, and students- faculty roles and identify key opportunities that need to be addressed for future developments.

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Introduction

When the COVID-19 global pandemic struck the world in 2020, higher education ran the risk of being shut down due to social distancing requirements to reduce the spread of the coronavirus. At the global level, Educause Association (2020) reported that most universities were able to respond with early intervention procedures moving immediately to distance learning. Many added a page to their website with instructions and materials to keep teaching including how to record live sessions and communicate with students. Some universities added educational tips and strategies to their online training webpage. Faculty members usually received technical support and linked to programs to download. Other universities changed plans and schedules to reduce the load on the Internet and make connection speed more efficient. Still, other universities gave instructors autonomy to set class times so the semester could be completed with minimal disruption.

This paper involves Middle Eastern university responses to this situation specifically in the Kingdom of Saudi Arabia (KSA). The growing significance of information and communication technologies (ICTs) in teaching and learning has led to noticeable changes in the KSA's academic model. It is imperative that Saudi faculty members and students obtain the necessary skills to effectively cope with any new teaching and learning challenges (Al-Asmari & Khan, 2014) including E-learning. Recognition of the need for online learning platforms within Saudi higher education first appeared in the early 2000s (Aljabre as cited in Walabe, 2020). Its continued necessity is currently being motivated by the global pandemic.

In response to COVID-19, lockdowns and strict measures to contain the spread of the virus ensued with schools (physical buildings) closed in virtually all countries and billions of students affected (France, 2020). Due to its level of urbanization, social and religious norms, and annual hosting of high-visibility international religious mass gatherings, the KSA introduced decisive social distancing measures before the first in-country infection was even reported (Yezli & Khan, 2020; Zitouni, et al., 2021). These measures especially affected the education system. The Saudi Ministry of Education (MoE) decided to suspend the face-to-face educational model and abruptly shifted to distance learning ("Saudi Arabia closes schools," 2020).

Saudi researchers have explored the cultural considerations of E-learning in the Saudi context (Alaugab, 2007; Alghamdi, 2014); effectiveness in higher education of both mobile learning (Alamri, 2011; Al-Fahad, 2011; Nassuora, 2012) and blended learning (Garrison & Kanuka, 2004); and E-learning in war zones between Saudi and Yemen (Rajab, 2018). But few studies have dealt with E-learning in Saudi's higher education sector during the 2020 pandemic and fewer still with university English language departments. To address this research lacuna, this study shares Imam Abdulrahman bin Faisal University's (IAU) Department of English Language's(DoE) experiences with the mandatory imposition of distance learning during the pandemic.

The IAU's DoE teaches English as a Foreign Language (EFL). The DoE aspires to be "the premier academic English language program in the region and in the Kingdom of Saudi Arabia" (IAU, 2020, para. 2). Saudi students must become proficient in the English language, so they can contribute to the realization of Saudi's recent national development plan, *Vision 2030* with one

key goal being a thriving economy (KSA, 2016). To shift from oil to a knowledge-based economy, citizens must be able to speak English to step into the global economy and take the KSA forward economically. To that end, related goals of IAU's DoE are to "graduate highly qualified students who can adapt to new challenges and opportunities [and] serve the local community in the areas of teaching English and translation" (IAU, 2020, para. 4).

How well the IAU DoE copes with imposed virtual learning matters, because a switch to teaching EFL using E-learning might affect its abilities to achieve its mission and goals and help the nation strive for *Vision 2030*. Contrary to other Saudi universities, the authors can confirm that both faculty and students at DoE were fully oriented to distance learning *before* the pandemic struck. The College of Arts had mandated that *Blackboard Collaborate* be used, but this mandate had met some resistance and reluctance. Respecting that research studies are reporting unpreparedness of Saudi academics and students for a rapid shift to e-learning (Al Lily et al., 2020), the authors herein assumed that with a full-fledged E-learning system already in place replete with established collaborative support between instructors and students and intentions to enhance distance educational support, the quick adoption of e-learning would not be problematic. This paper reports a study that tested this presumption. Did they still resist it, or was it embraced, and if so, to what degree?

Literature Review

The literature review first clarifies the essence of distance learning as a teaching and learning approach. This is followed by an overview of distance education in the Saudi context narrowing to virtual learning environments (VLEs) in Saudi Arabia both generally speaking and during the pandemic.

Distance Learning

Distance education and E-learning refer to a variety of different technology-based virtual learning modes meaning no physical classroom setting only a computer interface. Communication can be conducted via low-technology e-mails or more sophisticated and especially designed online distance learning platforms (e.g., Blackboard Collaborate), learning management systems (LMS) (e.g., Absorb LMS) or course management systems (CMS) (e.g., Moodle). Distance education depends on digital information technologies (Alrashidi, 2014). In reality, distance learning (i.e., not in a brick and mortar, face-to-face classroom) is no longer distant, but rather flexible and adaptive. Called virtual learning (i.e., computer-generated), administrators, faculty members, and students engage in virtual classes, virtual assessment tools, video conferences, chats, and collaborative classes by interfacing with a computer and associated software.

This approach to education requires the creation and management of virtual learning environments (VLEs). A VLE refers to any E-learning platform (e.g., Blackboard Collaborate) that is applied in a university setting to facilitate authoring, delivering, sharing and storing course-related content. VLEs also promote online communication and track, assess and report learning progress (Al-Enazi, 2016). Generally speaking, VLEs have become a basic element in university strategies, not only because they offer administrative advantages, but because they make and facilitate effective and flexible learning and teaching environments (Klobas & McGill, 2010; Mircea, 2012). VLE tools can be either simple or complex. In simple use, instructors use the VLE to announce a course or provide text-based materials. Complex use involves tools to provide

complete integrated and interactive learning activities (O'Leary, 2002).

Generally speaking, distance education and VLEs encounter resistance and anxiety from both students and instructors. However, its implementation has proven beneficial in many ways. It provides (a) another learning option, aside from traditional or face-to-face classrooms, that may suit better students' learning styles; (b) access for those unable to attend traditional classes; and (c) flexibility in reducing the restrictions of rigid scheduling (Aljabre, 2012). On a more macro level, Olson et al. (2011) concluded that students, teachers, economies, and societies in developing countries would benefit from the application of E-learning. It enhances teamwork qualities, independent learning habits, the development of greater critical thinking, and problem-solving skills (see also Anderson, 2008; Bell & Federman, 2013, Means et al., 2009).

Furthermore, E-learning greatly influences the performance of teachers leading them to motivate students, identify their weaknesses, face challenges and become highly qualified teachers through the implementation of new technologies that are likely to improve the quality of their teaching (Sandholtz, 1997). E-learning naturally exposes both students and teachers to modern technologies. Used effectively, it can equip students with the required information and skills necessary for building the knowledge needed for economic success. When used properly and responsibly, E-learning can enhance the overall skill set of students thereby improving their chances of obtaining and maintaining employment (Ertmer, 2005).

Distance Learning in Saudi Context

Regarding E-learning and distance education in the KSA, the National Centre for E-learning and Distance Education (NCEDE) was established in 2005. The Centre aims to create a complementary educational system that uses e-learning technologies (NCEDE, 2010). It adopts many outstanding projects to contribute to the transition to a digital society and support the implementation of e-learning in the KSA. The Saudi Digital Library Project is just one example. The Center also strives to support Saudi universities to make ICT available in their educational environment and ensure that E-learning practices and platforms are incorporated and embraced by students and teachers within the Saudi education system (MoE, 2017).

Currently, Saudi Arabia's population is relatively young with two thirds (65%) of the nation's 30 million people aged 35 years or younger; that is, they are university age (Alrashidi, 2014). This percentage will continue to grow, as researchers estimate that the percentage of Saudi youth will increase by a third every eight years (AlMegren & Yassin as cited in Walabe, 2020). Online learning offers these and other students an opportunity to access higher education thereby increasing university enrolment numbers without the need to increase the physical capacity of the universities and associated facilities (Hamdan et al. as cited in Walabe, 2020).

Pedagogically speaking, distance education in Saudi Arabia continues to be heavily influenced by teacher-centered learning approaches to transfer information to students (Darandari & Murphy in Walabe,2020) leaving them to turn it into knowledge on their own. On the other hand, constructivism is gaining ground. It refers to a learner-centered learning approach in which students can control their pace of learning and be self-directed and self-monitoring (Reigeluth et al., 2017). Constructivism along with the emergence of the Internet has led to the development of online collaborative learning models wherein students are encouraged to engage together to create their knowledge while the teacher facilitates the discourse or links the knowledge community (Harasim in Walabe, 2020).

Models of online collaborative learning emphasize learning through the community as learners work together to build their own knowledge (Walabe, 2020). As Garrison and Kanuka indicated, the collaboration between learners in an educational community has both a social and academic emphasis because this community is nurtured through both social interaction and purposeful academic communication (as cited in Walabe, 2020). This is not without its challenges. Regarding the challenges facing the adoption of E-learning in Saudi universities, Alharbi and Lally (2017) concluded that lack of time, training, and institutional support were essential factors that influenced faculty members' decisions to implement ICT in their teaching environment. They recommended that, to achieve successful implementation of technology in educational practices, those concerned should reduce the workload to allow academic staff to spend more time using E-learning tools, provide adequate and practical training, and offer institutional support.

Virtual Learning Environments (VLEs) in Saudi Arabia
Distance education in Saudi higher education was launched in 2008. However, it was suspended in 2017 due to its poor-quality outcomes (Al Baidhani, 2017). Nonetheless, when the pandemic struck, many universities were still teaching the 2017 intake that would graduate in Spring 2020. Most distance learning Saudi deanships transferred their tasks to serve E-learning within the last three years with *Blackboard Collaborate* a common platform but often underutilized. When the pandemic hit, many Saudi university communities realized that they were not fully prepared to offer VLEs. Imposition instead of the gradual introduction of VLEs hampered teaching and learning (Al Lily et al., 2020).

This is unfortunate because E-learning during crises can provide uninterrupted access to those affected by natural disasters such as hurricanes, wildfires, floods, famines, or military conflicts – and currently a global pandemic. Such events regularly deprive millions of access to education. In such conditions, E-learning can alleviate the magnitude and severity of education accessibility. As an alternative medium of education for all levels, E-learning should be seriously considered in areas suffering from emergencies, disasters, and crises (Rajab, 2018).

Other Arab studies have explored the nature of this shift outside crisis mode when the transition to distance learning was planned. For example, Almozan (2015) reported that Princess Norah bint Abdulrahman University faculty members did not find asynchronous training strategies for using Blackboard to be effective. In another study at the same university, Alzain (2017) reported that faculty members found the training they received about designing and producing electronic assessments to be efficient. They reported high satisfaction. In another Arab study focused on E-learning in war zones (another crisis), Rajab (2018) reported that it was an effective way to provide students with a secure learning environment with attractive platforms and quality education. He concluded that higher education organizations in areas affected by war can use E-learning to achieve their educational objectives. The study herein pertains to IAU's DoE's experience with shifting to distance education during a pandemic to teach EFL having been fully oriented to distance platforms *before* the crises. Did they still resist it, or was it embraced, and if so, to what degree?

Research Questions and Objectives
The Corona pandemic led to the imposed adoption of E-learning and VLEs at IAU. This study concerned how this transition was perceived by faculty, administrative staff, and students in the

Department of English Language who were *already* fully oriented to distance education platforms but resisting their usage. The guiding research problem was 'how have people already oriented to distance learning, embraced it when it was imposed rather than optional? Three specific research questions were answered using data collected via a series of tasks set out in three research objectives (McGregor, 2018).

Research Question 1: What institutional practices did IAU administrators implement prior to and amid the coronavirus crisis?
  Research objective: Conduct semi-structured interviews with DoE personnel.
Research Question 2: What were IAU's DoE's faculty members and students' reactions to coronavirus challenges when E-learning became mandatory rather than optional? What level of support did they need and receive?
  Research objective: Determine the number of supportive workshops in VLE and e-tickets issued in three phases: delivering course content, administering exams, and assessing student outcomes.
Research Question 3: To what extent did IAU's DoE faculty, students and administrative staff perceive their mandatory adoption of VLE during the pandemic?
  Research objective: Collect survey data from three types of respondents: faculty, administrative staff and students.

Method

This study employed a mixed methods research design wherein both quantitative and qualitative data were collected to answer the research questions (Creswell, 2009; McGregor, 2018). This entailed, respectively, data triangulation via (a) semi-structured interview data from staff administrators at the IAU E-Learning Deanship (loosely structured question gives interviewees opportunity to fully express themselves); (b) document analysis of the Deanship of E-learning records; and (b) questionnaire results from DoE staff administrators, faculty members and students. To reiterate, the authors presumed that the DoE's existing familiarity with distance learning platforms (*Blackboard*) would ensure a smooth transition to VLE during the coronavirus. Recognizing that this shift to VLE would be challenging, the authors presumed that those involved would perceive the VLE shift as a doable thing under duress. The guiding research *problem* was how did people already oriented to distance learning embrace it when it was imposed rather than optional?

Sample Frame

The study took place at an Eastern Province NCAAA (National Commission for Academic Accreditation and Assessment) accredited university – Imam Abdulrahman bin Faisal University. It is the largest public university in the KSA. The NCAAA accredited the Department of English Language in 2019 being one of eight social science departments at the College of Arts. The College provides bachelor (BA), master (MA) and doctoral (PhD) degrees. All students in the College are women. In this gendered context, male instructors teach female students via distance learning platforms, and female instructors teach them both in person and using VLE.

The final sample frame comprised N=130 respondents/participants from the IAU Department of English Language: 64 students, 54 faculty members and 12 administrative staff.

Figures 1 and 2 represent the basic demographic profile by gender, age and type of respondent. Virtually all (97%) participants were women with the exception being four (3%) male instructors. Most participants (49%) were aged 18-30 years with one fifth (22%) aged 40-50 years. Regarding type of respondent, the sample frame comprised mostly students (49.2%) and faculty members (41.5%) (totaling 90.7%).

Figure 1. Age and Type of Respondent

| ■ 18-30 ■ 30-40 ■ 40-50 ■ 50+ | ■ Administrative Staff ■ Faculty ■ Students |
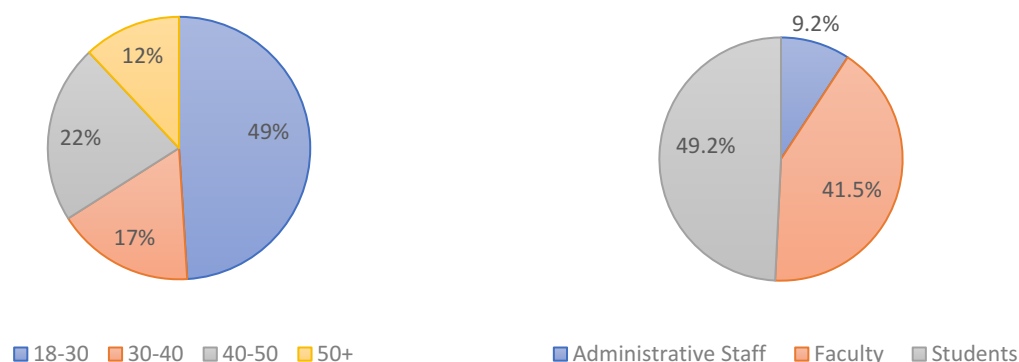
Figure 2. Gender (Sex) and Type of Respondent

	Administrative Staff	Faculty	Students
■ Male	0	4	0
■ Female	12	50	64
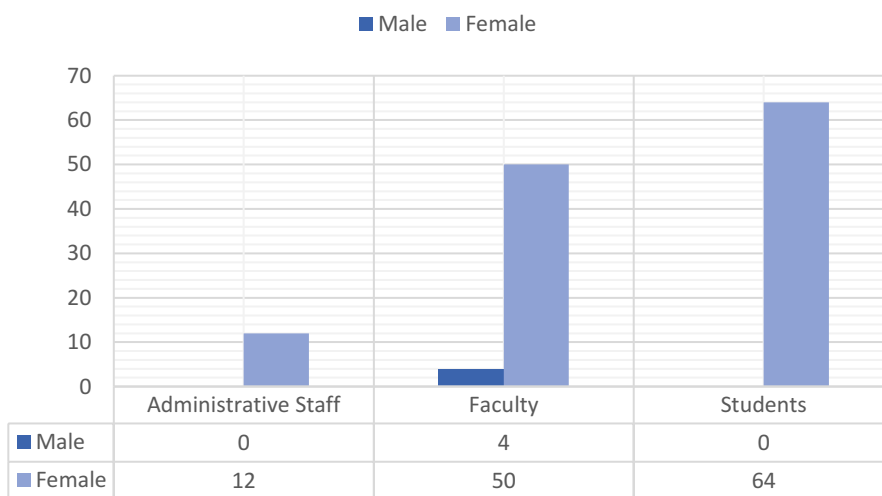
Data Collection Instrument

A researcher-designed questionnaire was used to solicit data from DoE faculty, students, and administrative staff about their feedback and reaction to the adoption of virtual learning during the Covid-19 pandemic. The instrument comprised 32 items divided into nine domains (detailed in Table 6 in the Results section). Responses were measured on a five-point Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). A Cronbach's Alpha of .950 indicates a very reliable instrument (see Table 1).

Table 1. Questionnaire Scale's Reliability

Case Processing Summary		N	%	Notes
Cases	Valid	130	100.0	
	Excluded[a]	0	.0	a. Listwise deletion based on all variables
	Total	**130**	**100.0**	
Reliability Statistics				
Cronbach's Alpha		Number of Items		
.950		**32**		

Data Collection

Per mixed-method research protocol, qualitative and quantitative data were collected sequentially; the interviews were held first followed by the administration of the survey (Creswell, 2009; McGregor, 2018). All data were collected during the spring and summer 2020 (from March to July).

First, contact with the administrators unfolded over a span of three days in March (herein called interviews with administrative staff). The first day entailed an onsite visit to the E-Learning Deanship's office (following COVID-19 social distancing protocol) where the Principle Investigator (PI) was introduced to the administrative team and shown the physical offices and utilities. During this three-hour visit, they discussed the nature of the E-Learning Deanship's past and ongoing strategies and challenges related to offering distance learning at IAU.

The second and third days involved interviews with administrators in charge of the Strategic Planning unit, E-support System unit and Curriculum Activities unit. The PI conducted in-person interviews with nine administrative staff lasting on average 20 minutes. With the reality of COVID-19 hitting home hard, three admin staff asked to eschew a personal meeting and returned their responses via email (total of 12 administrators). Over the course of the three days, the PI employed note writing followed by member checking (Muswazi & Nhamo, 2013). One key question was asked in the same way each time with minimal probing (Ritchie & Lewis, 2003; Al-Saggaf, & Rosli, 2021; Salayo, et al.,2020; AlTameemy, et al., 2020): "What are the nature of IAU's intervention and its readiness for distance education and VLE before, during and beyond the pandemic?" It was anticipated that the interviews would generate quantitative and qualitative data about the university's response to the global pandemic: efficiency, feasibility, attitudes, limitations, challenges, IAU e-support and so on.

Second, after the interviews with the administrative staff, quantitative data were collected from the official records and documentation of the E-Learning Deanship's office pursuant to support and facilitation of VLE pre, during and going forward pandemic: training workshops, programs and tools, e-tickets (support and troubleshooting), online course postings, enrollment numbers, and exam administration and student assessment.

Third, quantitative data were collected using a survey launched July 2020 using *QuestionPro*, an online survey platform. The survey link was sent to all DoE faculty, students and admin staff via the university's email system. When the response rate was deemed low after two

weeks, the link was sent again via WhatsApp, which is a Facebook-owned cross-platform messaging and Voice over Internet Protocol (VOIP) service. Users can text, leave voice mails, video call, and share images and documents. The overall response rate for the sample population (N=758) was 17% (n=130), which is deemed acceptable for an email survey with a normal range of 10%-30% (Ramshaw, 2016): 64 students, 54 faculty members and 12 administrative staff (see Figure 2). Faculty (80%) and administrative staff (80%) had the highest response rates. The lower student response rate (8%) is not problematic for this paper, because faculty members and administrative staff are responsible for ensuring a well-run VLE (König et al., 2020), and their response rates were exceptional for an email survey.

Data Analysis

The questionnaire data were analyzed using descriptive statistics (frequency, percentages, means, standard deviation (SD), and Chi-squares). The semi-structured interview data were analyzed question by question leading to a narrative profile of how the UAI DoE dealt with the mandated shift from in-person to imposed distance learning mode in the early days of the pandemic.

Results and Findings

The mixed-methods approach assumes that both words and numbers are required to answer the research questions (McGregor, 2018). To that end, data collection generated both quantitative results and qualitative findings, which are presented separately from the discussion section and organized by the three research questions.

Research Question One

The analysis of both the quantitative official data collected from the Deanship of E-Learning's office and qualitative data from semi-structured interviews with both IAU E-learning personnel and the Deanship of E-learning were used to develop a profile of perceptions and knowledge of IAU's procedures to continue teaching prior, amid, and going forward into the coronavirus crisis.

Prior to the pandemic crisis. Participants explained that IAU has a plan to develop its courses into three stages: the basic level (technology-enhanced learning), blended level, and fully online level. To that end, over the last few years, the Deanship of E-learning has trained 32 faculty members to be able to develop their courses on the basic level. As a result, 36 courses were developed across the university. In concert, the Deanship had started developing six blended courses for preparation year students (not junior or senior years), but their development slowed down due to a shortage of instructional design team personnel, and then all was postponed with COVID-19 lockdowns.

Participants further explained that after updating each university program's courses to the basic level, IAU intended to start training faculty members face to face on how to develop their own courses. Then all courses for each academic level would be developed synchronously. It took six weeks on average to develop a course on the basic level (technology-enhanced). At that time, some services (like *Turnitin* – an internet-based plagiarism detection system) were not activated for some courses. There were no reported problems related to server capacity and speed during this course-development process and time frame.

During the pandemic. When the Saudi MoE suspended real-time education, IAU faculty members were asked through e-mail if they needed any training to start using distance learning. Receiving their feedback, the Deanship of E-learning and distance learning provided face-to-face training on *Blackboard Collaborate* and *Zoom*. Blackboard Collaborate is an online distance learning platform while Zoom is used for videoconferencing, webinars, web conferencing, and online chat services. The following week, faculty also received online training on creating tests using *Question Mark*, an online assessment platform.

In more detail, on Monday 08 March 2020, IAU postponed its in-person educational process in response to the Saudi MoE's decision to close all physical educational institutions and move to distance learning. When asked, study participants (admin staff) explained that a meeting was held in the deanship of E-learning with the coordinators of different colleges to inform them of the new plan for teaching continuity. That meeting was followed by face-to-face workshops in the deanship of E-learning's offices for four days. A total of 32 faculty members was trained on the minimum requirements needed for teaching and developing courses online with these people training other faculty members (i.e., a train-the-trainers model). Also, links for online training courses (in English and Arabic) were sent to each college faculty member's e-mail, and students received an online orientation course on how to use Blackboard.

Logistically, in Saudi Arabia, all universities are connected to one server under the property of Saudi Electronic University, which is responsible for providing Blackboard-related services for all Saudi universities. Participants explained that the E-learning Deanship predicted that the Blackboard Collaborate system (used for recording online virtual classes) would slow down because of so many people using the service at the same time. Anticipating this, and as proactive behavior, the Deanship purchased more Zoom subscriptions for faculty members who started broadcasting directly after they received training. On average, 513 sessions were taught every day to 676 DoE students.

On-going, institutional distance education procedures. Participants' comments about what the IAU was continuing to do as the pandemic unfolded fell into two categories: technical support and managerial decisions. Regarding the former, IAU bought 2300 new Zoom licenses for faculty members. Twenty different videos about using Blackboard and Zoom were shared with faculty members via e-mail. Participants identified some technical issues especially the anticipated high server traffic because all Saudi universities are connected to a one-source server. Nominal issues with Zoom were reported. A total of 1576 lectures were recorded and broadcast in the first two days of the lockdown. As many as 26051 students participated in live sessions in the first two days. More than 11850 session hours were recorded in the first two days.

At the managerial level, IAU had asked students to continue to stay home. All educational activities at the university's physical campus were stopped. Faculty members continued to provide lectures online. A total of 17 faculty members were trained as coordinators for all colleges and assigned to communicate with the Deanship of E-learning. At the time of the study, midterm exams had been delayed.

Research Question 2

This question queried faculty members and students' reactions to coronavirus challenges when implementing E-learning in their institution. What level of support did they need and receive? Table 2 profiles the overall calculations from the DoE documentation and records of E-ticket

support provided to instructors at DoE. For clarification, each time a faculty member reached out for support, the university issued a support ticket (e-ticket) to facilitate the interaction between the support team and the faculty member to address the issue. Within the second column of Table 2 (University Support Phase), Phase one (March 8-21, 2020) corresponds to the IAU-imposed interventional measures upon the closure of colleges marked by workshops on how to use operational VLE programs and applications and transmit course content. Phase two (March 22 – April 22) corresponds to *Question Mark* (QM) – a reliable and secure online assessment and test design service. Phase three (April 23 – May 29) corresponds to evaluation, assessment (grading and marking) and *Turnitin*.

Table 2. E-Ticket Support Provided to IAU DoE Instructors during 10-week Period at Beginning of COVID-19 Pandemic

Support mode	University support phase	Face-to-face (impossible due to social distancing)	E-mails	WhatsApp	Voice (phone) calls	Virtual meetings	Total
Black Board Support (35%)	Phase 1 course content	0	1	43	18	2	64
	Phase 2 exam administration	0	0	36	24	4	64
	Phase 3 assessment	0	6	42	20	6	74
Help with VL Classes (17%)	Phase 1 course content	0	4	18	10	5	37
	Phase 2 exam administration	0	5	15	7	3	30
	Phase 3 assessment	0	9	11	6	3	30
QM (48%)	Phase 1 course content	0	3	35	17	8	63
	Phase 2 exam administration	0	3	44	38	4	89
	Phase 3 assessment	0	0	56	69	3	128
Mode of contact totals n= Percentages		**0** **0%**	**31** **5%**	**300** **52%**	**209** **36%**	**38** **7%**	**579**

Per Table 2, 579 e-tickets were issued within 10 weeks (averaging 60 per week at a time when social distancing protocol meant no in-person contact). The most common modes for soliciting support were WhatsApp (52%) and voice (phone) calls (36%). The most common mode of support requiring extra assistance for faculty before and during the final exams was in phase three concerning QM (48%) followed by Blackboard Collaborate (course delivery) (35%) and then

help with virtual learning classes (17%). The highest level of faculty engagement with university support was for student assessment (40%) followed by exam administration (32%) and course content preparation and delivery (28%). Overall, faculty were most concerned with online learning quality assurance and student assessment and tended to seek technical support using WhatsApp.

Per Table 3, at the time of writing, IAU DoE instructors offered 513 ongoing VLE classes spread over the 39 DoE granted courses. The VLE classes enabled the completion of the 106 total hours students had to cover in that term.

Table 3. Courses granted in the Undergraduate DoE EFL Program (Specialization/U-C prerequisites are excluded as they are presented by other Academic Programs)

Course Level	Granted Courses	Credit Hours	Contact Hours	Total Hours	Total Serviced Students	Total VLE classes
(Prep Year) Level 1/2	3	3	4	12		
Specialization/Junior Level	25	2	2	50	676	513
Specialization/Senior Level	11	3	4	44		
Totals	39	8	10	106		

Table 4 profiles the virtual classes held in the eight College of Arts and Sciences' academic programs during the COVID-19-laden second semester. Of the eight departments, the DoE offered the most (18.5%. n=513) virtual classes compared to a 12.5%, n=346 average and serviced the most (14.8%, n=676) students during the study's timeframe relative to an average n=569.

Table 4: Profile of IAU's College of Arts and Sciences' VLE Classes During 2020 Coronavirus Outbreak

Departments	Virtual Classes	Students
Sociology and Social Work	323/8.5 %	616/13.5%
Communication and Media IT	187/6.4 %	422/9.2 %
History	239/8.6 %	600/13.1 %
Department of English	**513/ 18.5 %**	**676/14.8 %**
Department of Arabic Literature	318/11.4 %	454/9.9 %
Geography and Information System	370/13.3%	655/14.3 %
Islamic studies	455/16.4%	454/ 9.9%
Library and Information Technology	366/13.2%	592/12.9%
N=8 departments	N=2771 classes	N=4555 students

Table 5 illustrates that the change in delivery mode from face to face in the second semester 2019 to VLE in the first semester 2020 (obtained from DoE records) had virtually no impact on the number of classes offered or students taught. The Coronavirus challenges had no discernable impact on operational workflow.

Table 5: Delivery Mode in DoE Pre and During Pandemic

Department	Delivery Mode		Students Taught	
Department of English Language	*Virtual class recorded*	Face-to-Face classes	*Virtual class recorded*	Face-to-Face classes
Total	513	497	676	668
Variation		16 classes		8 students

Research Question 3

This section provides the results of a quantitative analysis concerning to what extent did DoE faculty, students and administrators perceive their shift to VL during the pandemic? Table 6 shows the calculated means and standard deviation of DoE's responses (N=130) to the 32-item questionnaire.

Table 6. IAU's Department of English Language's (N=130) Thoughts on Rapid Transition to Virtual Learning Environment

Domains (n=9)	Survey Item (n=32 items)	M	SD
1 Perceived usefulness and workload in VLE	Virtual Learning Environment (VLE) meets my administrative needs	3.48	1.259
	VLE demands extra workload after coronavirus crisis	3.74	1.217
	VLE system increases my productivity	3.55	1.264
2 Perceived ease of use, availability in VLE	On-line system tools and supplies items are easy to understand	3.78	1.214
	When seeking information and assistance, I faced difficulty from senior authority at the Deanship of E-Learning and Distance Learning	3.71	1.229
	VLE provided necessary, useful and professional information for my educational needs	3.83	1.277
3 Future intention to use VLE	I will say positive things about the VLE	3.75	1.2
4 VLE service quality	Information at VLE is relevant	3.96	1.06
	VLE is well organized	3.99	1.06
	VLE program and tools are simple to use	3.71	1.24
	VLE enables me to complete my tasks quickly	3.74	1.24
	VLE is available all day long	4.03	1.15
	VLE is efficient in rendering exams	3.45	1.22
	VLE is efficient in maintaining ethical issues related to cheating and grading	3.24	1.36
	VLE does not crash	3.22	1.28

5 VLE feasibility and safety	Program pages at VLE do not freeze after I enter my information	3.29	1.19
	The organizational staff at the VLE maintain adequate security measures for e-education and administrative programs	3.92	1.12
	Organizational staff feedback is instant and professional	3.74	1.19
6 Actual system use and crisis communication	VLE is comfortable and without having to leave home during the viral crisis	4.08	1.1
	VLE renders me safe during coronavirus crisis	4.15	1.17
	VLE can cause anxiety	3.47	1.37
7 Collaboration in VLE during crisis	VLE is efficient in collaborative teaching	3.67	1.22
	My VLE class was interactive with different virtual and on-line tools	4.34	0.81
8 Engagement in VLE	Some DoE fellow faculty members provided me with assistance with technical difficulties	3.91	1.13
	Some DoE faculty members used social channels (e.g., phone calls, WhatsApp messages, emails) for continuous student support during the Covid-19 crisis	4.05	1.23
	The tutorials provided by DoE faculty on VL tools were effective	3.77	1.14
	Some DoE faculty member were available during this challenging time to support and fix any problems faced	4.01	1.19
	Workshops provided by DoE faculty members during the crisis were supportive to me learning more about VLE	3.96	1.13
9 IAU deanship support	Deanship of E-Learning at IAU provided technical assistance, interactive workshops and e-support	3.97	1.11
	IAU as an institution managed to prevent digital crisis (server crash)	3.78	1.28
	IAU Deanships set plans in place for the communication and monitoring of coronavirus educational crisis	4.02	1.13
	Deanships of E-learning and ICT have an emergency logistics plan	4	1.23
Overall		**3.79**	**0.74**

Per Table 6, the overall mean score for the entire instrument was 3.79 just shy of mean=4, agreement. With an averaged SD of 1.2 indicating that 95% of the responses fell between 3 plus

or minus 2.4, for the analysis herein, neutral was interpreted as ranging from 2.5 to 3.5. Anything higher was taken to mean close to agreement. All 32 item scores were above three (neutral) on the agrees on the side. All nine survey domains had a mean score above 3.5 indicating neutral on the agree side. The rate of agreement varied by domain with highest scores for three domains: deanship support, engagement in VLE, and actual system use and communication during the crisis (see Figure 3).

Figure 3. Means of Questionnaire's Nine Domains in Ascending Order

Means

Domain	Mean
Domain 5. VLE Feasibility and Safety	3.54
Domain 1. Perceived Usefulness and workload	3.59
Domain 4. VLE Service Quality: (Efficiency, System Availability)	3.73
Domain 3. Behavioral Future Intention to use VLE	3.75
Domain 2. Perceived Ease of Use, availability	3.77
Domain 6. Actual System Use and Crisis Communication	3.9
Domain 8. Engagement in VLE	3.93
Domain 9. Deanships Support	3.94
Domain 7. Collaboration in VLE during Coronavirus Crisis	4

Percentages of the agreement were also calculated for type of respondent (faculty, students and administrative staff) in VLE domains (see figure 4). Initial results show some degree of variation in agreement. Students had a normal distribution of agreement with less than 50% for all domains. Conversely, faculty and administrative staff had more than 50% in more than one domain. Faculty had high levels of agreement in Domains two (ease of use & availability), six (use of the system as a solution during the crisis), eight (engagement & support from DoE members), and nine (Deanship support). The administrative staff had high levels of agreement in only two Domains: four (efficiency of VLE and system availability) and six (use of the system as a solution during the crisis).

Figure 4. Percentage of Agreement by Respondent Type and Survey Domain
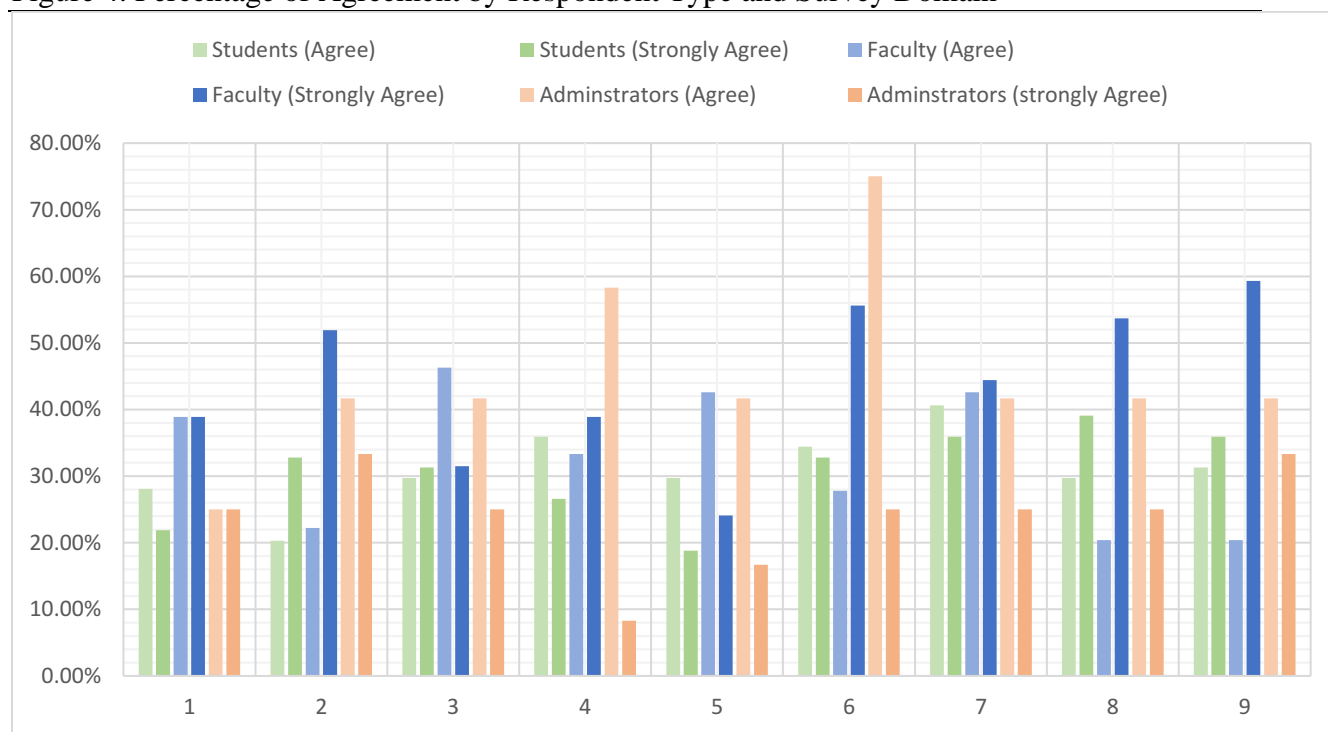
1. Perceived usefulness and workload in VLE
2. Perceived ease of use and availability in VLE
3. Behavioral future intention to use VLE
4. VLE service quality: efficiency, system availability
5. VLE feasibility and safety (online security)
6. Actual system usage and crisis communication
7. Collaboration in VLE during coronavirus crisis
8. Engagement in VLE
9. IAU deanships support

To determine the extent of variations among DoE members in their survey responses and how they perceived their adoption of VL during the pandemic, a chi-square statistical test of independence was generated for all the domains (see Table 7). The results show statistically significant differences in three domains: one (perceived usefulness & workload), six (use of the system as a solution during the crisis), and eight (engagement & support from DoE members) with a p-value < 0.05.

Table 7. Chi-square Differences among IAU DoE Faculty, Administrative Staff and Students along Nine Domains

Chi-square Test	Domains	Value	Degree of freedom	Asymptotic Significance (p-value)
Pearson Chi-Square (p<0.05)	1	17.54	8	**0.025***
	2	10.23	8	0.249
	3	11.69	8	0.165

4	13.58	8	0.094
5	11.42	8	0.179
6	18.20	8	**0.020***
7	9.13	8	0.331
8	18.10	8	**0.021***
9	11.62	8	0.169
Overall	**10.31**	**8**	**0.244**

Discussion

Our overall result contradicts Al Lily et al.'s (2020) finding that when the pandemic hit, many Saudi university communities realized that they were not fully prepared to offer VLEs. Imposition instead of the gradual introduction of VLEs hampered teaching and learning. Findings and results from our mixed-method study support our presumption that because of *previous* and institution orientation to distance learning and VLEs, IAU's DoE's administration, faculty, and students adequately adapted to mandatory VLE. With an overall mean score of 3.79 hovering near four, agree (see Table 6), we suggest that the DoE's reasonable flexibility and receptiveness to a shift in teaching and learning mode better ensured minimal disruption in teaching EFL. This is a significant finding, because prospects and predictions for a resolution to the global crisis are not encouraging, meaning EFL will have to be taught using distance education platforms and VLEs for the foreseeable future.

That said, some aspects of the way the IAU's DoE dealt with the mandatory shift to distance learning need attention. As a caveat, when interpreting the data profiled in Table 6, the midpoint value of the Likert scale was 3, *neutral*. Given an average SD of 1.2, we understood the neutral score in our data to range from 2.5 to 3.5. This means the predominant mean score of 3.79 is on the side of agree but never quite reaches it. That is, most respondents were sitting on the fence (neutral) but leaning towards agree about how well the transition to mandatory distance learning was going at the time of the study.

An across-the-board finding of what is, in effect, neutral, cannot be ignored. A score of 3 means more than disagreement but less than agreement (Bdair, 2016). Lam et al. (2010) asserted that Likert scores near the midpoint (neutral) mean respondents' answers actually reflect their opinion and indicate they had enough information, knowledge, and experience to form *that* particular opinion. Similarly, Baka et al. (2012) found that sometimes neutral means a middle-point attitude instead of a non-attitude. Despite a prevalent neutral-range score, researchers can rely on their data if the Cronbach's alpha is high (Sullivan & Artino, 2013), which in our case was .950.

Chi-square results reveal significant differences (p<.05) among DoE members in the way they perceived the adoption and implementation of VLE in three of the nine domains (see Tables 6 and 7 and Figure 4). First, with an average mean score of 3.59 in Domain one, respondents were not yet fully convinced that VLE met their administrative needs, demanded extra workload or increased their productivity. They basically scored neutral on whether they perceived VLE as useful during the pandemic.

Second, domain six had a higher average mean score (3.90), which, if rounded, amounts to 4, agree. Respondents basically agreed that they felt comfortable and safe using VLE, but it caused them some anxiety. Third, Domain eight had an even higher mean score (3.94), meaning

respondents tended to agree (rounded to 4) that others had stepped in to help them learn, use and troubleshoot VLE technology. To varying degrees, their engagement with VLE had been supported via technical assistance, tutorials, videos, workshops, Zoom subscriptions, and peers via train-the-trainer initiatives. These results are encouraging especially from the faculty perspective, as they are responsible for the VLE (König et al., 2020).

A lack of statistically significant differences in the remaining six domains must be addressed. A p-value of <.05 (i.e., only a 5% likelihood that results are due to chance) (see Table 7) is deemed acceptable when attendant wrong decisions do not have very serious adverse consequences (McGregor, 2018). That said, the effective delivery of EFL does have a significant impact on KSA's future progress as a thriving economy (IAU, 2020; KSA, 2016). Given that the instrument was very reliable (Cronbach's alpha .950), the non-statistically significant results are suggestive and merit attention (Sullivan & Artino, 2013).

Thus, future research should examine the neutral stance advanced by IAU's DoE around such issues as the effectiveness of the IAU's Deanship of E-Learning, ease of use and efficacy of VLE, and the nature of VLE service quality, respectively domains nine, two and four (see Tables 2 and 6) A more desirable result would be satisfied with these aspects of VLE (*agree* or *strongly agree*) to better ensure educational continuation (Al-Asmari & Khan, 2014). After all, distance education was suspended in Saudi Arabia in 2017 due to its poor-quality outcomes (Al Baidhani, 2017), which could well reflect ill-prepared instructors.

Still focused on the survey results (see Table 6), some specific item scores merit mention, because they pertain to the efficacy of the technology and the ability of a VLE to accommodate learning evaluation and assessment. These items scored closer to 3 (neutral) than 4 (agree). Respondents expressed a definite mid-point *attitude* (neither agree nor disagree) (Baka et al., 2012; Lam et al., 2010) on (a) the stability of the VLE system from freezing (mean=3.29) or crashing (mean=3.22) (Domain five: feasibility and safety); and (b) the VLE's efficiency pursuant to ethical issues related to cheating and grading (mean=3.24) and rendering exams (creating, posting and completing) (mean=3.45) (Domain four: service quality). These data are corroborated by that profiled in Table 2 (e-ticket assistance), wherein faculty were most concerned with online learning quality assurance and student assessment.

These results suggest that for VLE to be a dependable venue for teaching EFL at IAU (for the good of the Saudi nation), technical, ethical and instructional VLE issues must become a paramount concern. E-learning has been touted as a way to improve teaching quality (Sandholtz, 1997). It is imperative that the DoE community no longer sit on the fence but *agree* or *strongly agree* about these aspects of E-teaching and learning especially faculty members who are responsible for a well-run VLE (König et al., 2020). Lack of time, training, and institutional support influence faculty members' decisions to implement VLE (Alharbi & Lally, 2017), intimating that the already very active and appreciated IAU E-Learning Deanship continues to enhance VLE well into the future.

Also, although not statistically significant, the average mean score for Domain seven (collaboration in VLE) (4.00) means respondents agreed that VLE was efficient for collaborative teaching and learning. This is quite a revealing finding given that distance education in Saudi Arabia is heavily influenced by teacher-centered learning (Darandari & Murphy, 2013). Per our result, Walabe (2020) affirmed that online collaborative learning allows students to work together to build their own knowledge by learning through community (see also Harasim as cited in

Walabe, 2020; Reigeluth et al., 2008; Yang & Liu, 2007). Finally, although still not agree (mean=3.75), respondents did indicate some willingness to speak positively about VLE in the future. This is reassuring and must be encouraged because it seems the DoE will be relying on VLE to deliver EFL education for some time.

Conclusions

This research is novel given both its exploration of the KSA's experience with VLE in general and during a crisis and its breadth (i.e., the inclusion of students, faculty, and administrators). A focus on the Department of English Language is also timely given the unexpected impact of the pandemic on Saudi higher education institutions' ability to offer English as a Foreign Language training to advance the KSA's *Vision 2030*. Results affirm the necessity of having a Deanship of E-Learning that remains dedicated to providing university-wide support for distance learning and the creation of VLEs. Other Saudi institutions which have not taken the steps to formalize a standing distance education policy with procedures are strongly encouraged to do so. Previous orientation to VLE proved to be beneficial at the IAU's Department of English Language when it was mandated to shift to distance education.

That said, Saudi educational practitioners and administrators must remain cognizant of the wide array of VLE dimensions (domains) that can shape its efficiency and effectiveness. VLEs must be seen by all affected to *satisfactorily* meet administrative, instructional, and learning needs while concurrently being dependable, comfortable to use, of high quality, institutionally supported, concerned with privacy and ethical issues, and rigorous enough to ensure collaborative learning. Respondents weighed in middle-point attitudes on these domains, likely because the crisis was ongoing at the time of the study, and they were getting used to this full-time mode of education delivery. Getting them to express full agreement rather than a neutral stance should be the goal for the future.

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Vocabulary Learning Strategy Use among Translation Students in Saudi Arabia

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Abstract

This study investigated the use of vocabulary learning strategies among first and fourth level translation students in Saudi Arabia. It aimed to find out the most and least frequently utilized vocabulary learning strategies among those students. Besides, the study examined the extent to which there are any statistically significant differences between first and fourth level students in utilizing those strategies. To this end, the study adopted a mixed-method design in which quantitative and qualitative data were gathered through a modified version of SILL questionnaire designed by Oxford (1990) as well as interviews. The findings of the study revealed that the most frequently utilized strategies among first level students were cognitive and meta-cognitive strategies as well as the strategies entitled 'others' in the questionnaire while the least frequently used strategies among those students were memory, compensation and affective strategies. The latest strategies were also found to be less preferred by the fourth level students. Furthermore, it was shown that the most frequently employed strategies among the fourth level students are cognitive, meta-cognitive and social strategies respectively. Although the participants of both levels were found to prefer some strategies, they also have different preferences regarding vocabulary learning strategies. Surprisingly, the findings of the study showed that there are no statistically significant differences between first and fourth level students in utilizing vocabulary learning strategies and that the study duration did not correlate with the use of these strategies. Therefore, the study recommends that teachers should integrate vocabulary learning strategies in

their teaching and that such strategies should be also incorporated in the curricula of English language.

Keywords: Vocabulary learning strategies; memory strategies; compensation strategies; meta-cognitive strategies; cognitive strategies; affective strategies; social strategies

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Introduction

Recently, the English as a Foreign Language (EFL) domain has seen a gradual shift among researchers and practitioners towards student-centered methods, leading to substantial research which examined the influence of socio-cultural, cognitive, affective and psychological variables on learning a language (Brown, 2007; Qassem, et al., 2021). Accordingly, researchers shifted focus from the best methods of teaching to what the good learner does to learn a language (AlTameemy, Alrefaee & Alalwi, 2020 & Jamiai, 2021). The role of the learner as a dynamic participant in the experience of language learning has led to substantial research into the field of language learning strategies (e.g., Cohen, 1998). In particular, researchers focused on the language learning strategies that active language learners employ to learn a certain language.

Language learning strategies are viewed as specific methods of processing information which promote comprehension, information learning or retention (O'Malley & Chamot, 1990; Abdi, 2021; Al-Salman, 2007; Zemni & Alrefaee, 2020). It is common knowledge that learners of a language usually utilize strategies and that the effective use of learning strategies leads to more effective language learning. Vocabulary learning strategies, the focus of the present study, are part and parcel of language learning strategies (Nation, 2001). In this connection, Sökmen (1997: 237) argued that "vocabulary learning strategies are fundamentally actions carried out by language learners so as to assist them perceive the meaning of words, learn them and recall them later".

In general, language learning strategies are useful for learners of a certain language since they enhance substantial overall self-direction for language learners. These independent learners can take responsibility for their own learning and increasingly have proficiency, involvement and confidence (Oxford, 1990) and so is the case with vocabulary learning strategies. In fact, vocabulary learning strategies are of great importance in second language learning and teaching for two significant reasons. For instance, by scrutinizing the vocabulary learning strategies

employed by language learners, educators will have insights into the affective, social, cognitive, and metacognitive processes engaged in vocabulary language learning. Besides, less successful language learners could be taught fresh learning strategies, thus assisting them become dynamic language learners (Grenfell & Harris, 1999).

Literature has revealed that a number of language learners utilize more strategies to learn vocabulary particularly when this is compared with such incorporated language skills such as speaking and listening but they are regularly inclined to employ rudimentary vocabulary learning strategies (Schmitt, 1997). Albeit significant, vocabulary learning strategies are still a new area of ESL research in the Arab world and particularly in Saudi Arabia. The purpose of this study is to describe the use of vocabulary learning strategies among translation students at the university level in Saudi Arabia. Such a kind of study fills the gap in this area of research by investigating the use of language learning strategies among first and fourth level translation students, and it is, as well, a response to a call to scrutinize vocabulary language learning strategies in a number of settings and cultural backgrounds (Oxford, 1993). The findings of this study could be employed to inform pedagogical choices at university level in Saudi Arabia and perhaps in the Arab world.

Questions of the Study
This study will answer the following study questions:
1. What are the most and least frequently utilized vocabulary learning strategies among translation students in Saudi Arabia?
2. To what extent are there any statistically significant differences among first and fourth level translation students in using vocabulary learning strategies?

Literature Review
Language learning strategies (LLSs) studied and categorized differently. The most common classification is that of Oxford (1990) who classified LLSs into six categories as follows:
1. **Cognitive strategies:** these are considered to be direct strategies. Such strategies make possible for language learner to utilize the language material in direct ways, for example through synthesizing, note-taking, analysis and reasoning.
2. **Metacognitive strategies:** these are regarded as indirect strategies. They are employed to achieve the learning process. Such strategies are comprised of assessing, monitoring and planning the process of learning as well as the identification of one's needs and preferences.
3. **Memory-related strategies:** These strategies are considered to be direct strategies; they include key words, images, acronyms which they assist in connecting one L2 concept or lexical item with another. However, they do not essentially involve deep perception.
4. **Compensatory strategies:** these are regarded as direct strategies; for instance, assisting in making up for the lack of knowledge in certain language areas, guessing from the gestures as well as contexts.
5. **Affective strategies**: These are considered to be indirect strategies; such strategies assist the language learners in managing their motivations as well as emotions. These strategies include, for example, rewarding oneself, talking about feelings and identifying one's mood as well as the level of anxiety.

6. **Social strategies**: These are considered to be indirect strategies. Such strategies facilitate learning through interaction as well as understanding the culture of the target language in that they comprise strategies like exploring culture, asking questions, talking with native speakers and asking for clarifications.

Methodology

This section highlights the methodology of the study; it discusses the study design, the population of the study, the sampling technique selected, data collection instruments and the study procedures.

Design of the Study

This study adopted a mixed-method design in which both quantitative and qualitative data were collected from the participants of the study. Although the main data was gathered through a questionnaire, the qualitative data obtained from the interviews was also used to elucidate and elaborate on the findings collected from the questionnaire.

Population & Sampling

The population of the study consisted of the first and fourth level students studying translation at the translation department, Faculty of Languages, Princess Nourah bint Abdulrahman University. These two levels were particularly selected because they make it possible for the researcher to examine the extent to which the study duration affects the use of vocabulary learning strategies. The population of this study consisted of all students in both levels. The sample of this study also consisted of 220 students of both levels (110 each) registered in the academic year of 2020/2021. Such a sample was selected using random sampling technique as it is the most suitable one for the present study. All students were females and thus the gender variable is not considered in this study.

Methods of Data Collection

The study mainly adopted the questionnaire '*Strategy Inventory for Language Learning* (SILL)' designed by Oxford (1990) with some modifications made by the researcher to suit the context of the present study. This questionnaire consisted of six categories (metacognitive, compensation, cognitive, memory, social and affective strategies). However, some of the items of the questionnaire were deleted, adapted or replaced by others. More importantly, the researcher added one category under the name 'others'. This category includes eight strategies that were found salient among EFL Arab students in two studies, namely, Abu Shmais (2003) and Abdul-Ghafour and Alrefaee (2019). Therefore, the last version of the questionnaire is comprised of 60 items.

This questionnaire fulfills the need for a standardized questionnaire that could be used in a variety of second and foreign language learning contexts. The participants rate the items of the questionnaire based on a five-point Likert scale starting from 'Always' to 'Never' on a number of strategy descriptions. This questionnaire was sent online to the participants in Google form and subsequently the obtained data was quantitatively collected and analyzed via SPSS.

The current study also used 'informal interview' as another additional instrument for collecting data from the participants of the study. Five students out of the 110 fourth level students were selected based on their interest in participating in the informal interview. The fourth level students were specifically selected for some reasons. For instance, they studied four years in the

department of translation so they can help in providing more information about the teaching methods of teachers as well as the curricula of English. The next section describes the analysis of the obtained data.

Data Analysis

Data analysis was done via SPSS software to get inferential as well as descriptive statistics. Two statistical procedures are often used to calculate the use of vocabulary learning strategies (O'Malley and Chamot, 1990). These are calculating means and percentages as well as correlation coefficients. First, means and standard deviations of the use of vocabulary learning strategies of both first and fourth students were computed. The step was undertaken to find out the most and least frequent strategies used by both groups. This is also useful to find out the most and the least frequently used sub-strategies within each category of vocabulary learning strategies for both first and fourth level students.

To find out the most and least frequently vocabulary learning strategies among the participants, the percentages, standard deviations and means of vocabulary learning strategies, in general and on every strategy, are utilized. Besides, these equally statistical means are deployed for data analysis:

i.   (4.21-5) is employed as a value referring to a very high degree of vocabulary learning strategy use.

ii. (3.41 – 4.20) is utilized as a value referring to a high degree of vocabulary learning strategy use.

iii. (2.61 – 3.40) is employed as a value referring to a moderate degree of vocabulary learning strategy use.

iv. (1.81-2.60) is deployed as a value referring to a low degree of vocabulary learning strategy use.

v.   (1- 1.80) is utilized as a value referring to a very low degree of vocabulary learning strategy use.

Then, t-test was used to determine any statistically significant differences between first and fourth level students in using vocabulary learning strategies. All the obtained data was analyzed and interpreted statistically and the conclusion was presented in light of the obtained results. However, the data obtained from the interviews undertaken with five students was qualitatively analyzed. Finally, appropriate conclusions were drawn.

Findings of the Study

This study scrutinizes the use of vocabulary learning strategies among translations students in Saudi Arabia. It highlights the most and least frequently employed strategies among first and fourth level students. It also identifies the differences in the use of the vocabulary learning strategies. To achieve this aim, the data of the present study is analyzed via SPSS and the findings of the study are presented in this section. First, it highlights the most and least frequently used strategies among the participants with a special focus on the vocabulary learning strategies which are frequent, salient and common among both groups. Then, it sheds light on the differences between both level students in using these strategies.

Use of Vocabulary Learning Strategies by First Level Students
This section presents the findings related to the most and least frequently employed strategies among first level students.

1- Memory Strategies
The first category of the vocabulary learning strategies stated in the questionnaire is related to Memory Strategies. This category includes 11 sub-strategies in the questionnaire. Table 1 displays the percentages, standard deviations, means, degree and rank of every memory strategy employed by the first level students.

Table (1): *Memory strategies used by first level students*

	Items	Mean	Sd	%	Sample direction	Degree	Rank
1	"I consider the association between the familiar and unfamiliar words when I learn new words".	4.04	0.985	80.8	Usually	High	1
2	"I utilize the new words I learn in a context in order to memorize their meanings".	3.9	0.94	78	Usually	High	2
3	"I link the word sounds with a picture of an image of that word so as to memorize its meaning".	3.37	1.3	67.4	Usually	Moderate	6
4	"I make a mental image of a situation where that word could be employed in order to remember its meaning".	3.73	1.007	74.6	Usually	High	3
5	"I employ rhymes to memorize the meanings of unfamiliar words in English".	3	1.372	60	Sometimes	Moderate	10
6	"I connect words to synonyms and antonyms".	3.53	1.052	70.6	Usually	High	5
7	"I find flashcards useful to memorize the meaning of new words in English".	2.87	1.223	57.4	Sometimes	Moderate	11
8	"I physically act out new English words".	3.1	1.178	62	Sometimes	Moderate	9
9	"I review English lessons often to remember the meanings of the words".	3.28	1.144	65.6	Sometimes	Moderate	8
10	"I memorize the meanings of unfamiliar words by remembering their position on a street sign, on the board, or on the page".	3.63	1.115	72.6	Usually	High	4
11	"I learn new words by writing them in my notebook so that I am exposed to them several times".	3.32	1.272	66.4	Sometimes	Moderate	7
	The average of axis items	3.5	1.1	69.83	Usually	High	

Table 1 above shows that the overall use of memory strategies is high among first level students. In terms of the sub-strategies, it is revealed that the following strategies (1, 2, 4, 6 and 10) registered the highest means of frequency among those students. As shown in the table, the mean of strategy use frequency is moderate in these strategies (3, 5, 7, 8, 9 and 11).

2- Cognitive Strategies

Cognitive Strategies are the second category of vocabulary learning strategies stated in the questionnaire. Such strategies consist of 12 sub-strategies. Table 2 below shows the percentages, standard deviations, means, degree and rank of every cognitive strategy used by first level students.

Table (2): *Cognitive strategies employed by first level students*

	Items	Mean	Sd	%	Sample direction	Degree	Rank
12	"I orally repeat the new words I learn or write them many times".	3.71	0.962	74.20	Usually	High	10
13	"I imitate the way the native speakers of English speak their own language".	4.32	0.851	86.40	Always	Very high	1
14	"I rehearse the word sounds in English".	4.17	0.83	83.40	Usually	High	2
15	"I utilize the words I know in English differently".	4.04	0.913	80.80	Usually	High	4
16	"I start conversations in English using the new words I learned".	3.55	1.051	71.00	Usually	High	13
17	"I watch English language TV shows spoken in English or watch world news and English TV programs in English".	4.14	0.918	82.80	Usually	High	3
18	"I read different texts in English for pleasure".	3.8	1.037	76.00	Usually	High	7
19	"I write reports, letters, messages, or notes in English".	3.81	1.107	76.20	Usually	High	6
20	"When I read passages, I use skimming and scanning techniques".	3.67	1.11	73.40	Usually	High	11
21	"I connect the news English words I learn with their counterparts in my own language".	3.61	1.186	72.20	Usually	High	12
22	"I understand the sense of a word in English by splitting that	3.75	0.973	75.00	Usually	High	9

		Mean	Sd	%		Degree	
	word into parts to facilitate understanding its meaning".						
23	"I avoid translating English words in a text literally".	3.76	1.128	75.20	Usually	High	8
24	"I use my smartphone to learn new words".	3.88	1.082	77.60	Usually	High	5
	The average of axis items	3.8	1.1	75.00	Usually	High	

Table (2) above reveals that the overall use of cognitive strategies is high among first level students. The highest frequency of cognitive strategies is registered for the strategy written in item (13). The mean of strategy frequency is also high in the other cognitive strategies stated in the questionnaire. These strategies are ordered from highest to lowest based on their frequencies among the students.

3- Compensation Strategies

The third category of the vocabulary learning strategies stated in the questionnaire is related to Compensation Strategies. This category is comprised of 6 sub-strategies in the questionnaire. Table 3 below demonstrates the percentages, standard deviations, means, degree and rank of every compensation strategy deployed by the first level students.

Table (3): *Compensation strategies utilized by first level students*

	Items	Mean	Sd	%	Sample direction	Degree	Rank
25	"To understand unfamiliar words, I make guesses".	3.93	0.978	78.60	Usually	High	1
26	"When I cannot think of a word during a conversation in English, I use gestures".	3.37	0.976	67.40	Usually	Moderate	4
27	"I make up new words if I do not know the right ones in English".	2.64	1.182	52.80	Sometimes	Moderate	6
28	"I read English without looking up every new word".	3.03	1.144	60.60	Sometimes	Moderate	5
29	"I guess what a speaker is going to say next based on his earlier English speech ".	3.55	1.122	71.00	Usually	High	3
30	"I use synonyms when I cannot remember some words in English".	3.9	0.996	78.20	Usually	High	2
	The average of axis items	3.4	1.1	68.10	Usually	Moderate	

It is shown that the overall use of compensation strategies is moderate among the first level students. Moreover, it is noticed that the utilization of compensation strategies ranges between high and moderate. For instance, the highest mean of strategy use is registered for the following strategies (25, 30 and 29) respectively. Besides, the frequency mean is moderate for the compensation strategies stated in (26, 28, and 27) respectively.

4- Meta-cognitive Strategies

Meta-cognitive Strategies are the vocabulary learning strategies stated in the fourth category of the questionnaire. These strategies are comprised of 8 sub- strategies. Table 4 reveals the percentages, standard deviations, means, degree and rank of every meta-cognitive strategy utilized by the first level students.

Table (4): *Meta-cognitive strategies used by first level students*

	Items	Mean	Sd	%	Sample direction	Degree	Rank
31	"I look for opportunities to practice my English".	4.32	0.884	86.40	Always	Very high	1
32	"I make use of feedback that I receive on my mistakes to improve my language".	4.13	1.068	82.60	Usually	High	2
33	"I pay attention when someone is speaking English".	3.96	1.123	79.20	Usually	High	4
34	"I do my best to improve my language and become an active learner of English".	4.05	1.161	81.00	Usually	High	3
35	"I plan my schedule so I will have enough time to study English".	3.03	1.218	60.60	Sometimes	Moderate	9
36	"I try to find speakers of English to practice speaking".	3.78	1.033	75.60	Usually	High	7
37	"I look for opportunities to read as much as possible in English".	3.71	1.049	74.20	Usually	High	8
38	"I set ambitious goals to enhance my English vocabulary".	3.95	0.999	79.00	Usually	High	5
39	"I think about my progress in terms of English vocabulary".	3.8	1.127	76.00	Usually	High	6
	The average of axis items	3.8	1.1	76.40	Usually	High	

Table (4) above demonstrates that the overall utilization of meta-cognitive strategies is high among the first level students. Besides, it is noticed that the employment of meta-cognitive strategies among the students is in the range from very high to moderate. It is shown that the strategy that

registered very high among the first level students is the strategy no. (31). Moreover, the mean of frequency of strategy use is high for the following strategies (32, 34, 33, 38, 39, 36 and 37) respectively. However, the strategy stated in item (35) is moderate among those students.

5- Affective Strategies

Affective Strategies are the fifth category of the vocabulary learning strategies stated in the questionnaire. These strategies are comprised of 6 sub-strategies. Table 5 shows the percentages, standard deviations, means, degree and rank of each affective strategy utilized by the first level students.

Table (5): *Affective strategies employed by first level students*

	Items	Mean	Sd	%	Sample direction	Degree	Rank
40	"When I am nervous of using English, I try to relax".	3.62	1.272	72.40	Usually	High	2
41	"I encourage myself to speak English even when I am afraid of making mistakes".	3.85	1.095	77.00	Usually	High	1
42	"I give myself a reward or treat when I do well in English".	3.56	1.221	71.20	Usually	High	3
43	"I feel that I am nervous or tense when I study or use English".	3.07	1.225	61.40	Sometimes	High	5
44	"I write down my feelings in a language learning diary".	3.02	1.238	60.40	Sometimes	High	6
45	"I discuss my feelings about learning English with others".	3.11	1.088	62.20	Sometimes	High	4
	The average of axis items	3.4	1.2	67.43	Sometimes	High	

It is noticed from the table above that the overall use of affective strategies is high among the first level students. Furthermore, their use of such strategies is high in all sub-strategies. Table (5) shows that the strategies stated in items (41, 40 and 42) are more frequent that the other three affective strategies as these strategies ranked first, second and third, respectively.

6- Social Strategies

The vocabulary learning strategies stated in the sixth category of the questionnaire are the ones related to Social Strategies. This category is comprised of 7 sub-strategies in the questionnaire. Table 6 below shows the percentages, standard deviations, means, degree and rank of every social strategy used by the first level students.

Table (6): *Social strategies utilized by first level students*

Items		Mean	Sd	%	Sample direction	Degree	Rank
46	"I ask the speaker to repeat what s/he said or to speak slowly when I do not understand his English speech".	3.73	1.063	74.60	Usually	High	2
47	"I find it useful to ask other speakers of English to correct me when making mistakes in English".	3.46	1.214	69.20	Usually	High	4
48	"I rehearse speaking with my classmates".	3.34	1.163	66.80	Sometimes	Moderate	5
49	"I ask for assistance from speakers of English".	3.08	1.204	61.60	Sometimes	Moderate	7
50	"I ask my teacher to provide me with L1 equivalents when I do not know the meaning of some words in English".	3.18	1.213	63.60	Sometimes	Moderate	6
51	"If I have a question, I use English to get information".	3.71	1.171	74.20	Usually	Moderate	3
52	"I am interested in learning about the English culture".	3.76	1.288	75.20	Usually	High	1
	The average of axis items	3.6	1.2	71.00	Usually	High	

Table (4) above reveals that the overall use of social strategies is high among the first level students. It is also shown that the employment of social strategies among the students is in the range from high to moderate. It is noticed that the strategies that registered high among the first level students are the strategies mentioned in items (52, 46, 51 and 47) respectively. Moreover, the mean of frequency of strategy use is moderate for the following strategies (48, 50 and 49) respectively.

7- Others

The strategies named "Others" are the seventh category of the vocabulary learning strategies stated in the questionnaire. These strategies are comprised of 7 sub-strategies. Table 7 demonstrates the percentages, standard deviations, means, degree and rank of each strategy stated in the category "Others" as utilized by the first level students.

Table (7): *The use of strategies "Others" by first level students*

	Items	Mean	SD	%	Sample direction	Degree	Rank
53	"I do not refer to dictionaries to find out the meanings of new words".	3.35	1.283	67.00	Sometimes	Moderate	7
54	"I keep by heart the word senses in the form of a list but not in their context".	3.54	1.198	70.80	Usually	High	5
55	"If I am asked a question in English, I use English to reply".	4.08	1.04	81.60	Usually	High	1
56	"I construct sentences in mind before I speak in English".	3.64	1.123	72.80	Usually	High	4
57	"I request from friends to examine my understanding of the meanings of words".	3.11	1.148	62.20	Sometimes	Moderate	8
58	"I try to think in English".	4	1.024	80.00	Usually	High	2
59	"I group the words that I want to study to facilitate memorizing their meanings".	3.38	1.081	67.60	Usually	Moderate	6
60	"I repeat what I read to memorize the new words".	3.75	1.147	75.00	Usually	High	3
	The average of axis items	3.7	1.1	74.20	Usually	High	

Table 7 above reveals that the overall use of the strategies entitled "others" is high among the first level students. Regarding the sub-strategies, it is shown that the strategies stated in items (55, 58, 60, 56 and 54) registered the highest means of frequency among those students. As shown in the table, the mean of frequency of strategy use is also moderate in these strategies (59, 53 and 57).

Vocabulary Learning Strategy Use among the Fourth Level Students
This section presents the findings related to related to the most and least frequently utilized strategies among 4th level translation students.

1- Memory Strategies

The first category of the vocabulary learning strategies mentioned in the questionnaire is related to Memory Strategies. Table 8 below illustrates the percentages, standard deviations, means, degree and rank of every memory strategy employed by the fourth level students.

Table (8): *Memory strategies utilized by fourth level students*

	Items	Mean	Sd	%	Sample direction	Degree	Rank
1	"I consider the association between the familiar and unfamiliar words when I learn new words".	3.75	0.93	75	Usually	High	2
2	"I utilize the new words I learn in a context in order to memorize their meanings".	3.85	1.039	77	Usually	High	1
3	"I link the word sounds with a picture of an image of that word so as to memorize its meaning".	3.72	1.102	74.4	Usually	High	3
4	"I make a mental image of a situation where that word could be employed in order to remember its meaning".	3.49	1.09	69.8	Usually	High	6
5	"I use rhymes to remember new English words".	3.12	1.225	62.4	Sometimes	Moderate	9
6	"I connect words to synonyms and antonyms".	3.28	1.118	65.6	Sometimes	Moderate	8
7	"I find flashcards useful to memorize the meaning of new words in English".	2.91	1.201	58.2	Sometimes	Moderate	10
8	"I physically act out new English words".	2.9	1.219	58	Sometimes	Moderate	11
9	"I review English lessons often to remember the meanings of the words".	3.46	1.106	69.2	Usually	High	7
10	"I memorize the meanings of unfamiliar words by remembering their position on a street sign, on the board, or on the page".	3.7	1.028	74	Usually	High	4
11	"I learn new words by writing them in my notebook so that I am exposed to them several times".	3.6	1.127	72	Usually	High	5

	Mean	Sd	%	Sample direction	Degree	
The average of axis items	3.4	0.6	68.71	Usually	High	

Table 8 above shows that the overall use of memory strategies is high among the fourth level students. In terms of the sub-strategies, it is revealed that the strategies stated in items (2, 1, 3, 10,11,4 and 9) registered the highest means of frequency among those students. As revealed in the table, the mean of frequency of strategy use is moderate in the following strategies (6, 5, 7 and 8).

2- Cognitive Strategies
Cognitive Strategies are the second category of the vocabulary learning strategies stated in the questionnaire. Table 9 below presents the percentages, standard deviations, means, degree and rank of every cognitive strategy utilized by the fourth level students.

Table (9): *Cognitive strategies employed by fourth level students*

Items		Mean	Sd	%	Sample direction	Degree	Rank
12	"I orally repeat the new words I learn or write them words many times".	3.94	1.078	78.8	Usually	High	3
13	"I imitate the way the native speakers of English speak their own language".	4.05	0.907	81	Usually	High	2
14	"I rehearse the word sounds in English".	3.75	1.062	75	Usually	High	5
15	"I utilize the words I know in English differently".	3.65	0.934	73	Usually	High	7
16	"I start conversations in English using the new words I learned".	3.82	1.094	76.4	Usually	High	4
17	"I watch English language TV shows spoken in English or watch world news and English TV programs in English".	3.55	1.063	71	Usually	High	9
18	"I read different texts in English for pleasure".	3.55	1.162	71	Usually	High	10
19	"I write reports, letters, messages, or notes in English".	3.45	1.114	69	Usually	High	13
20	"When I read passages, I use skimming and scanning techniques".	3.69	1.155	73.8	Usually	High	6

	Items	Mean	Sd	%	Sample direction	Degree	Rank
21	"I connect the news English words I learn with their counterparts in my language".	3.48	1.163	69.6	Usually	High	12
22	"I understand the sense of a word in English by splitting that word into parts to facilitate understanding its meaning".	3.52	1.179	70.4	Usually	High	11
23	"I avoid translating English words in a text literally".	4.27	0.908	85.4	Always	Very high	1
24	"I use my smartphone to learn new words".	3.63	0.994	72.6	Usually	High	8
	The average of axis items	3.7	0.6	74.686	Usually	High	

Table (9) above reveals that the overall use of cognitive strategies is high among fourth level students. Their use of such strategies is in the range of very high and high. The highest frequency of cognitive strategies is registered for the strategy stated in item (23). The mean of frequency is also high in the other cognitive strategies stated in the questionnaire. These strategies are ordered from highest to lowest based in their frequencies among the students as revealed in the table above.

3- Compensation Strategies
The third category of the vocabulary learning strategies stated in the questionnaire is related to Compensation Strategies. Table (10) below demonstrates the percentages, standard deviations, means, degree and rank of every compensation strategy deployed by the fourth level students.

Table (10): *Compensation strategies utilized by fourth level students*

	Items	Mean	Sd	%	Sample direction	Degree	Rank
25	"To understand unfamiliar words, I make guesses".	3.63	0.994	72.6	Usually	High	2
26	"When I can't think of a word during a conversation in English, I use gestures".	3.51	0.926	70.2	Usually	High	3
27	"I make up new words if I don't know the right ones in English".	3.2	1.225	64	Sometimes	Moderate	6
28	"I read English without looking up every new word".	3.3	1.071	66	Sometimes	Moderate	5
29	"I guess what a speaker is going to say next based on his earlier English speech".	3.42	1.053	68.4	Usually	High	4

30	"I use synonyms when I cannot remember some words in English".	3.84	1.088	76.8	Usually	High	1
	The average of axis items	3.5	0.6	69.636	Usually	High	

It is revealed that the overall use of compensation strategies is high among the fourth level students. It is also found that the use of compensation strategies ranges between high and moderate. For instance, the highest mean of the employment of strategies is registered for these strategies (30, 25, 26 and 29) respectively. Besides, the mean of frequency is moderate for the compensation strategies stated in items (28 and 27) respectively.

4- Meta-cognitive Strategies

Meta-cognitive Strategies are the fourth category of the vocabulary learning strategies stated in the questionnaire. Table 4 reveals the percentages, standard deviations, means, degree and rank of every meta-cognitive strategy utilized by the fourth level students.

Table (11): *Meta-cognitive strategies used by fourth level students*

Items		Mean	Sd	%	Sample direction	Degree	Rank
31	"I look for opportunities to practice my English".	4.0	1.018	79.4	Usually	High	2
32	"I make use of feedback that I receive on my mistakes to improve my language".	3.71	1.07	74.2	Usually	High	6
33	"I pay attention when someone is speaking English".	3.78	1.044	75.6	Usually	High	4
34	"I do my best to improve my language and become an active learner of English".	4.08	0.949	81.6	Usually	High	1
35	"I plan my schedule so I will have enough time to study English".	3.25	1.035	65	Sometimes	Moderate	9
36	"I try to find speakers of English to practice speaking".	3.6	1.119	72	Usually	High	7
37	"I look for opportunities to read as much as possible in English".	3.5	1.131	70	Usually	High	8
38	"I set ambitious goals to enhance my English vocabulary".	3.81	1.071	76.2	Usually	High	3
39	"I think about my progress in terms of English vocabulary".	3.76	0.957	75.2	Usually	High	5

The average of axis items	3.7	0.7	74.384	Usually	High	

Table (11) above reveals that the overall use of meta-cognitive strategies is high among the fourth level students. It is also found that the utilization of meta-cognitive strategies by the students ranges from high to moderate though only one strategy registered moderate frequency among the students (i.e. the strategy stated in item 35). Moreover, the mean of frequency of strategy employment is high for the other meta-cognitive strategies stated in the questionnaire.

5- Affective Strategies

Affective Strategies are the fifth category of the vocabulary learning strategies stated in the questionnaire. Table (12) shows the percentages, standard deviations, means, degree and rank of each affective strategy utilized by the fourth level students.

Table (12): *Affective strategies employed by fourth level students*

Items		Mean	Sd	%	Sample direction	Rank	Rank
40	"When I am nervous of using English, I try to relax".	3.61	1.05	72.2	Usually	High	2
41	"I encourage myself to speak English even when I am afraid of making mistakes".	3.81	1	76.2	Usually	High	1
42	"I give myself a reward or treat when I do well in English".	3.51	1.202	70.2	Usually	High	3
43	"I feel that I am nervous or tense when I study or use English".	3.26	1.139	65.2	Sometimes	Moderate	4
44	"I write down my feelings in a language learning diary".	3.1	1.125	62	Sometimes	Moderate	6
45	"I discuss my feelings about learning English with others".	3.13	1.118	62.6	Sometimes	Moderate	5
	The average of axis items	3.4	0.7	68.06	Sometimes	Moderate	

The overall use of affective strategies is found to be moderate among the fourth level students. Furthermore, their use of such strategies is high in three sub-strategies (41, 40 and 43). Table (12) also reveals that the mean of frequency of strategy utilization is found to be moderate for the other affective strategies (43, 45 and 44), respectively.

6- Social Strategies

The sixth category of the vocabulary learning strategies stated in the questionnaire is related to Social Strategies. Table (13) below reveals the percentages, standard deviations, means, degree and rank of every social strategy used by the fourth level students.

Table (13): *Social strategies utilized by fourth level students*

Items		Mean	Sd	%	Sample direction	Degree	Rank
46	"I ask the speaker to repeat what s/he said or to speak slowly when I do not understand his English speech".	3.75	1.009	75	Usually	High	2
47	"I find it useful to ask other speakers of English to correct me when making mistakes in English".	3.26	1.171	65.2	Sometimes	Moderate	7
48	"I rehearse speaking with my classmates".	3.37	1.132	67.4	Sometimes	Moderate	5
49	"I ask for assistance from speakers of English".	3.55	1.194	71	Usually	High	4
50	"I ask my teacher to provide me with L1 equivalents when I do not know the meaning of some words in English".	3.31	1.163	66.2	Sometimes	Moderate	6
51	"If I have a question, I use English to get information".	3.78	0.971	75.6	Usually	High	1
52	"I am interested in learning about the English culture".	3.66	1.144	73.2	Usually	High	3
	The average of axis items	3.5	0.7	70.52	Usually	High	

Table (13) above reveals that the overall use of social strategies is high among the fourth level students. It is also noticed that the utilization of social strategies among the students is found to be in the range from high to moderate. It is found that the strategies that registered high among the fourth level students are these strategies (51, 46, 52 and 49) respectively. Besides, the mean of frequency of strategy employment is found to be moderate for the following strategies (48, 50 and 47) respectively.

7- Others

The strategies named "Others" are the seventh category of the vocabulary learning strategies stated in the questionnaire. Table 14 demonstrates the percentages, standard deviations, means, degree and rank of each strategy utilized stated in the category "Others" by the fourth level students.

Table (14): *The use of strategies "Others" by fourth level students*

Items	Mean	Sd	%	Sample direction	Degree	Rank
53 "I do not refer to dictionaries to find out the meanings of new words".	3.18	1.356	63.6	Sometimes	Moderate	8
54 "I keep by heart the word senses in the form of a list but not in their context".	3.34	1.016	66.8	Sometimes	Moderate	5
55 "If I am asked a question in English, I use English to reply".	3.99	0.972	79.8	Usually	High	1
56 "I construct sentences in mind before I speak in English".	3.52	1.064	70.4	Usually	High	4
57 "I request from friends to examine my understanding of the meanings of words".	3.25	1.161	65	Sometimes	Moderate	7
58 "I try to think in English".	3.66	0.941	73.2	Usually	High	3
59 "I group the words that I want to study to facilitate memorizing their meanings".	3.26	1.055	65.2	Sometimes	Moderate	6
60 "I repeat what I read to memorize the new words".	3.76	1.075	75.2	Usually	High	2
The average of axis items	3.5	0.6	69.932	Usually	High	

Table 14 above reveals that the overall use of the strategies named "others" is high among the fourth level students. In terms of the sub-strategies, it is shown that the strategies stated in items (55,60, 58 and 56) registered the highest means of frequency among those students. As shown in the table, the mean of frequency of strategy utilization is found to be moderate in the following strategies (54, 59 and 57).

Ranks of Vocabulary Learning Strategies for both Groups
This section highlights the most and least frequently employed strategies among first and fourth level students.

Table (15): *Ranks of vocabulary learning strategies*

Items	First Level			Fourth Level		
	Mean	Sd	Rank	Mean	Sd	Rank
Memory strategies	3.43	0.67	5	3.44	0.59	6
Cognitive strategies	3.86	0.53	1	3.73	0.64	1
Compensation strategies	3.41	0.54	6	3.48	0.58	5
Meta-cognitive strategies	3.86	0.66	2	3.72	0.65	2

Affective strategies	3.37	0.61	7	3.40	0.68	7
Social strategies	3.47	0.77	4	3.53	0.68	3
Others	3.60	0.58	3	3.50	0.60	4

Table (15) above reveals that the most frequently utilized strategies by first level students are meta-cognitive and cognitive strategies as well as the strategies entitled 'others' in the questionnaire. However, the least frequently used strategies among those students are memory, compensation and affective strategies, respectively. Social strategies could be considered in-between. In terms of the fourth level students, it is found that the most frequently used strategies among them are cognitive, meta-cognitive and social strategies respectively whilst the least frequently utilized strategies are compensation, memory and affective strategies, respectively. The strategies entitled 'others' could be considered in-between. It is also noticed that both groups have the same preference in respect of meta-cognitive, cognitive and affective strategies in that these strategies ranked first, second and seventh, respectively. However, the first and fourth level students differ in terms of the other strategies as revealed in the table above.

Differences in the Use of Vocabulary Learning Strategies by First and Fourth Level Students
This section presents the findings related to the differences between first and fourth level students in using vocabulary learning strategies.

Table (16): *Differences between first and fourth level students in using the strategies*

Strategies	First Level		Fourth Level				
	Mean	Sd	Mean	Sd	T test	Sig. (2-tailed)	Differences
Memory strategies	3.43	0.67	3.4	0.6	-0.03	0.97	Not significant
Cognitive strategies	3.86	0.53	3.7	0.6	1.61	0.11	Not significant
Compensation strategies	3.41	0.54	3.5	0.6	-0.99	0.32	Not significant
Meta-cognitive strategies	3.86	0.66	3.72	0.65	1.55	0.12	Not significant
Affective strategies	3.37	0.61	3.4	0.7	-0.39	0.697	Not significant
Social strategies	3.47	0.77	3.5	0.7	-0.606	0.545	Not significant
Others	3.60	0.58	3.5	0.6	1.342	0.181	Not significant

Table (16) above demonstrates the findings obtaining from the t-test regarding the differences between the first and fourth level students. It is shown that there are no statistically significant differences at (α = 0.05) between first and fourth level students in using vocabulary learning strategies in all the seventh categories of the questionnaire.

Analysis of Interviews

This section presents the results obtained from the informal interviews with five participants from the fourth level students. All interviewees almost explained that teachers do not integrate teaching vocabulary learning strategies while teaching English. Besides, two participants argued that some teachers teach these strategies implicitly while teaching some courses. Those students maintained that it would have been better if teachers teach these strategies explicitly. In terms of the curricula of teaching English, the interviewees also claimed that these strategies are not incorporated in the curricula of teaching English though they are so important for language learning. They added that if these strategies are integrated into the curricula, EFL teachers will take these strategies into account while teaching English in the classroom.

Discussion and Conclusions

The findings of the study show that the most frequently employed strategies among the first and the fourth level students are cognitive and meta-cognitive strategies. This finding is consistent with some previous studies which found that cognitive and metacognitive strategies are most preferred by EFL students in Asia (Abu Shmias, 2003; Saricoban and Saricaoglu, 2008; Al-Buainain, 2010; Simsek & Balaban, 2010; Kalajahi & Pourshahian, 2012; Abdul-Ghafour & Alrefaee, 2019). It is worth noting that the first level students are found to have some preferences for the strategies entitled 'others' in the questionnaire. These strategies are not presented by Oxford (1990) in her world-wide employed questionnaire (SILL). It could be, thus, concluded that the participants are found to employ those strategies because they share many factors (e.g. culture, Arabic as a mother tongue, etc.) with the other Arab students who are found that they also utilize these strategies (Abu Shumais, 2019; Abdul-Ghafour, 2013). This finding presses the need for modifying the SILL by Oxford (1990) in that it seems that many other strategies in different countries could be used by EFL/ESL students.

Moreover, the findings revealed that the least frequently utilized strategies by first and fourth level students are memory, compensation and affective strategies, respectively. Social strategies could be considered in-between. In terms of the low use of memory and affective strategies by the Saudi translation students, the results are congruent with the findings of some of the previous studies in the Arab world (Abu Shmais, 2003; Abdul-Ghafour, 2013 & Abdul-Ghafour & Alrefaee, 2019). However, the findings related to the low use of compensation strategies by the participants contradict the findings of the literature (Abdul-Ghafour, 2013 & Abdul-Ghafour & Alrefaee, 2019). More importantly, the obtained results revealed that unlike first level students, the fourth level students are found to have some preferences for social strategies as these strategies are ranked third among them. This could be attributed to the factor of EFL proficiency of the fourth level students since they spent four years of study and thus, they are able to use English for communication purposes.

It is also revealed that there is no statistically significant difference between first and fourth level students in using vocabulary learning strategies. This indicates that the utilization of vocabulary learning strategies do not correlate with the study duration in that the use of these strategies are almost similar for both groups. It could also be inferred that during the four years of study, the fourth level students did not improve regarding the use of these strategies since their use of such strategies do not differ significantly from that of first level students. This result is supported by the findings of the informal interviews with five interviewees from the fourth level students.

The interviewees confirmed that their teachers do not integrate teaching these strategies in their English teaching and that such strategies are not incorporated in the curricula of English.

Therefore, the present study proposes that translation teachers should consider teaching vocabulary learning strategies and that these strategies should also be incorporated in the curricula of English teaching. It is worth noting that the current study is conducted in the translation department, female section. Therefore, gender differences are not considered in this study since all participants are female. Future studies should, thus, take into consideration the gender factor while investigating the vocabulary learning strategies. Other factors like proficiency, achievement, studying abroad, age, etc. should also be taken into account while investigating vocabulary learning strategies. This study is also limited to 220 students at the university level and thus future studies should enlarge the sample of the study and examine the use of these strategies among students in other levels of study such as secondary school students as well as postgraduate students.

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Another look at the Phonological Features of Lectal Speakers: Re-validation of the Description of the Philippine English's Phonology

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Abstract

One of the linguistic aspects making Philippine English (PE) distinct from the so-called General American English (GAE) is its phonological feature. Llamzon (1997) underscored that although PE is historically derived from GAE, Filipinos rarely conform to the norms of GAE in all things. That is, when educated Filipinos interact to their fellow Filipinos, they speak the Filipino way. To strengthen Mc Kaughan's (1993) claim that PE has emerged as an autonomous variety of English with its own self-contained system, such as in phonology, there is a need to conduct more studies to contribute to the existing literature of the features of PE phonology. Following Tayao's (2004) preconceived notion on lectal grouping, the present paper aims to look at the phonological features of the acrolect, mesolect and basilect speakers from Central Luzon to validate previous findings on the features of PE phonology.

Keywords: Phonology, General American English, Philippines English, lectal speakers

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Introduction

English is the most global of all languages, the lingua franca of business, science, education, politics, and even pop music. It is not a monolith but a catchall category for all its varieties (e.g., linguistic, and functional), hence the term World Englishes (Matsuda & Matsuda, 2010). The variety of English used by a particular people is the product of their linguistic, political, geographical, language contact, and cultural heritage and identity. Thomas and Kaufman (1988) opined that all the world's languages are products of language contact for such phenomenon is quite normal since languages are dependent on the speakers, and people as social creatures are involved in dynamic social interactions, in one form or another, whether as a group or as individuals.

English is considered as the second language of Filipinos., and the Philippines is one of the largest English-speaking country not only in Asia, but across in the world (Abdon, et al., 2019; Rillo & Alieto, 2018 in Antonio, Bacang, Rillo, & Caspillo, 2019; Torres, 2019 in Rosales, 2020). Its usage started and flourished during the American period (Tanpoco, Rillo, & Alieto, 2019) which is apparent up until now as it is evidently used even in social media as alluded by Eijansantos (2018) and can indeed even be utilized as an eliciting language in the analysis of a Philippine-type language (Eijansantos, 2017). Moreover, the prolific use of the English language among Filipinos is widespread in that it is vastly used even in the discipline and art of reading where positive attitude towards reading—where many ebooks are in English—has been reported (Eijansantos, Alieto, Morgia & Ricohermoso, 2020). This is fortified by the positive attitude towards Philippine English exhibited by English language teachers (Rillo & Alieto, 2018). With this, Filipinos realize the importance of having knowledge and possessing good command of the English language to fare well in this competitive society. The development of English in the Philippines has had its own history linked to the educational development of the Philippines under American colonial rule and that of the postcolonial era. The first teachers of English to arrive in the Philippines from the USA were collectively known as the 'Thomasites'. The earliest of these arrived in 1901 and were soon dispersed throughout the islands. They had an important impact, not only as teachers, but also as teacher-trainers, so that by 1921, 91% of all teachers were native-born Filipinos and, thus, almost from the beginning, Filipinos learned English from Filipinos and the seeds of what we now call Philippine English (PE henceforth) began (Gonzalez, 1997 in Alieto & Rillo, 2018).

Llamzon (1969 in Torres, 2019) claimed that "there is a standardized variety of English" which has arisen in the Philippines and it stands or falls short on the premise that there is sizeable number of native and non-native speakers of English in the country. His claim received criticisms from his fellow Filipino researchers but were later dismissed by Bautista (2000 in Torres & Alieto, 2019) stating that the claim was truly radical then and that PE does exist and already standardized. As the additional and official language of Filipinos, PE has its distinct characteristics, functions, and forms different from other World Englishes like Singapore, Malaysian, and Thailand (Kachru, 1992 in Flores, 2014).

One linguistic aspect that makes PE distinct from the so-called General American English (GAE henceforth) is its phonological feature. Llamzon (1997) pointed out that although PE is historically derived from American English, Filipinos rarely conform to the norms of American English in all things. That is, when educated Filipinos speak to their fellow Filipinos, they speak the Filipino way.

In his 1997 study in the PE phonology, Llamzon used the lectal framework to provide a description of distinctive phonological features at the three levels (i.e., acrolect, mesolect and basilect) shared in and between speakers of such groups. Belonging to the acrolect group are those who had English as their first or home-used language and those work necessitated the use of spoken English in broadcast media, in academia, in religious services and professionals whose field of expertise was English, or subjects allied to it such as mass communication, speech and drama and linguistics. The mesolect group made up of professionals who used English in their line of work but who sometimes or seldom used it in other domains except when discussing job-related topics. Non-professionals like janitors, clerks, technicians and household helpers in English speaking homes and convent schools comprised the basilect group. Tayao (2004) applied Llamzon's lectal approach to PE phonology to an analysis of actual language data and to evaluate the use of the approach as regards the continuing evolution of studies in PE phonology.

Existing literatures in PE phonology confirm that several categories present in GAE are absent from the PE phonology. Llamzon (1997) concluded that the vowel and consonant sounds produced by acrolect closely resemble those of GAE phonemes and are clearly derived from them, while the phoneme inventory of the mesolect resembles that of the Filipino language. Further, there is a tendency for the mesolect speakers not to reduce unstressed vowels to the schwa. Among the basilect speakers, Llamzon discovered more substitutions are made than in the mesolect for the acrolectal phonemes. He attributed the previous findings to their ethnic tongue which forms the substratum.

Tayao (2004) found that labiodental fricatives /f/ and /v/ and interdental fricatives /θ/ and /ð/ are replaced by bilabial stops /p/ and /b/ and alveolar stops /t/ and /d/, respectively. Findings also reveal that although the consonant phonemes of the acrolectal variety of PE resembles those of GAE, aspiration of the voiceless stops (e.g., /p/, /t/, /k/) in syllable initial stressed position was rare even among the acrolectal group and was not evident among speakers of the mesolectal and basilectal group. Consonant clusters in final position are either simplified by retaining only the first consonant in the cluster and dropping the rest such as /las/ instead of /læst/ for last; or structurally modified by inserting a vowel between the consonants in the cluster such as /kulaster/ instead of /kluster/. The GAE consonants /s/ /z/ /š/ and /ž/ are coalesced as /s/ in the speech of the mesolectal group where GAE /z/, /š/ and /ž/ occur in word final or word medial position.

Findings of Kachru and Nelson (2006) and Bautista and Gonzalez (2006) reveal the following phonological features of PE: absence of schwa; absence of aspiration of stops in all positions; substitution of /a/ for /æ/, /ɔ/ for /o/, /ɪ/ for /i/ and /ɛ/ for /e/; simplification of consonant cluster in final position; and shift in placement of accents.

To strengthen Mc Kaughan's (1993) claim that PE has emerged as an autonomous variety of English with its own self-contained system, such as in phonology, there is a need to conduct more studies to contribute to the existing literature of the features of PE phonology. Hence, the present paper aims to look at the phonological features of the acrolect, mesolect and basilect speakers to validate previous findings on the features of PE phonology. Specifically, the paper aims to come up with an inventory of the segmental features of the three speakers.

Methodology

Participants

The participants were classified following Tayao's (2004) preconceived notion on lectal grouping. However, to ensure that proper classification of the current participants was employed, the researchers adopted De Leon's (2016) pronunciation task along with Tayao's (2004, 2008) preconceived notion on lectal grouping and description on the pronunciation of different lectal varieties.

One of the researchers personally knows the participants. The two participants (mesolect and basilect speakers) work in a state university in Luzon where the researcher is connected, while the acrolect participant works in a nearby senior high school. The acrolect speaker is 27 years old and has been teaching English subjects to secondary students for seven years. She holds Bachelor of Secondary Education major in English and has earned units in Master of Arts in Applied Linguistics. The mesolect speaker is 21 years old and a graduate of Bachelor of Elementary Education major in General Education. She is a college instructor handling professional and general education courses. Her nature of work requires her to use English extensively, but code switching also happens from time to time. The basilect participant is 23 years old and a utility worker in a college.

Data Collection

After assigning the speakers to their respective lectal groups, they were asked to read a passage composed of 137 words in which all the vowel sounds, and some consonant sounds (specifically the minimal pairs) are present. For the speakers to familiarize themselves to the text, they were asked to read it once or twice for practice. After they practiced reading the passage, they were asked to read it aloud while recording to a mobile phone.

Transcribing Speakers' Recordings and Data Analysis

The researchers listened to the speakers' recordings for several times until they became familiar as to how each speaker produced the vowel and consonant sounds. Prior to individual transcriptions of the recordings, the researchers convened and discussed the process of transcribing using the IPA Phonetic Transcription. This is similar with the inter-coding technique observed by researchers (e.g., Torres, Collantes, Astrero, Millan & Gabriel, 2020; Torres & Medriano, 2020; Torres & Flores, 2017; Torres, Balasa, Ricohermoso, & Alieto, 2020; Astrero & Torres, 2020; Torres, Collantes, Millan, Alieto, Barredo, & Estigoy, 2021) After carefully and critically listening to the recordings, the researchers started to individually transcribe speakers' recordings using IPA symbols. After the analysis and coding of the humor scripts, the researchers convened and checked for discrepancies in their transcription until they agreed on the final versions of recording transcripts.

To determine GAE pronunciation of those sounds present in the text, it was subjected to lingorado, an online converter of English text to IPA phonetic transcription. The GAE pronunciation transcript produced by lingorado was compared to the transcripts of the three speakers. The researchers carefully looked at the variations on the sounds produced by the three speakers as compared to that of the GAE. Speakers' occurrences of pronunciation variations to that of GAE pronunciation were recorded. Instances in which the speakers made substitutions to the GAE pronunciation were also given attention and recorded. Speakers' addition and subtraction

of phonemes were also noted. Finally, comparison on the segmental features of GAE and to what the speakers produced was also carried out.

Results and Discussion

This part reports the findings on PE phonological features across three lectal groups and discusses the present finding vis-a-vis results of previous research in PE phonology. It will begin with presenting the occurrences of mispronounced vowel phonemes, the substitutions employed in the vowel phonemes, mispronounced consonant phonemes and the substitutions employed by the three speakers.

Vowel Phonemes

Table 1 summarizes the occurrences of mispronounced vowel phonemes of the three speakers. Both the mesolect and basilect speakers were not able to produce the following vowel phonemes: /ʊ/, /ɔ/ and /æ/. Meanwhile, only the basilect speaker was not able to produce the following vowel phonemes: /oʊ/, /ʊ/, /ʌ/ and /i/.

Across the three lectal speakers /ə/ is the commonly mispronounced accounting to 97.18%, 61.97%, and 35% deviation for the basilect, mesolect and acrolect speakers, respectively. High frequency of mispronounced /ə/across the three speakers relates with the findings of Kachru and Nelson (2006) and Bautista and Gonzales (2006 in Flores, 2014) that one of the phonological features of PE is the absence of schwa. Occurrences of mispronounced /ə/ is visible across three lectal groups and highest to the basilect speaker.

It can also be noticed that even the acrolect speaker has recorded instances of mispronouncing the /ə/, /æ/ and /ʌ/ sounds. The tendency for an acrolect speaker to mispronounce /ə/ conforms to Tayao's (2008) claim that although the vowel inventory of the acrolectal group resembles closely that of GAE, there are times the low central vowel /a/ is in free variation with the low front vowel /æ/. Though stressed /ʌ/ and /ə/ are present in the acrolectal variety, instances of substituting the latter two phonemes with /ɪ/ is manifested during rapid speech.

Table 1. Occurrences of Mispronounced Vowel Phonemes

Vowel Phonemes	Frequency of Sound	Occurrences of Deviation Across Groups					
		Acrolect	% of deviation	Mesolect	% of deviation	Basilect	% of deviation
/æ/	11	2	18.18	11	100	11	100
/ə/	71	25	35	44	61.97	71	100
/a/	10	-	-	2	20	3	30
/ɔ/	7	1	14.29	7	100	7	100
/oʊ/	3	-	-	1	33.33	3	100
/ʌ/	24	6	25	20	83.33	24	100

/ʊ/	1	-	-	1	100	1	100
/i/	12	-	-	5	41.67	12	100

Acrolect speaker's minimal deviation on the GAE vowel phonemes coincides with Llamzon's (1997) findings that the vowel sounds produced by acrolect closely resemble those of GAE phonemes and are clearly derived from them. Meanwhile, the phoneme inventory of the mesolect resembles that of the national language, hence deviations from the GAE vowel phonemes are inevitable. Llamzon (1997) attributed highest instances of substitutions as seen in the basilect phonemes than in the mesolect and acrolect phonemes to the ethnic tongue, which forms the substratum.

Substitutions in the vowel phonemes
Data in Table 2 show that instances of substituting /ə/ with /a/ has the highest frequency. This type of substitution is seen among the three speakers with the basilect speaker having the highest frequency of occurrence, followed by the mesolect and then the acrolect speaker.

Table 2. Occurrences of Substitutions in the vowel phonemes

Vowel Phonemes	Acrolect	Mesolect	Basilect	Total
/æ/ to /a/	4	11	11	26
/ɑ/ to /o/		3	1	4
/ə/ to /a/	13	21	25	59
/ə/ to /o/		7	14	21
/ə/ to /ɪ/		4	6	10
/ɔ/ to /a/		2	3	5
/ɔ/ to /o/	-	3	6	9
/ɪ/ to /ə/	1	2	4	7
/i/ to /ɪ/	-	5	7	12
/ʌ/ to /a/	5	12	15	32
/ʌ/ to /u/	-	1	2	3
/ʌ/ to /o/	-	2	1	3
/oʊ/ to /o/	-	2	5	7
/ə/ to /ɛ/	-	4	5	9
/a/ to /o/	1	3	5	9
/ə/ to /u/	-	3	-	3
Total Substitutions	24	80	110	

Substitutions from /æ/ to /a/ and /ʌ/ to /a/ were also noticed among the three speakers. Meanwhile, substitutions from /ə/ to /o/, /ə/ to /ɪ/, /ə/ to /ɛ/ were only manifested by the mesolect and basilect speakers. The two speakers also substituted /i/ with /ɪ/, /oʊ/ with /o/, and /ɔ/ with /a/. Instances of substituting /ə/ with /u/ were only seen in the mesolect speaker.

Foregoing results can be attributed to Tayao's (2008) observation that due to the reduced vowel inventory of many Philippine languages, there being only five in Tagalog and three in several Visayan languages, compared with the 11 vowels in GAE, there are several instances where two distinct GAE vowel phonemes are coalesced into only one PE phoneme. An example of this coalesced category in the in the PE vowel /a/ used for both the GAE phonemes /æ/ and /a/. On the other hand, the reduced vowel inventory has resulted in the use of two PE vowels in free variations, e.g., the GAE glide /oʊ/ is rendered /o/ or /u/ in PE. For Nero (2006), since vowel length is not a distinctive feature of most Philippine languages, the distinction between GAE long and short vowels is observed by the acrolect and mesolect groups only in focused and deliberate speech.

Otherwise among the mesolect group, the long and short sounds are used interchangeably. And with the basilect group, the long vowel sounds in b<u>ea</u>t and p<u>oo</u>l are used for their short counterparts in b<u>i</u>t and p<u>u</u>ll.

Consonant Phonemes
Occurrences of mispronounced consonant phonemes are presented in Table 3. Basilect speaker mispronounced five consonant phonemes which include /z/, /v/, /f/, /ð/, and /θ/ while the mesolect speaker mispronounced the four of the latter five consonant phonemes except /f/. No occurrence of mispronounced consonant phoneme was recorded for the acrolect speaker. The latter result support Llamzon's (1997) conclusion that consonant sounds produced by the acrolect speakers closely resemble those of GAE phonemes. However, this is not true when it comes to the other two speakers most specially with the basilect speaker. All the five consonant phonemes (/z/, /v/, /f/, /ð/, and /θ/) were not produced by the basilect speaker. Though mesolect speaker could produce those sounds, there were recorded instances in which she also failed to produce it.

Table 3. Occurrences of Mispronounced Consonant Phonemes

Consonant Phonemes	Frequency of Sounds	Occurrences of Deviation across Groups					
		Acrolect	% of deviation	Mesolect	% of deviation	Basilect	% of deviation
/z/	13	-	-	8	61.54	13	100
/v/	11	-	-	4	36.36	11	100
/f/	6	-	-	-	-	6	100
/ð/	12	-	-	4	33.33	12	100
/θ/	2	-	-	1	50	2	100

Substitutions in the consonant phonemes
Occurrences of substitution in the consonant phonemes are shown in Table 4. Instances of substituting /z/ with /s/ has the highest frequency with 8 and 13 occurrences for the mesolect and basilect speakers, respectively. This supports the findings of Tayao (2004) that GAE consonants /s/ and /z/ are coalesced as
/s/ in the speech of the mesolectal group where GAE /z/ occurs in word final or word medial position.
       This was followed by substituting /ð/ with /d/   with 8 occurrences for mesolect speaker and 12 occurrences for the basilect speaker. Another interdental fricative that was substituted by the basilect and mesolect speakers in the study is the /θ/. The higher occurrence of substituting /ð/ with /d/ somehow support that of Tayao's (2004) claim that interdental fricatives are also absent in the case of speakers in the basilect group.

Occurrences of substituting /f/ with /p/ were only observed in the basilect speaker. Substituting /v/ with /b/ was also higher for the basilect speaker than with the mesolect speaker. The last two findings are similar with what Tayao (2004) found that /f/ and /v/ are absent.

The recorded occurrences of substituting interdental fricatives with alveolar stops for the mesolect speaker as well as occurrence of /v/ with /b/ seem to contradict the findings of Tayao (2004) that /f/ /v/ /θ/ and /ð/ are absent only to the basilect group.

Table 4. Occurrences of Substitutions in the consonant phonemes

Consonant Phonemes	Acrolect	Mesolect	Basilect	Total
/z/ to /s/	-	8	13	21
/v/ to /b/	-	2	9	11
/f/ to /p/	-	-	6	6
/v/ to /p/	-	-	2	2
/ð/ to /d/	-	8	12	20
/v/ to /f/	-	2	-	2
/θ/ to /t/	-	1	2	3
Total	-	21	44	

Summary and Conclusion

Phonological accounts of the three participants, each representing the three lectal groups, strengthen the findings in the existing literature in PE phonology. Recorded participants' divergences from the GAE are related to the description of PE variety, referred to by Gonzales and Abreca (1978 in Tuplano, 2011) as PE's "perduring feature". Although the acrolect speaker in the study has produced vowel phonemes which are like GAE, still small percentages of deviations on /æ/, /ə/, /ɔ/ and /ʌ/ were recorded. Mesolect speaker incurred high deviation percentage on /ə/ and /ʌ/. Both the mesolect and basilect speakers were not able to produce /ʊ/, /ɔ/, and /æ/. Also missing in the phonological inventory of the basilect speaker are /oʊ/, /ʌ/ and /i/. The acrolect speaker was able to produce all the five consonant sounds (i.e., /z/, /v/, /f/, /ð/, and /θ/), while the basilect speaker was not able to produce all those five. Small percentage of deviation on the production of the five consonant sounds were incurred by the mesolect speaker. Substitutions of the vowel and consonant phonemes were highest in the basilect speaker, followed by the mesolect and then the acrolect.

Findings confirm that PE phonology has distinct features as compared to the GAE phonology. Hence, having established the fact that distinct features in PE phonology exists should then be the springboard of language teachers, policy makers and linguists to further endeavor on studies aimed at looking more critically to the range of accents that are manifested by different members of the community. Furthermore, as stressed by Ella, Casalan, and Lucas (2019), English language teachers should realize that when students learn their L2, negative transfer of their L1 might affect the acquisition and learning (either morphological or phonological) which is the unique features of language learning. Such move would be a step closer to eliminating prejudice and stigma over those Filipinos who are not able to produce phonemes the GAE way. If it happens, acceptability of the phonological varieties that every group in the country has will be realized.

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When Language Learning Suddenly Becomes Online: Analyzing English as Second Language Learners' (ELLs) Attitude and Technological Competence

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Abstract

As COVID-19 pandemic disrupted every aspect of humanity, worldwide lockdown has placed a heavy toll on the education sector that resulted in the shift from the traditional face-to-face activities to online learning modality. Since the massive closure of educational institutions worldwide, a number of studies have explored teachers' technological competence and attitude towards online learning. Yet, such line of research that focuses on leaners themselves seem lacking. Using the Attitude towards Online Learning Questionnaire (AOLQ) and Javier's (2020) Technological Competence Tool (TCT), this quantitative study aims to determine the technological competence and attitude towards online learning of 1,408 college students with no prior experience as regards the new mode of teaching and learning. It also explored significant difference on respondents' technological competence and attitude towards online learning when they are grouped according to gender. Finally, it examines the relationship between technological competence and attitudes to online learning. Results reveal that respondents exhibited 'somehow positive attitude' towards online learning, and 'somehow competent' level of technological competence. Further, no significant difference has been established on technological competence and attitude towards online learning when respondents were grouped according to gender. Finally, attitude towards online learning has been found to be significantly related with technological competence.

Introduction

The outbreak of the COVID-19 pandemic has greatly made an impact in the educational sphere (Antonio et al., 2020; De La Rama et al., 2020; Herguner, Son, Herguner Son, & Donmez , 2020; Jacinto & Alieto, 2020; Naji, 2020). One of the greatest alterations the pandemic has caused in education is the prompting of the shift in teaching and learning modality, from face to face (also known as traditional) to online or web-based which critically modified the manner learners learn (Chung, Subramaniam, & Dass, 2020; McQuirter, 2020; Yudiawan, et al., 2021). The conduct of face to face classes has been put to halt as a preventive measure observed to control the spread of the virus (Antonio et al., 2020; Faize & Nawaz, 2020). One option, if not the only option, explored by academic institutions to ascertain the continuity of education is the employment of online teaching and learning (Chung et al., 2020; Faize & Nawaz, 2020; Yeşilyurt, 2021). Interestingly, it is deemed to be the 'best solution' in the 'new normal' set up despite some noted setbacks (Chung et al., 2020). In this approach, instruction and learning takes place in a technology-dependent environment (Eichelberger & Leong, 2019; Jacinto & Alieto, 2020; Kearns, 2016).

Online learning is not something that has just recently come about. In fact , realizing teaching and learning via the digital platform has gained popularity among higher education institutions and has been noted to be the preference of learners for quite some time (Limperos et. al., 2014; Pillay, 2007), and has been traced by authors to have started becoming the trends among universities since 1990 (Al-Salman & Haide, 2021; Deng & Tavares, 2013). Authors have noted the following reasons for the said choice of learners: it offers convenience (Mupinga et al., 2006), allows flexibility of access (Bolliger, & Wasilik, 2009; Javier, 2020; Miller, 2014), presents a non-discriminating environment (Salvo et al., 2017), enables 'borderless' education (Davies, 2001), allows learners to be updated with latest trends (Pillay, 2007), and is relatively affordable (Dhawan, 2020).

Nonetheless, Antonio, et al. (2020) claimed that the popularity of online learning and teaching and its extensive practice remains to be isolated in some countries, especially in developed ones; however, the case does not hold true in the Philippines. Supportive of this, online learning, as claimed by Aljaraideh and Bataineh (2019), is not yet to be extensively employed in developing countries. Noticeably, in general, the Philippine Educational System favours so much the traditional approach of education. It was only until recently that online learning has been made known or introduced to the common public when it was considered as means for the continuation of the learning of the young; hence, it could be said that online learning is at its infancy in the country.

Moreover, it could be deduced that the introduction of online learning to instructors and students alike did not gradually happen. It was done in haste due to the noted predicament. This posts a certain concern considering that the success of the delivery of education and learning, in this format, has requisites, such as ownership of technical equipment (e.g. laptop, cellular phones, camera, headset), software applications, and platforms (e.g. Zoom, Googlemeet, Whatsapp, Microsoft Teams) and internet connection (Salvo et al., 2017). Apart from these mentioned necessities, the greatest basic need to perform online learning successfully is technological competence (Yücel, & Koçak, 2010). Meaning, for an individual to efficiently learn via digital format, one needs to be technologically skilled in the use of hardware and software. Thus, the technological competence demanded by the said platform is one reason explaining both teachers' and students' resistance for the complete adoption of the said modality (Faize & Nawaz, 2020).

Therefore, investigating competence in the use of technology comes to the fore and is an important research task. Notably, this became the objective of conducted research (Antonio et al., 2020; De La Rama et al., 2020; Jacinto & Alieto, 2020; Javier, 2020).

On another note, investigations were also realized to determine the influence of attitude towards online learning (e.g. Herguner et al., 2020; Zabadi. & Al-Alawi, 2016). Investigations on this note are particularly important because attitude determines actions or behavior (Erwin, 2001). In relation to this, Altunsoy, Çimena, Gökmena, & Ekici (2011) explained that attitude toward learning impacts learning itself. Hence, attitude toward online learning determines whether or not successful learning takes place. This importance ignited interest among scholars (e.g. Dela Rama et al., 2020; Herguner et al., 2020; Jacinto & Alieto, 2020; Javier, 2020) to perform investigations with the said variable.

Indeed, online learning is a multifaceted construct (Vandenhouten, Gallagher-Lepak, Reilly, & Ralston-Berg, 2014). This suggests that there are multiple considerations that need to be taken thoroughly to understand it and to ascertain successful online learning practices. Two of the most prominent aspects of it are technological competence and attitude. Interestingly, studies (e.g. Antonio et al., 2020; De La Rama et al., 2020; Jacinto & Alieto, 2020; Javier, 2020) were conducted with the cessation of face to face instruction due to the pandemic as backdrop; however, these were focused among teachers. Along this line, it is argued that investigating students' technological competence and attitude toward online learning are equally important. Taking these as reasons, there is a need to explore students' technological competence and attitude towards online learning – especially that online learning is something that has come to stay (Glenn, 2016).

Therefore, this study aimed to determine the technological competence and attitude towards online learning, specifically among college learners with no prior experience with respect to online learning. Moreover, the study also endeavoured to determine the influence of gender to contribute findings to the existing pool of knowledge for enriched understanding of the variables.

Review of Related Literature

Online Learning

Multiple associations and declarations have been made about online learning. Naji et al. (2020, p.2) claimed that it is the 'new approach to education worldwide'. Faize and Nawaz (2020, p.495) noted that online learning is a type requiring '*intensive use of technological tools and platforms*'. This is similar to the contention of Clark and Paivio (1991, p.2) that this educative approach is 'inherently tied to technology' which means that online learning and teaching could not be possible without technology (Javier, 2020) specifically the internet as it is the type of learning done via the internet (Aljaraideh & Bataineh, 2019; Horton, 2000; Singh & Thurman, 2019) and would require the use of digital resources, applications and platforms (Faize & Nawaz, 2020; Stein, Shephard, & Harris , 2011).

The gains of online learning or e-learning has been well documented and discussed in literature. One is that because e-learning is set in an environment that encourages even withdrawn students to participate in discussion and express their ideas (Francescato et al., 2006). Another is that online learning provides greater opportunity for collaboration and communication between instructor and students and among students themselves (Fu, Lin, & Ting, 2015).

There are two delivery types of online education, the synchronous and asynchronous (Yeşilyurt, 2021). Synchronous e-learning is defined as real-time and facilitated (Shahabadi & Uplane, 2015). This means that this type of delivery is done live, and that an instructor or teacher hosts a class digitally. This suggests that there is interaction which may be between participants and their teacher or among the participants themselves, and the interaction happens via the Web (Khan, 2005). On another hand, asynchronous refers to the type in which information is '*transmitted intermittently rather than in a steady stream*' (Javed, Ali, & Mahmood, 2018, p.67) which makes learning or studying while on vacation or having lunch or break possible – control is given over to students (Glenn, 2016). Hence, students learn at their own determined time in consideration of their convenience, circumstance and even mood. This means that in the said delivery the students could determine their pace in learning. In other words, learning in this mode is self-regulated and student-centric (Northey, Bucic, Chylinski & Govind, 2015).

Notably, online learning, whether synchronous or asynchronous, is performed with and through technology. Therefore, one primary need for one to perform effectively in this learning approach is to bear technological competence that would enable one to use information communications technology (ICT), platforms and gadgets needed for digital classes. Hence, academic institutions shifting to the new paradigm without noting their students' ability to use ICT are doomed to make a great decision-based mistake. This is essentially true in learning institutions which have not practiced online-based learning prior to the COVID-19 outbreak.

Technological Competence and Attitude toward Online Learning
Different authors have called technological competence (abbreviated as TC) by many other names such as digital competence (Al Khateeb, 2017; Prieto, Torres, García, & García, 2020; Hämäläinen et al., 2021; Prieto et al., 2020), ICT competence (Danner & Pessu, 2013; Jiménez-Hernández et al., 2020; Rubach & Lazarides, 2021), computer competence (Sieverding, & Koch, 2009). Although so, it was noticed that technological competence is the popular term preferred and used among scholars (e.g. Antonio et al., 2020; Autio, 2011; Dela Rama et al., 2020; Jacinto & Alieto, 2020; Javier, 2020). In keeping with this, this investigation utilized the term TC.

Competence is identified as the ability '*to combine and apply relevant attributes to tasks in particular contexts*' (Danner & Pessu, 2013, p. 36). In the context of the study, these attributes refer to students' skills, knowledge and capacity to use technology and apply it to perform online learning. For Al Khateeb (2017, p.40), TC relates to 'information given to the use of computer and electronic devices. Hence, it could then be inferred that students' ability to participate and engage in the modern-day schooling and technologically driven learning and teaching is greatly determined by their technological competence (Selwyn, & Husen, 2010).

Attitude, on another hand, has been both defined and conceived differently (Somblingo & Alieto, 2019). It is claimed to be a disposition (Berowa et al., 2018), an evaluation or assessment (Bohner & Wanke, 2002; Gonza ́lez-Ria n̆ o, 2002) towards objects, things, people and ideas. More importantly, attitude is found to be either an '*enabling or disabling factor*' (Alieto, 2018, p.137). This means, in the case of this study, students' appraisement or attitude toward online learning would to an extent impact their performance and achievement.

Against this, it becomes a necessity to appraise students' attitude towards digital learning, especially that this mode of learning has not been nominated and practiced by schools sans student consultation. Moreover, there was no thorough investigation conducted, much to the knowledge

of the researchers, with respect to students' technological competence and resource capability in doing online learning. Additionally, most research on TC and attitude toward digital education are with teachers as previously mentioned. Hence, it could be said that with respect to the context of platform shift the learners are underrepresented in present research work notably those who have had no previous online learning experience.

In sum, there is a necessity to conduct an assessment of learners' TC and attitude toward online learning not only to supply the pool of knowledge with information, but more greatly to present characterization and information about the center of the educational process, the learners – without whom the need for teachers shall find no existence.

Gender in Attitude towards Online Education and Technological Competence
Gender is a term used to differentiate 'biological sex' from 'social sex' (Auhadeeva,Yarmakeev, & Aukhadeev, 2015). The former refers to binary categorization of being a female or male which is genetically determined (Lubaale, 2020) while the latter relates to the social and cultural construction of what makes a feminine and a masculine (Aydinoglu, 2014 in Bacang, Rillo, & Alieto, 2019).

However, it is interesting to note that although gender and sex are semantically different from each other and could not be interchangeably survey of literature proves otherwise (Rosales, 2020). There were numerous studies on TC which probed gender difference and operationalized the term gender to mean male and female (e.g. Antonio et al., 2020; Buslon, Alieto, Pahulaya, & Reyes, 2020; Mims-Word, 2012; Jiménez-Hernández et al., 2020; Prieto et al., 2020). The same also holds true about studies exploring whether there exists a gender difference in attitude toward online education (e.g. Jacinto & Alieto, 2020; Javier, 2020). There was also a study where attitude was investigated alongside other variables but where gender was likewise operationalized in the context of the binary meaning (Eijansantos et al., 2020), and a study where gender—in the binary sense—was a variable utilized to identify differences in some data (Eijansantos, 2018). This enumeration suggests that there is not only a preference among authors to use gender over sex, but also a prevalence of the practice. Rosales (2020) opined that it is the 'euphemistic' characteristic of the term gender which prompts scholars to use it to mean male or female despite the established semantic difference gender has with sex.

Moreover, gender-based difference on TC has been extensively studied, and results across different investigations provide '*controversial results*' (Jiménez-Hernández, et al., 2020, p.3). This means the results essentially differ from each other in consideration of the differing contexts. Suarez-Rodriguez, Almerich, Díaz-García, and Fernández-Piqueras (2012) found that gender difference in TC exists, and the said difference favors men. This implies that women are less proficient than men in terms of knowledge, use and application of ICT. However, Fernandez-Cruz and Fernandez-Diaz (2016) found that gender has no effect or influence on TC. It is noted along this line, that the said inconsistency also holds true among studies conducted in the Philippines during the outbreak of the pandemic. The studies of Jacinto and Alieto (2020) and Javier (2020) disclosed gender to be a non-influencing variable which was not corroborated with the findings of Antonio et al. (2020) which reported significant difference between male and females with respect TC, with the females having higher level of competence. Important to note is that these most recent studies on TC were with teachers. Therefore, it is a concern to identify the role of gender on TC

with respect to learners learning digitally in the times of the pandemic to provide data from which implications and inferences could be drawn to inform the course of actions institutions must take.

With respect to gender difference in attitude toward online learning, most recent studies conducted in the context of the Philippines have disclosed that gender has neutral influence on the attitude towards online education of the respondents (e.g. Jacinto & Alieto, 2020; Javier, 2020). The said studies further claim that gender is not a variable causing a significant difference in attitude toward online learning. It is noted that this finding was in context of teachers, not among learners. Therefore, this research aimed to determine whether the findings extend among learners or generalizability of the trend is limited among educators.

Research Questions

The following research questions primarily served as guide of the study:
1. What is the attitude towards online learning of the respondents?
2. What is the level of technological competence of the respondents?
4. Do the male and female respondents significantly differ in their attitude towards online learning?
5. Do the male and female respondents significantly differ in their level technological competence?
6. Is there a significant relationship between the respondents' attitude toward online learning and technological competence?

Methodology

Research Design

The implemented design of the current study was descriptive-quantitative-correlational design. The present investigation aimed to measure the variables attitude towards online learning and technological competence. Relative to this, studies, such as this, aiming to quantify variables is a quantitative type of investigation (Kothari, 2004 in Alieto, Abequibel, & Ricohermoso, 2020). Moreover, it is descriptive due to the employment of simple statistics (limited to mean [M] and standard deviation [SD]) to characterize the mentioned variables (Calderon, 2006 cited in Rillo & Alieto, 2018; Torres et al., 2020; Torres et al., 2021)

Additionally, data gathering was performed through the use of survey questionnaires noted as a classic technique suggesting that collection was performed in a relatively short period of time – suggesting that the study is cross-sectional (Setia, 2016 in Perez & Alieto, 2018). On another note, in the investigation no establishment of controlled nor experimental group was done connoting that the study is non-experimental (Torres & Alieto, 2019a; Torres & Alieto, 2019b; Robles & Torres, 2020; Torres, 2019).

Respondents

The research sample of the study constituted a total of 1408 students attending online classes. In terms of gender, the majority are females (840 or 50.7%) and most are coming from privately managed schools (816 or 58%). The age range of the respondents is 16-24 with mean age equals 17.67 (SD-1.60). With respect to respondents' socio-economic status, the sample size of the study is composed as follows: low economic status (10.8%), average economic status (82.8%), and high economic status (6.4%).

Research Tools

To quantify the attitude toward online learning of the respondents and their technological competence, two research tools were utilized. The first tool was named as Attitude towards Online Learning Questionnaire (AOLQ) was developed taking inspirations from developed instruments of different authors (Kisanga, & Ireson, 2016; Paris, 2004; Rhema, & Miliszewska, 2014). The development of the AOLQ accounted the tripartite model of attitude which provides that attitude is an omnibus variable composed of three aspects (affective, cognitive, and behavior). In total, the questionnaire consisted 15 items equally divided among the aspects with a Cronbach's alpha score of 0.90. Moreover, the items are answerable with a four-point Likert scale (ranging from strongly disagree to strongly agree).

The second instrument was the Technological Competence Tool (TCT) adapted from the research instrument of Javier (2020). The instrument was originally administered with teachers; hence, modifications were done in the original instrument to suit the context of the present study. One major alteration is the change of context from being teacher-focus to student-focus. It was noted that major alteration was made; thus, the instrument was pilot tested to 100 students who did not form part of the final sampling size. The instrument yielded a reliability score of Cronbach's alpha equals 0.89. The TCT is composed of 10 items answerable with a 4-point likert scale ranging from not competent to very competent.

Data gathering procedure

The research tools after validation and pilot testing were finalized and digitized via google form. This option was made noted to be practical and wise to perform considering that physical data gathering through hard copies of the instrument are discouraged due to the pandemic. Respondents were initially identified and communicated. The link was provided to the students. In sum, 2500 students were communicated and received the link. However, only 1408 responses were received in due time for the analysis of the data.

Coding Procedure and Statistical Treatment

To enable the analysis of the data gathered through the research instruments, the responses were coded. For the demographics, gender (1 for male, 2 for female), socioeconomic status (1 for low, 2 for average, and 3 for high), for type of school (1 for private, 2 for public). For responses in the AOLQ, 1 for strongly agree, 2 for agree, 3 for disagree and 4 for strongly disagree. For the responses in the TCT, 1 for not competent, 2 for somehow competent, 3 for competent, and 4 for very competent. Both instruments did not contain negative statements; thus, no reverse coding was done. Moreover, to determine the respondents' attitude toward online learning and level of technological competence, descriptive statistics, specifically mean and standard deviation, was used. To deter differences in the attitude towards online learning and level of technological competence of the respondents across gender categories, data was treated using the inferential, parametric statistical tool known as independent sample t-test. Finally, to determine whether a relationship exists between the main variables, Pearson r was used to analyse the data set.

Results and discussion

Learners' Attitude towards Online Learning

To disinter respondents' attitude towards online learning, the responses in the AOLQ were exported and transferred to SPSS to permit the treatment of the data set which was subjected to a statistical quantification using descriptive statistics, particularly mean and standard deviation. Moreover, the arithmetic mean was interpreted via a developed scale employing equal intervals. The analysis is put forth in the table that follows:

Table 1.0
ESL Learners' Attitude towards Online Learning

Variable	Mean	SD	Interpretation
Affective Aspect	2.54	0.62	Somehow Positive
Cognitive Aspect	2.71	0.61	Somehow Positive
Conative Aspect	2.47	0.62	Somehow Negative
Attitude towards Online Learning	2.58	0.54	Somehow Positive

Scale: 1.0 to 1.74 – Negative Attitude, 1.75 to 2.4 – Somehow Negative, 2.5 to 3.24 Somehow Positive, and 3.25 to 4.0 Positive, N=1408

It could be inferred from the analysis of data that the respondents exhibit a 'somehow positive' attitude toward online learning. The findings—particularly the attitude noted—are in utter polar opposite with that of Jacinto and Alieto (2020) with respect to ESL teachers and Javier (2020) among Filipino language teachers. This result specifically lays bare the idea that ESL learners exude an attitude deemed favourable towards online learning.

Contrary to the assumption in light of the fact that the students are excessively familiar with the face-to-face synchronous mode of learning, students pose a somehow positive attitude in regards online learning. Another speculation clarifying this is that learners are exposed to various types of technology and utilize it on a daily basis that must have made available for them a provision gearing them up for a virtual learning set up. Learners are very receptive in the use of information communication technology (ICT) especially in keeping learning continuously in spite of the pressing global condition.

Learners' level of Technological Competence

For the determination of the TC of the respondents, the data set was subjected to analyses utilizing descriptive statistics, specifically mean and standard deviation. Developed drawing upon equal interval principle, a scale was applied to interpret the numerical date as generated by mean which are thus in the form of mean scores. Table 2 is in order to present the analysis of the data and the interpretation of the computed mean.

Table 2.0
ESL Learners' Technological Competence

Variable	Mean	SD	Interpretation
Technological Competence	2.34	0.63	Somehow Competent

Scale: 1.0 to 1.74 [Not Competent], 1.75 to 2.4 [Somehow Competent], 2.5 to 3.24 [Competent], and 3.25 to 4.0 [Very Competent], N-1408

It can be gleaned in the above table that the respondents' level of technological competence is scaled as 'somehow competent'. The implication of the preceding data and interpretation therewith are suggestive of the fact that the students manifest some degree of competence but can be furthered, precisely in the utilization of distinctive electronic gadgets and application which can be advantageous in a scholastic online platform.

The finding that the respondents reveal a 'somehow competent' dexterity pertinent to technological use does not resonate in any way with the findings of Antonio et al. (2020), dela Rama et al. (2020), Javier (2020), Jacinto and Alieto (2020) reporting the teachers' competence in the inclusion of technology in the conduct of teaching electronically. In the foregoing studies, the teacher-respondents were found to be a notch higher relative to competence as opposed to the respondents in this investigation. This finding most unquestioningly necessitates addressing to advance from the status quo to furtherance and betterment in the field of online pedagogy.

Leaners' attitude towards online learning across gender

To determine whether or not gender difference in attitude towards online language learning exists, the data set was treated with inferential and parametric statistics known as T-test for independent sample. Table 3 shows the analysis.

Table 3.0

ESLLs' Attitude toward Online Learning and Gender

Variables		Categories	M	SD	Description	Sig.
Dependent	**Independent**					
Attitude toward Online Learning	Gender	Female	2.59	0.54	Somehow Positive	0.427
		Male	2.56	0.53	Somehow Positive	

Scale: 1.0 to 1.74 – Negative Attitude, 1.75 to 2.4 – Somehow Negative, 2.5 to 3.24 Somehow Positive, and 3.25 to 4.0 Positive, N=1408

As gathered from the outcome, it was resolved that there is no significant difference on the respondents' attitude toward virtual teaching when data are grouped according to gender (p-value [2-tailed] = 0.001 < α = 0.05), the males [M-2.56, SD-0.53] and females [M-2.59, SD-0.54] exhibit an attitude of somehow positive. It could be noted that regardless of gender, ESLLs' attitude toward online learning is of no distinction. Subsequently, in light of the outcome, it could be construed that the learners' gender does not influence their attitude toward online teaching. This result does not support the claims of various scholars (i.e., Adamus, Kerres, Getto, & Engelhardt. 2009; Dorman, 1998) decades ago that computer culture and the internet have been traditionally associated with men, pointing that males and females do not utilize technology in the same manner, frequency and level.

This finding is in consonance with what is declared in the unbiased impact of gender on attitude toward virtual teaching (Jacinto & Alieto, 2020; Javier, 2020). Further upheld in the investigation of Javier (2020) among the 162 respondents with 50 male respondents and 112 female respondents, it was uncovered that gender is not a factor affecting contrast on attitude toward virtual educating (p-value [2-tailed] = 0.759 > α = 0.05). Similar remains constant with the investigation of Jacinto and Alieto (2020) with 488 ESL educators, 377 of whom are females. In

the said study, no significant gender difference was revealed by the analysis of the data (p-value [2-tailed] = 0.359 > α = 0.05).

Leaners' level Technological Competence across gender

To determine whether or not gender difference in the level of technological competence exists, the data set was treated with the inferential and parametric statistics known as One-way Analysis of Variance (ANOVA). Table 4 shows the analysis.

Table 4.0
ESLLs' Technological Competence

Variables		Categories	M	SD	Description	Sig.
Dependent	Independent					
Technological Competence	Gender	Female	2.33	0.64	Somehow Competent	0.411
		Male	2.35	0.61	Somehow Competent	

Scale: 1.0 to 1.74 [Not Competent], 1.75 to 2.4 [Somehow Competent], 2.5 to 3.24 [Competent], and 3.25 to 4.0 [Very Competent], N-1408

As it very well may be seen from the table above, the analysis of the data provides that the male and female respondents do not significantly differ in their technological competence (p-value [2-tailed] = 0.000 < α = 0.01). With the males (M-2.25, SD – 0.61) having technological competence as compared to females (M-2.33, SD – 0.64), it can be said that gender does not influence technological competence. This outcome goes against the case of Ilomäki (2011) that males gauge their technical ability higher than females do. Likewise, this outcome negates the finding of Antonio, et al. (2020) which guarantee that gender impacts technological ability; in any case, in their investigation the females who exhibited a 'competent' level of technological competence were found to have higher technological competence over males whose competence is scaled as 'somehow competent.'

On another note, this specific outcome upholds the discoveries of recently directed examinations (Jacinto, and Alieto, 2020; Javier, 2020) that gender isn't a factor affecting huge contrast on technological competence. Similarly, the finding supports the claim of Bruestle et al. (2009) that neither gender nor technology can be seen as stable categories.

Correlation: Attitude towards online learning and level of Technological competence

To determine whether or not a significant relationship exists between the respondents' attitude toward online learning and technological competence, the data set was treated with the inferential and parametric statistics known as Pearson Product Moment Coefficient (known as well as Pearson r). Table 5 gives the analysis.

Table 5.0
Correlation: Attitude toward Online Learning and Technological Competence

Variables		*p*-value	*r*-value	Interp.
Attitude toward Online Learning	Technological Competence	0.000*	0.559	Significant

N-1408, *significant at α = 0.01 (two-tailed)

The information introduced above uncovered that there is a significant relationship between the respondents attitude toward Online Learning and their level of TC as given by the information (p-value = 0.000 < α = 0.01). In addition, the relationship is distinguished to be positive (r-value = 0.559) which implies that the respondents with high level of TC are the ones with positive attitude; conversely, those with low level of technological competence are the ones with negative attitude towards online learning.

This further implies that the degree of TC predicts disposition towards Online Learning, the other way around. This outcome reflects Javier's (2020) discoveries and the report of Jacinto and Alieto (2020); nonetheless, the examination referenced are by one way or another in similar section of associations found. For Javier, the connection between the two factors was moderate (r-value = 0.586). For Jacinto and Alieto, the relationship between the factors was noted to be feeble (r-value = 0.286). All things considered, the current examination found that strength of connection between the factors is positive.

Conclusion and Implications

After having investigated the technological competence and attitude of college learners without prior experience towards online learning, it was found out that they exhibited somehow positive attitude towards online learning, and somehow competent level of technological competence. Moreover, it was figured that between genders, the respondents manifested a somehow positive attitude towards online learning, and somehow competent level of technological competence. Also, attitude has been found to be significantly related with technological competence. All this signifies that the results are skewed towards the positive side of the spectrum of analysis, but is not fundamentally and entirely positive, but is still somehow positive at that.

The foregoing insinuates that possessing the congruous attitude towards online learning is potentially key in the obtainment of starkly technological competence. This means that institutions for higher learning ought to place a high premium upon the generation of the appropriate atmosphere pertinent to the integration of technological advancement in the pedagogy and equip the faculty in the utilization of and incorporation of virtual and technological tools in their instruction. In so doing, the learners in the higher education institutions shall possess steep ICT skills and be infused with an attitude that ICT must come second nature to students of today— online learning (and teaching) apparently one of those that need instilling in the learners' system. The appropriate educative atmosphere suffused with ICT know-how and skills will permit the development of the right attitude in the learners relative to technology in a general sense and online learning in a more specific sense. Likewise, with the surety that technological advancement forms an imperative and core constituent of the curriculum and educational practice, the necessity to further technological competence is addressed as well.

In the prior claims, it was swiftly mentioned that the faculty most definitely needs equipping in regards ICT in a macro level and online teaching in a micro level. Along the preceding claim, it is further believed that the faculty likewise forms part and parcel of the core operators of education, as it were. Simply put, education shall go about with a limp if it were devoid of skilful and competent members of the faculty. To achieve the atmosphere where technological advances

are vital in instruction and to further the learners' technological competence, the members of the faculty undoubtedly necessitate to be more than able in this respect. Subsequently, all this can potentially pave the way to progress the attitudes of learners from somehow positive to positive altogether and their competence technologically from somehow competent to competent essentially.

These implications are drawn in that the practitioners in the province of education must not settle for anything less. Somehow positive and somehow competent are unquestioningly commendatory but certainly leave a room for further improvement. Learners in this generation should be adamant in their hankering and need to flourish in their chosen fields in conjunction with technological advances which are not only beneficial for but are likewise imponderable in online learning.

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Developing ESL Writing Skills through the Cooperative Language Learning Approach

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Abstract

Cooperative Language Learning (CLL) approach or Collaborative Learning (CL) is used in the present paper to encourage third-year professional students to learn from their peers; consequently, they could enhance their writing skills. Further, the CLL groups' students are trained for developing personal interaction and linguistic competence in a social setting. As part of the study, the experimental study was conducted with a group of professional students. In the study, there were two research tools, i.e. pre-test, post-test and student's questionnaire used. The written scripts were evaluated concerning the aspects of spelling, vocabulary, grammar, punctuation and coherence. The findings of the study discovered that the students' scores in writing tests were higher for the post-test than the pre-test at a significant level. It was also found that the improvement was high though the students still made mistakes considering the stated points. It was found through the analysis of students' questionnaires that they have developed positive attitudes in using cooperative learning to enhance language skills in general and improve writing skills in particular.

Keywords: Cooperative language learning, collaborative learning, CLL, ESL writing, attitudes

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Introduction

Cooperative language learning or collaborative learning approach can be used to motivate the learners to work together as a team in the classroom to achieve common goals (Slavin, 1985). Cooperative language learning is an instructional approach in which students work together in small groups to achieve shared goals (Doymus, 2008). The active participation of learners in discussing various viewpoints on a specific topic would be encouraged by employing cooperative learning in the classroom (Hirst & Slavik, 2005). The students acquired hands-on experience with integrating the CLL approach through small group activities in the classroom (Lee, 2007). According to Depaz & Moni (2008), helping the peer group for learning subject content had been positively significant with academic achievement. Individual performance may be reduced by adopting the cooperative learning approach; thus, it provided a supportive learning atmosphere for students where they can be acquired and exchanged ideas, information and knowledge. Teachers should conduct more classroom activities to help students become familiar with peer groups (Chen, 2016). Students' common problems in learning activities include motivation to participate in learning, laziness to think and passive students (Nasir, 2018). Numerous understudies are uninformed of the fitting utilization of sentence structures in their composition. Thus, the majority of the learners submit errors in the domains, for instance, SVA, organizational aptitudes, failure to use time appropriately as well as insufficient substance (Kondal, 2019).

Small groups can be incorporated in written class to make correspondence, relational, and leadership skills for every group to find similar capability in ESL writing. This variety helps understudies inside each group, which helps their colleagues supplement each other's characteristics and shortcoming as documented. A few learners may help with great information on jargon or grammar, whereas others may have command of the topic to discuss.

In this way, low proficient learners can be benefitted from the support of highly proficient level students' feedback considering their vocabulary, grammar, punctuation and spelling mistakes. In a similar passion, the students experience satisfaction with their feedback to the low-level proficient learners and experience pride that they were assuming a huge part in facilitating their colleagues. By consolidating the agreeable language learning apparatus, understudies can examine, trade thoughts and obtain consciousness about their peers as well as how their peer reflect and react. Therefore, it provides a motivating and relaxing learning environment as well as more chances for students to learn and produce better writing.

Problem Statement

In the second language writing class, students meet up with many difficulties when they attempt to write an essay at the tertiary level. These complexities layout a great challenge to teachers to perform their best for discovering a solution to them. It is popularly known that the traditional approaches for developing writing skills offered more focus on accuracy and neglected the process of writing itself. Writing is a planning and cognitive progression that entails a set of rhetorical goals to satisfy the demands that the responsibilities suggested (Olive and Castro, 2008). To solve this kind of problem, it is suggested in the present study that writing can be taught using the CLL approach for supporting students to develop their interpersonal and communication skills. However, this approach furnishes non-identical steps of writing to students adequate opportunities for brainstorming, exchanging ideas, writing first draft, planning, organization, revising and

editing. Hence it was indispensable for exploration of the impact of the CLL approach in enhancing students' writing skills.

The problem has emerged from the teacher's observation, and experiences turned researchers working as assistant professors in a professional college for the past ten years. Even after completing twelve years of learning English, the students could not produce a good piece of writing on their own. The students are incapable of constructing write-ups effectively because of diverse factors that may influence such as cognitive background, inability to make exciting and thoughtful ideas and linguistic deficiency, and writing problems in the organization of paragraphs cohesively and coherently. Therefore it has been adopted CLL approach would be an effective approach to solve these problems. It may support the students to increase cooperation among the students to think and discuss the writing mutually.

Study Objective

The objective of the study is to examine the efficacy of utilising acollaborative language learning methodology to improve learners' writing skills and to find their insights about the utilisation of CLL approach in enhancing writing skills.

Research Questions

Many researchers worked on how CLL can support the learners to develop EFL writing skills (Mahmoud, 2014; Zamani, 2016). However, there is a dearth of research on the effect of CLL on the language proficiency of ESL learners. Thus, this study is set out to investigate the effect of using the CLL approach on improving writing skills in a classroom. The study attempts to provide answers to the following research questions.

- How and to extent is the CLL apparatus viable in upgrading learners' writing skills?
- What is the attitude of learners toward the utilisation of CLL methodology in upgrading their writing skills?

Review of Literature

Cooperative language learning is a learning approach in English language teaching in which students work collaboratively in groups to accomplish their desired goals and optimize their learning (Johnson et.al, 1998). The students can be divided into groups – in each group, there are three to five students. They exchange views, thoughts, work collaboratively and negotiate the meaning to enhance knowledge and accomplish the desired objective competing with each other individually and in groups in cooperative language learning.

There were several studies carried out on the use of the cooperative language learning approach in language teaching. In the present study, the tertiary level students were involved actively in the language classroom with the integration of cooperative language learning. Alhebaishi (2019) investigated the effective implementation of cooperative learning techniques at intermediate language teachers and students' perceptions about the use of CL in language classes. The results of the study recommended that the teachers should attend workshops to providing practical training. The students also expressed that the approach was beneficial for them to improve their writing skills.

In another study by Sutarman et al. (2019), the researchers investigated and created a writing learning process for motivating students through diverse writing activities. However, the effectiveness of the cooperative language learning approach assisted students to improve their process of writing learning. The results of the study confirmed that the integration of the CL approach supported to increase in students' article writing abilities at large. Zarrabi (2016) focused on the impact of cooperative language learning approach on English as a Foreign Language learners' proficiency. It was a quasi-experimental design employed for the investigation of the impact of the CLL approach. The study revealed that the CLL approach had a significant effect on the English language proficiency of EFL learners.

In the study by Debaghmanesh & Soori (2014), it was intended to inquire about the effect of cooperative learning versus traditional methods on the English proficiency of UG students with different streams. The study revealed that the outcomes showed insignificancy of different majors through the implementation of cooperative language learning.

According to Stepanoviene (2013), the cooperative learning method presented more opportunities for communication and this influences academic cognitive and social development. The study provided relations and expressions of CL and both language and social competencies. It was found that the implementation of the CL method promoted students' linguistic and social competencies during the study. Zhang (2010) also explored that the cooperative language learning approach provided many advantages for language teachers and learners. The study also confirmed that the students performed well in academic skills and social skills.

The review of the literature confirmed that the CLL approach can be implemented as an important strategy for developing students' writing skills. The use of the CLL approach for fostering writing skills in the classroom and also facilitated personal interaction among the students (Kim & Kim, 2005).

Methodology

As part of the study, the pre-test and the post-test design was adopted by the researchers.

Sample

The sample of the present study included a group of 30 third-year students who were studying in a professional college in Hyderabad. They were selected through non-random selection.

Instruments

Two research tools i.e. pre-test, post-test and students' questionnaires were used to determine the effectiveness of the CLL approach in developing students' writing skills. The first tool was a written test that was prepared for 25 marks and the time allotted was 60 minutes. The second tool was a students' questionnaire that was developed based on the review of the literature and administered to the students. The purpose of this questionnaire was to explore students' perceptions towards using the CLL approach in developing writing skills.

Intervention

The students are categorized into six groups (i.e. group names as 1, 2,3,4,5 & 6 for measuring the performance) comprising of five students in each group. The instructor needed to take care of the categorization of students in the group (Gregory, 2007). However, Cohen and Lotan (2014) claim that groups of four are favourable for productive discussion and controlling group efforts. This group size supports team members to maintain physical proximity and accomplish eye contact with group members. The students were assigned and instructed to write essays collaboratively throughout the course. They were given proper guidelines in the use of a cooperative language learning approach to ensure that students work collaboratively and effectively on the assigned writing activities.

The students have the freedom to select their group members and a leader for every team. Initially, the students are instructed to brainstorm ideas by writing them on the paper individually, later on collaboratively work in their group. The members exchange ideas within the group and also with other groups for mutual benefit. Then, they were asked to organize ideas, write the first draft, revise and furnish each other feedback. Challenging topics were prearranged for them to contemplate and discuss together. Correspondingly, they can share and exchange thoughts with the group members. The researcher has given more emphasis on teaching writing problems such as punctuation marks, spelling, and grammatical structures. The students were motivated to provide their comments and feedback to their peers.

During the intervention, the researcher used a blend of CLL activities that include drills and a variety of writing tasks and various reasons to write. The intervention was conducted over 3 weeks. Every group was given adequate teaching instruction. Every group was expected to complete their write-ups every week in the following order - begin with brainstorming, exchange of ideas/thoughts, drawing an outline, organizing ideas, making the first draft, revising, editing and writing the final draft. Students made a presentation of their write up in the class when students provided feedback and scores to the write-ups. It provides an opportunity to compare their scores/improvements from class to class.

Data Collection

The students' scores were compared with from the post-test to the pre-test scores, to exhibit how students' writing skills developed. To discover how the students felt about learning with the CLL approach, a questionnaire was administered to the students. The intervention was conducted on all the students. Then, the post-test and students' questionnaire were conducted to students and the scripts were evaluated.

Data analysis

The obtained data from the pre-test and post-test were analyzed quantitatively and the data from the questionnaire were analyzed and presented.

<div align="center">

Results

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The analysis of the data obtained through the written tests and the students' questionnaires were analyzed and presented lucidly to answer the research questions.

Analysis of pre-and post-tests

Table 1 The students' median, mode and SD in the pre-test and the post-test

	Pre-test	Post-test	Difference
Sum	385	659	274
Mean	9.625	16.475	6.85
Median	11	18	7
Mode	9	19	9
SD	1.863	1.7829	0.0801

The means in the pre-test and post-test are 9.625 and 16.47, respectively. The data exhibited that the pre-test mean (9.625) is less than the post-test mean (16.47). The difference between the pre-test and post-test was 6.85 (table 1). The data in table 1 showed that the mean of the post-test was higher than that of the pre-test. Thus, it was established that there was a noteworthy enhancement in the students' writing skills. Based on the analysis, it can be wrapped up that cooperative language learning during the intervention for teaching writing skills was effective and conveyed the enviable progress in students' writing.

Based on the data analysis of both the tests i.e. pre-test and post-test, a T-test was done. The paired t-test was used to compare the means of the pre-test and the post-test. The t-test was used to ascertain the differences between the two tests such as the pre-test and the post-test.

Table 2 Paired t-test scores for overall samples

Item/Test	Pre-test	Post-test
Mean	9.625	16.475
N	40	
t-test	21.5711	
Degrees of freedom	40	
df	39 (N-1)	
Critical value	2.023	
The standard error of the difference	0.321	

The data presented in table 2 that attained t-value from the analysis of the pre-test and the post-test is 21.5711. The paired mean differences (6.93) displayed the improvement of writing skills between the two tests. The information displayed that the P-value or value of probability coefficient is 0.0001, at the level of 0.05. Hence, the research hypothesis is agreed to. The analysis indicated that the intervention has been more effective in enhancing writing skills through the CLL approach among the students.

It is implied that there was a remarkable difference between the scores of the pre-test and the post-test. The differences in the mean scores of the two tests advocated that there was substantial development in the writing performance of the students' post-intervention.

The data analysis indicated that CLL was effective for the enhancement of students' writing skills. The analysis reflected the effectiveness of the use of CLL for the development of writing skills when compared to the mean scores from the pre-test to the post-test.

Analysis of students' questionnaire

The questionnaires were analyzed for measuring students' attitudes item wise about the use of the CLL approach to foster writing skills. The sample consisted of professional students from one of the engineering colleges in Hyderabad, Telangana, India.

Table 3 The priority of language skills

S. No.	Most Important	Listening	Speaking	Reading	Writing
		Respondents %	Respondents %	Respondents %	Respondents %
1.	1	7	23	23	46
2.	2	13	19	34	34
3.	3	20	33	35	12
4.	4	60	25	8	8

The data in table 3 presented the priority of the students among the four language skills from the most important (1) to the least important (4). The analysis exhibited that the respondents bestowed more importance to the productive skills i.e. speaking and writing, and less significance was given to the receptive skills i.e. listening and reading. As a whole, the students had given more significance to productive skills.
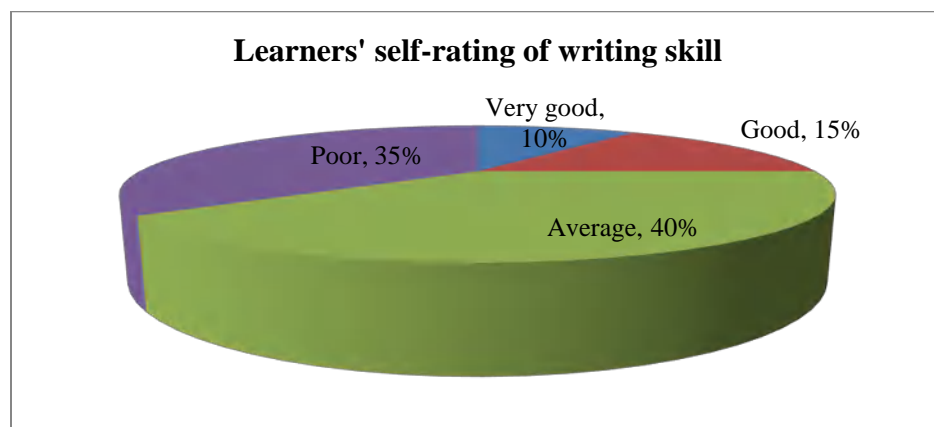

Figure 1 Learners' self-rating of their writing skill

The data in figure 1 displayed that only 10% of the students were confident that their writing skills in English were 'very good' and the remaining students were not as confident about their writing skills.

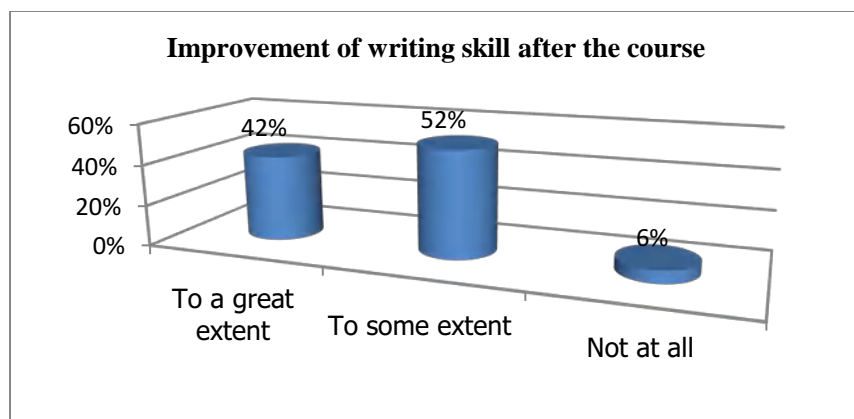Improvement of writing skill after the course

Figure 2 Improvement of writing skill after the course

Based on the analysis of figure 2, it can be implied that the majority of the students knew well that their writing skills would not improve substantially even after the completion of this course. It also inferred that students need to improve their writing skills regularly.

Table 4 Teaching writing skills in the language classroom

S. No.	Opinion	Per cent
1.	Do not teach writing skills	31%
2.	Teach writing skills	66%
3.	Cannot say	3%

The analysis of data on table 4 revealed that the majority of the students i.e. 83% reported that the teachers of English teach writing skills in the language classroom theoretically and not practically where the students were not aware to demonstrate their writing skills.

Table 5 Writing Skills in the language classroom

Mode of Activity	Frequency				
	Always	Often	Usually	Sometimes	Never
	Respondents %	Respondents %	Respondents %	Respondents %	Respondents %
a. Individually	42	17	9	15	7
b. In pairs	18	25	16	28	13
c. In groups	40	20	15	31	11

Based on the data analysis, it was evident from table 5 that writing activities were conducted regularly and it was always performed by the students in groups ignoring individually and in pairs. When cooperative language learning approach is adopted to drive small group

activities that provide opportunities to practice the target language more naturally in the classroom (Brown, 2008).
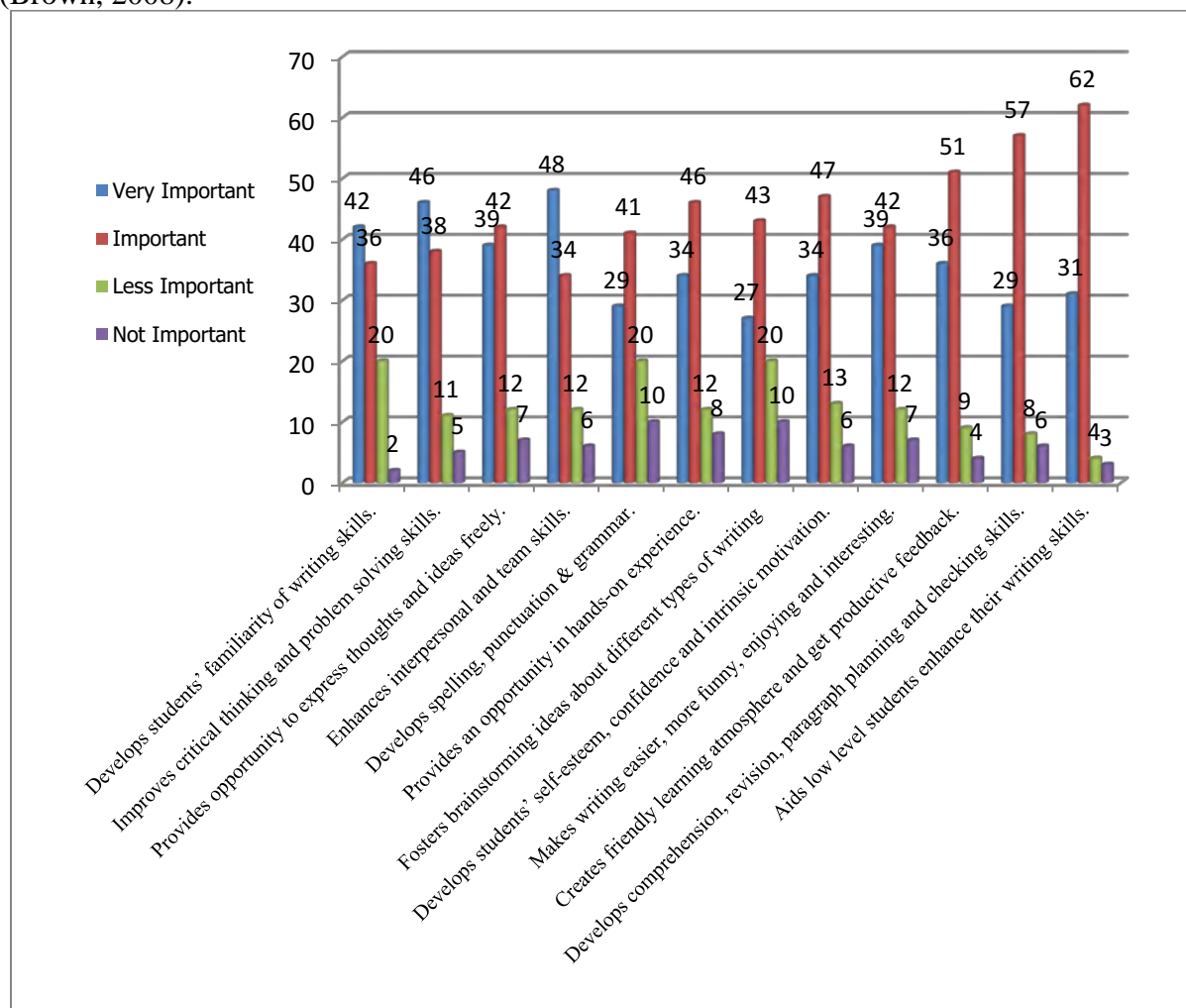

Figure 3 Students' perceptions about the use of the CLL approach

The responses of the students' were scaled from very important to not important. Figure 3, it was demonstrated the views of students about the use of the CLL approach for developing writing skills. It was also found that 76% of the respondents mentioned that the CLL approach developed students' familiarity with writing skills whereas 22% of them stated that the approach not aided to develop their writing skills. Hence, the CLL approach helped in developing students' awareness of writing skills.

It was demonstrated that 84% of the students stated that the CLL approach improved their critical thinking and problem-solving skills. On the contrary, 16% of them responded that it did not develop their critical thinking and problem-solving skills.

Based on figure 3, it was found that 81% of the respondents mentioned that the CLL approach provided the opportunity to express thoughts and ideas freely whereas 19% of them stated that it did not support them. It was evident that 82% of the participants stated that the use of

the CLL approach enhanced their interpersonal and team skills whereas 18% of them mentioned that the approach didn't help them.

It was found that 70% of participants responded that the CLL approach aided students to develop their spelling, punctuation and grammar in their writing whereas 30% of them stated the approach did not aid them in developing spelling, punctuation and grammar. Many students were made many mistakes in these areas.

It was evident that 80% of the respondents mentioned that the CLL approach provided an opportunity for them to acquire hands-on experience in writing skills whereas 20% of them expressed that the approach was not supported to get hands-on experience in writing skills. It was demonstrated that 70% of the respondents expressed that the CLL approach assisted to foster students' brainstorming ideas about different kinds of writing such as narrative writing, descriptive writing and expository writing whereas 30% of them stated that the approach was not helped to foster writing skills.

It was found that 81% of the participants expressed that they developed self-esteem, confidence and intrinsic motivation when the CLL approach was incorporated for teaching writing skills whereas 19% of them mentioned that the approach was not supported them. Even Genlott & Gronlund (2013) study confirmed that taking part in a social process improves students' motivation and comprehension on how to take care of others, collaborate and interact.

It was evident that 81% of the respondents stated that the CLL approach made their writing easier, funnier, enjoying and interesting to write whereas 19% of them expressed that the approach was not assisted them. Moreover, Olsen (2018) highlights this as one of the advantages of employing a cooperative learning approach that is funny, interactive and develops critical thinking skills.

It was found that 87% of the respondents expressed that the use of the CLL approach created a friendly learning atmosphere and received productive feedback from the peer group and teachers whereas 13% of them stated that the approach was not helped them.
It was found that 86% of the respondents stated that the use of the CLL approach assisted to develop their comprehension, revision, paragraph planning and checking skills of writing whereas 14% of them mentioned that the approach was not assisted them.

It was evident that 93% of the participants expressed that the incorporation of CLL for teaching writing assisted to develop low-level students to enhance their writing skills, on the contrary, 7% of them stated that the approach did assist them.

Discussion

The analysis of students' questionnaires demonstrated that the use of the CLL approach in teaching writing skills significantly improved students' written performance. The students expressed that working collaboratively allowed them to spend more time for discussion on a single topic. It was also found that students were delighted and contented with the approach that provided a supportive environment among the peer group. Integration of the approach made the writing classes more interesting and enjoyable. Cooperative learning presents opportunities for learners to develop students' participation in the classroom (Richards and Rodgers, 2014).

The CLL approach made writing simpler, funnier, enjoying and more interesting for the participants to exchange their ideas and thoughts freely to accomplish the desired purpose. Cooperative language learning activities made students engage in what they desire while learning

was exciting and classroom student-centered(Kagan, 2009). The process of writing included brainstorming, paragraph planning, comprehension and checking in the group than doing individually. It assisted students to talk and work together for developing mutually when worked in groups, this approach also provided a sense of responsibility to exchange their views with regards to writing. In the process of this approach, individuals attain the capabilities of both helping and realizing the unity among the groups (Saban, 2005). These capabilities are necessary for life-long learning such as negotiation, leadership, constructive dialogue and transferring knowledge with others.

All the participants displayed responsibility to contribute their views while taking part in the process of writing. Moreover, the CLL approach provided an amicable learning environment to the students and they received productive feedback i.e. in aspects of spelling, punctuation and grammar on their writing from the peer group. However, it differed from Arnold et al. (2009) that the learners received peer feedback recurrently. It assisted them to become autonomous learners to discuss and exchange their views in a more interactive manner to enhance their interpersonal and team skills.

The CLL approach supported students to develop their critical thinking and problem-solving skills. The students developed their spelling and grammatical skills in writing based on the feedback received from the students. Initially, some of the students refused to work in groups but they gradually changed their perceptions about the approach in due course.

The cooperative language learning approach has been exhibited as an effective way to distinguish instruction (Marzano et.al, 2001). The research provided that there would be a noteworthy transformation in academic achievement with the use of cooperative learning. Since the study demonstrated a statistically significant difference in the scores of pre-test and post-test scores of the students.

Conclusion

Based on the data analysis of the study, it can be concluded that the use of a cooperative language learning approach assisted in enhancing students' writing skills. The students' scores in the post-test were increased because of the benefits of this approach offered to the students at various levels such as support, encouragement, and providing feedback to the peer group. Moreover, the findings proved that the CLL approach had a significant impact on enhancing students' writing skills. The more time was allotted for conducting the activities in the classroom. The instructor played the role of facilitator for suggesting insights and implementing various writing activities effectively. The transformation from teacher dependence to learner interdependence with the CLL approach. The students worked collaboratively and independently to improve their ESL writing skills.

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Appendix – I
Students' Questionnaire
The objective of the questionnaire is to gather your views, opinions, experiences and attitudes towards using the CLL approach for developing writing skills. It would assist the researchers if you respond to the following questions genuinely. We assure you that it will not take more than 5-10 minutes. Your responses are more valuable for the research study we undertook.

Personal Details

1. Name   : ………………………………
2. Class/Course   : ………………………………..
3. College Name   : ………………………………
Phone No.   : ………………   E-mail id:……………………………

1. Which of the following language skills is most important according to you? Rate the skills in the scale 1-4, importance wise, by writing the relevant number in the given boxes.

   a. Listening   ☐   c. Reading   ☐
   b. Speaking   ☐   d. Writing   ☐

2. How do you rate your writing skill in English?

   a. Very good   c. Average
   b. Good   d. Poor

3. How far do you think students' writing skills will improve after the present semester?

   a. To a great extend   (   )
   b. some extend   (   )
   c. Not at all   (   )

4. Does your English teacher teach writing skills in the language classroom?
Yes   ☐ No   ☐ Cannot say   ☐

5. How often is writing skill conducted in your class and what is the mode of conducting the activities?

Mode of Activity	Frequency				
	Always	Often	Usually	Sometimes	Never
	Respondents %	Respondents %	Respondents %	Respondents %	Respondents %
a. Individually					
b. In pairs					
c. In groups					

6. How do you rate the following elements of the CLL approach, (given in the table below) in writing skills? Indicate your opinion based on the intensity of importance for each element.

	Elements of the CLL approach	Intensity of Importance			
		Very Important	Important	Less Important	Not Important
		Responde nts %	Responde nts %	Responde nts %	Responde nts %
a	Develops students' familiarity with writing skills.				
b.	Improves critical thinking and problem-solving skills.				
c.	Provides an opportunity to express thoughts and ideas freely.				
d	Enhances interpersonal and team skills.				
e	Develops spelling, punctuation & grammar.				
f	Provides an opportunity for hands-on experience.				
g	Fosters brainstorming ideas about different types of writing such as narrative writing, descriptive and argumentative writing so on so forth.				
h	Develops students' self-esteem, confidence and intrinsic motivation.				
I	Makes writing easier, funnier, enjoying and interesting.				
J	Creates a friendly learning atmosphere and gets productive feedback.				
k	Develops comprehension, revision, paragraph planning and checking skills.				
L	Aids low-level students enhance their writing skills.				

Representation and Interpretation of Diasporic Literary Texts: Socio-Cultural Effects on Non-Native Learners of English Literature

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Abstract

Diasporic literature is known for its representation of the two cultures in the same text. When a diasporic literary writer aims to write, he/she consciously represents two identities (native and non-native). This duality of representation is a part of his writing. The research aims at exploring that when a diasporic writer represents his associations with his native culture and the new land where he has been migrated, this representation affects the learners' minds. This research investigates how the representation of diasporic literary texts affects the socio-cultural norms of the non-native learners/readers of English literature. It has been proposed in this research that when a non-native learner reads and interprets an English text specifically written in the tradition of diasporic literature, he feels that the real picture of the natives has been blurred in the text. The interpretations and representations of diasporic literary texts directly affect the readers' understanding of their native culture because it portrays a hybrid culture. The writings of the diasporic writers represent the foreign as well as the native culture one at the same time because they have experience of two different cultures. Diasporic representation portrays a bi-cultural notion in the mind of the non-native learners of English literature. The researcher has provided two diasporic texts, *Red Birds (2018)* by Muhammad Hanif and *The Sellout (2015)* by Paul Beatty, to the postgraduate level students for interpretation. This study is purely qualitative, where data has been collected through classroom observation and interviews. A detailed analysis of the two texts' interpretation shows that when non-native learners are introduced to a foreign text, their native identity affects the understanding of that particular text.

Keywords: Interpretation, Representation, Diasporic Literary Texts, ESL Learners, Socio-Cultural Affects

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Introduction

Literary writers represent society through language signs and symbols. These symbols are directly attached to the native culture and traditions (Perelman, 1996). A native person is well aware of all the natives' customs (Schapera, 1994). But when a native migrates to a foreign country, he becomes a mixture of two cultures (Andersson et al., 2021). One can argue that he seems confused between the cultures because Eastern and Western social norms and traditions are quite the opposite from each other. When a diasporic writer represents his native culture, he sees things from western angles, which create hurdles in the projection of the native culture in its true sense (Mirzoeff, 2000). The behaviours of human beings change when they shift from one culture to another culture (Inglehart et al., 2003). This cultural hybridisation creates the dual personality of human beings (Young, 1995).

The representation of native culture in diasporic writings portrays a blurred picture of the natives (Li, 2000). The writer represents the natives' priorities from the western angles. Sometimes the natives have been fictionalised just to win the sympathies of the west (Riley, 1984). The representation of the developing nations has been politicised just for colonial and imperialistic purposes (Barker, 2009). Imperialistic powers are showing sympathies with the poor countries on the one hand and destroying the resources of the developing countries, on the other hand (Bloxham, 2005). The works of the diasporic writers show the reflection of the western culture as a superior one in their writings. There will be no wrong to say that these writings are considered hybrid representations (Chow, 1993).

The interpretation of the diasporic text creates doubts in the mind of the interpreter about his culture and civilisation (Gruen, 2009). Natives' depiction seems doubtful to him. His depiction reflects the criticism of the writer's representation. The interpreter has to use the background of the native culture as well as of the foreign culture (Meierkord, 2000). Consciously or unconsciously, his interpretation has an element of comparison between the two cultures (Jung, 2012). The Interpretation of African and South-Asian diasporic writings has a significant message for the postcolonial and the Imperialistic world (Desai, 2006).

The interpretations and representations of the diasporic texts produce new notions in native and foreign cultures (Amoamo & Thompson, 2010). One can argue that the native and foreign cultures and traditions are merged into diasporic texts (Shukla, 2003). This is the reason that a diasporic text portrays an indigenised culture as well (Mendoza, 2002). The natives, as well as foreign cultural symbols, are portrayed together. There will be no wrong to say that these diasporic narrations have a contribution to the promotion of the global culture on the one hand, and science and technology have projected the indigenised environment on the other hand. All these projections are influencing the natives on the one hand or another (Shohat & Stam, 2014).

Red Birds (2018) represents the political, economic, and social issues of Eastern people. The title "Red Birds" seems very symbolic, which signifies the loyalty and element of spirituality of the natives. The natives have been presented with innocent creatures where colonisers are destroying their peace on the one hand and providing aid on the other hand. The writer has tried to trace out the basic instinct of the western culture on the one hand and hospitality and customs of the natives on the other hand. *The Sellout (2015)* is also the presentation of Paul Beatty's experiences in the white world. He has presented the racial discrimination between the white and black people, where whites justify their superiorities through self-created realities and rationale. But all these diasporic representations and interpretations create doubts about the natives' cultures and maintain the superiority in one hand or another.

Research Methodology

This research project is purely qualitative. The data has been collected from postgraduate students of *The University of Lahore* and *Qurtuba University of Science and Technology Peshawar* through classroom observations. The two texts have been provided to the students of two different provinces of Pakistan in selected universities. Tests and interviews have been conducted to get an in-depth observation of the scholars. Moreover, interpretation as a research method has been used to analyse and interpret the socio-cultural effects on the natives. The researcher has analysed the interpretation of the learners.

Literature Review

Literature produced in any part of the country exists in the form of poetry, drama, novels, and short stories (Klarer, 2013). South Asian literature is also rich in the literary representation of its cultural and social values (Smith, 2006). This literature is written in its native language and also in the English language. South Asian writing also depends upon its translations of the original works (Brians, 2003). Indo-Pak diasporic writing also has its importance in the literary traditions of the sub-continent (Nizami, 2015). Diasporic writing can be divided into two groups to understand the nature of the writings of native writers (Harney, 1996). One group of diasporic writers are those who were forced to be migrated, and the other group of writers as those who were voluntarily migrated. Both types of writers have a common quality of carrying an element of multiculturalism in their writings (Fludernik, 2003).

Literature plays an important part in bridging the gap between people. It is an effective mode of communication as it provides its readers with an opportunity to move beyond his world and enter into the realm of the author (Horner, 1983). Thus, readers can think out of the box. Literature brings people from different backgrounds and cultures under one platform. When people come in connection through a literary mode of writing, they realise the importance of shared experiences (Finnegan, 2012). When non-native learners are introduced to some foreign culture through literary writings, they interpret that specific text in the light of native culture as well as their understanding of foreign culture (Choudhury, 2014).

Diasporic writing is another way to give the reader an insight into the mixed cultural conventions (Bhatia, 2007). A diasporic writer knowingly adds a duality of experiences to his/her writing that is instrumental in portraying hybrid experience to learners (François, 2011). The African diaspora is defined as a group of people of native African origin living outside the continent, regardless of their citizenship and nationality, they are willing to contribute to the

development of the continent and the building of the African Union (Crush, 2011). Such communities of African people are particularly found in both North and South Americas. Curtin (1979) views African diaspora as a part of the Colombian exchange' is part of the "Colombian exchange" of people, crops, and diseases, as well. Then, the re-concentration of the population for new enterprises such as plantations and mines.

The term 'modern African diaspora' refers to those millions of people of African descent who share a history marked by the torments of exploitation, racial discrimination, oppression, subjugation, slavery, and the slave trade (Alpers, 2001). Africans were scattered under the pressure of plantation slavery during the tumultuous historical period of the invasion of the African continent (Berlin, 2009). They are united in their struggle to promote and rehabilitate Africans and preserve African culture (Steyn, 2004).

African and African diaspora writings revolve around three distinct themes of slavery, migration, and the contact of Africans with the West (Okpewho et al., 2001). Colonialism, slavery, the Atlantic slave trade, and the Cold War are historical facts that keep Africa connected with the rest of the world (Grovogui, 2001). African economy at present is still greatly affected by these colonial adventures of the West in Africa. Morrison (1971) has incorporated the theme of slavery and the loss of those millions of African slaves whose names could never be known. Her novels *Beloved* (1987), *The Bluest Eyes* (1970) deal with the issues of slavery and Africans' desire for a respectable acceptance by the whites.

Achebe (1994) highlighted the weaknesses of African people, which lead to their shameful invasion by the imperial forces in his plays *Things Fall Apart* (1958), *No Longer at Ease* (1960), *Arrow of God'* (1964). According to Falola (2013), the people of the Yoruba tribe have become truly global in their locations in different parts of the world; the representations of various aspects of their culture (including religion, philosophy, worldview, economic practices like the "esusu," art, music, dress, and cuisine) in their new locations. Soyinka (2002), a Caribbean playwright, addresses the effects of the imperial invasion of African land and its native inhabitants. His play, *Death of the King's Horsemen* (2002), deals with these issues.

Gyasi, 'Homegoing' (2016), is a novel that is woven around the histories of America and Africa. We meet fierce, proud, strong, ruthless, and mournful characters in the novel. Oyeyemi, 'What is not Your is not Yours' (2017) is a short story collection. Characters are caught up in their private life. They are engulfed in the demands of their complex natures and are more eccentric in their needs. Some other important African diaspora writers include Emecheta (1944 –2017), a Nigerian-born novelist based in the UK from 1962. She wrote plays and autobiography and wrote for children also. She authored more than 20 books, including *Second Class Citizen* (1994), *The Bride Price* (1976), *The Slave Girl* (1977), and *The Joys of Motherhood*(1994). The themes she chose are motherhood, child labour, and slavery, and female independence gained through education. She was considered the first successful black female novelist living in Britain after 1948. Lessing (1919- 2013), Her novels include *The Grass Is Singing* (1950), the sequence of five novels collectively called *Children of Violence* (1952–1969), *The Golden Notebook* (1962), *The Good Terrorist* (2012). He also received the Noble Prize in Literature in 2007.

South Asian writers from the Indian subcontinent are linked to India, Pakistan, Bangladesh, Sri Lanka, and Nepal. South Asian diaspora history is divided into two phases—the nineteenth-century colonial phase and the twentieth-century post-independence phase (Lai, 2005). The term diaspora denotes "scattering of seeds". It suggests a movement is only in an outward direction. The

people who migrate from their homelands, either voluntarily or involuntarily, find themselves caught up with nostalgia for their roots (Fiddian-Qasmiyeh, 2012). Writers belonging to the South Asian diaspora try to reach out through their writings and connect with the people of the country of their ancestors (Lau, 2005).

AttiaHosain (1913–1998) was a British-Indian novelist, author, writer, broadcaster, journalist, and actor. She was a woman of letters and a diasporic writer. She wrote in English, although her mother tongue was Urdu. She contributed to postcolonial literature during her semi-exile situation in England. Her works include a semi-autobiographical *Sunlight on a Broken Column* and a collection of short stories named *Phoenix Fled*. South Asian writers Vikram Seth, Aamir Hussein, Kamila Shamsi, Anita Desai, have acknowledged her inspirational influence in their writings. The partition of India and Pakistan greatly disturbed her. She, in her novels, has described the Indo-Pak partition events in the most heart-touching manner. According to her, we are the generation that has lived its hearts in fragments. We belong to a generation that has lived with our hearts in pieces," she said. She wrote while her stay in England that I have chosen to stay in this country which has given me so much, but I cannot get out of my blood the fact that I had the blood of my ancestors for 800 years in another country. African Caribbean writer Derek Walcott also talks of this feeling of 'divided to the vein' in his poem 'A far Cry from Africa' (Davis, 2009).

HanifKureishi is another important diasporic writer whose writings have encompassed the problems and difficulties faced by Muslim immigrants in Britain. Cultural differences and racial discrimination and their effects on the younger generation are the issues that earned his work popularity in Britain and Pakistan (Ahmed et al., 2012).

All the above-mentioned diasporic writers and their writings show a mixture of experiences and feelings. The present research attempts to see how non-native learners interpret a foreign text, keeping in view both the native and non-native culture.

Analysis

The two novels selected for the investigation through classroom observation provide glimpses of two cultures once at the same time. The writings represent the natives and foreign culture side by side. Sometimes the author seems confused between two identities. His affiliations seem doubtful between the two cultures. The novels of postcolonial diasporic writers seem the representation of two-class cultures in a single text. The African and South-Asian diasporic writers are representing the two sides of the same coin through the representation of native and foreign culture.

Table 6 The Red Birds (2018)

Representation in the Text	Interpretation of Literary Text
Nameless Representation (Unnamed Country)	Identity Crises
Dilemma of Missing Person	Regional and International Politics
Bi-Cultural Representation	Orient and Occident in same text
War Trauma	Native are Living in Chaos
Coloniser VS Colonised Attitudes	The difference in Attitude (Momo VS Ellie)
Dual Behavior of West	Bombing and Aid from West
Reflection of East	Indirect Comparison between East and West

The novel has been divided into three sections Momo, Ellay, and Dog, where Momo and Ellay are the representations of the South-Asian and western culture, but Dog can be considered the mouthpiece of the novelist. The Dog is very philosophical who always tries to portray an objective picture. The philosophical dialogues reflect the philosophy of the writer towards life and his attitude towards two cultures. The learners from Punjab and KPK interpreted the text according to their background knowledge.

Most of the learners have tried to trace out the unnamed region portrayed in the novel. They are of the view that the novel symbolises loyalty, spirituality, materialism, duality, advancement in science and technology. Based on materialism, the interpreter s divided the text into two categories. They associated materialism with the west and spiritualism with the east. Some learners are of the view that the material aspect of the west making slaves to the East. But apart from this basic debate, the learners have identified basic clues from the text and related them with their social context and culture.

The nameless representation of the East in the text shows that the natives have no identity, and they are following the identity imposed by the imperialists. The natives are living in an unnamed region without significant contribution to worldly progress. Sixty-nine per cent of learners are of the view that nameless representation shows the identity crises of the natives on one hand and duality of the nature of the colonisers on the other hand. The barren land with no name shows the namelessness of the natives. Along with identity crises, they have dug out other different problems of the region fictionalised by the novelist.

Red Birds highlights the dilemma of missing persons of Baluchistan and Afghanistan in a fictional way. Most of the learners highlighted this significance and also related it with American conspiracy theory. They have highlighted that national and international politics is involved in the dilemma of missing persons. Powerful countries, as well as institutions, are kidnapping individuals for their specific purposes and desires. The learners from KPK have more emphasis on this theme. Ninety percent of the learners have traced out the western as well as the eastern cultural symbols from the novel. They are of the view that colonisers' culture is quite different from the colonial culture. Colonial people have the element of hospitality, spirituality, and morality. But on the other hand, the colonisers are more inclined towards their material interests, and they are playing with the lives of the natives. They are throwing bombs in one hand; on the other hand, they are providing aid to the natives. The colonisers always dislike the colonial ways of living and interpreting things. The fictional behaviors signify that the natives are in a war as well as in psychological trauma. They are living in a fearful condition of uncertainty and facing bombing on the one hand and getting the aid of the bombers on the other hand. Killing and kidnapping have destroyed the piece of the natives. These traumas have created a situation of chaos for the natives. They are not hopeful for their better future.

The learners diagnosed that the reflection of colonisers' prejudiced behavior is very much prominent in the novel. They feel inferior to the colonial people on the one hand and governing over them on the other hand.

The natives seem also impressed by the science and technology of the natives.
Inserted of presenting natives' identity, the writer has presented the story of the nameless region which seems identity crises to the ESL learner of English literature.

Table 7 The Sellout (2015)

Representation in the Text	Interpretation of Literary Text
Racial discrimination in the 21st Century	Relation with George Flyod Murder
Slavery in 21 Century	Capitalism and Western Hegemony
Humor in Postmodern Fiction	Black and Brown differences in west
Bi-Cultural Representation	Orient and Occident in the same text
Mental Subjugation	Inferiority and Superiority
Stereotyped Blackness	White and Black
Gender and Sexuality	Black and White Females

Paul Beatty's novel Sellout is representative of the dilemma of racial discrimination in the contemporary age. Racial prejudice has remained a prominent theme among diasporic writers of all ages. It touches the innermost feelings of the readers who pass through the same situation in their daily life experiences. The protagonist in Sellout is a victim of racial discrimination. The author has portrayed his character in a manner that he seems to be a living example of a racially marginalised man who possesses no social status in a white hegemonic society. The story is written in a bitter satirical tone. Through his ironic representation, Beatty has thrown light on the following themes in his novel: racial discrimination in the contemporary age, the nature of slavery in the twenty-first Century, bi-racial and bi-cultural representation of humanity, mental subjugation of a marginalised member of American society, and the role of capitalism in western hegemony.

The above-mentioned text was taught to the students of the chosen universities at the M. Phil level. The resource person aimed at familiarising the non-native learners with the text's themes from a postcolonial perspective. When the text was introduced to the learners, they found an element of hybridity in the representation of the said themes as well as their understanding of the themes. Beatty starts his narrative in a very bold and outspoken manner to give voice to the stereotyped representation of the black in general and in American society in particular. "I've never burgled a house. Held up a liquor store. Never boarded a crowded bus or subway car, sat in a seat reserved for the elderly, pulled out my gigantic penis and masturbated to satisfaction with a perverted, yet somehow crestfallen, look on my face."

The choice of diction and the expression of the author was new to the learners as it had a bold representation of the stereotypical notions related to blacks. In Pakistani society, the use of bold expression is hardly appreciated in writing and also in verbal expression. In Eastern culture, the readers usually approve of indirect and neutralised use of language to express such feelings. The theme of racial discrimination is not new to the non-native learners, but when they were taught of the representation of this very notion in a multicultural society like America, it enlightened them with a different picture of American society which they had made up earlier in their minds. Beatty has talked about society through his characters in a way that unveils the other side of the story. According to Beatty's representation of contemporary American society, it has been projected that Americans have hidden their true face under the notions of equality, justice, and the post-racial version of society. When the non-native learners were introduced to a new face of American society, where blacks were marginalised and subjugated based on their color, it provided them with a new picture of the society.

The dilemma of slavery has changed its shape in the twenty-first Century. In antiquity, racially marginalised were physically enslaved, whereas, in the contemporary age, it has become

more of a psychological phenomenon. Discriminated behavior met by society cripples the mental faculties, takes away self-respect and liberated the state of mind of discriminated fellows. When learners learned about this type of racial discrimination in American society, they associated it with a living example of the recent murder of George Floyd, who was killed brutally in public; he lost not only his self-respect and normal state of mind but his life also. The learners also associated the nature of slavery in the twenty-first Century with western capitalistic hegemony. The imperialistic mode of society, according to learners, has enslaved non-developed and underdeveloped countries through the financial hold.

The Sellout is written in a satirical tone, and Beatty has created many humorous situations in the text to show the difference between the white and black community. The learners associated this humorous representation which they have observed in their society, while telling the difference between the black and brown communities in their native culture. Bicultural representation in the text-enabled the learners to relate it with the idea of Orient and Occident presented by Edward Said in his book *Culture and Imperialism*. According to Said, western representation of Eastern cultural values has made it Other in front of Western hegemonic forces.

The learners' criticism shows that the novel is satiric as well as painful narration, which tells the story of the individuals who are confused between foreign and local culture. The story of the bonbon and me have different meanings for the Pakistan ESL learners. They have analysed the literary text in different ways.

Conclusion

A detailed analysis of the interpretation of the two texts shows that when non-native learners are introduced to a foreign text, their native identity affects the understanding of that particular text. When they read a text written by a diasporic writer, their interpretation of the text takes a hybrid form. They read it in one context and interpret it in the other. The hybridity of interpretation sometimes leads to a unique idea that can be different from the context in which the writer would have originally written it.

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English Language Learners' Use of Translation and Attitudes towards Learning Vocabulary

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Abstract

The use of bilingual dictionaries and translation websites is an observed practise among English language learners (ELLs) in Morocco, especially starting from the second decade of the twentieth-first century when dictionaries have become online. Translation from and into Standard Arabic is regarded as one of the ways of learning new words among learners. However, educators do not recommend translating from and into Arabic in fear of interference. This study explores ELLs' attitudes and use of translation towards learning vocabulary in the target language. As a result, students (N=100) in the Moroccan English departments completed the survey online. A focus group of twelve participants (N=12) was also conducted to get more in-depth findings on the learners' attitudes and translation use. The results revealed that learners have divergent attitudes towards translation as they use translation one technique among many to check the meaning of unfamiliar words. Still, they do not like their educators to use translation to explain new words. The other methods learners use are guessing from context, using bilingual dictionaries, watching videos with subtitles.

Keywords: Attitudes, English department, English language learners, mother tongue, translation, vocabulary learning

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Introduction

Learning a language consists of learning its vocabulary; the latter can be learned in several ways, including flashcards, target language definitions, and translations (Dodigovic & Jeaco, 2017; Nakata, 2011; Schmitt, 2000, 2010). English language educators at the Moroccan English department use English exclusively (Benhima et al., 2021); nonetheless, learners may not understand some words either uttered during the lectures or found in the "polycopié" (course handouts). Hence, English language learners (ELLs) may resort to translation to comprehend unfamiliar words' use and meaning (Zemni & Alrefaee, 2020). Translation has been proven to be effective in some studies. Echarte (2013) experimented on the effectiveness of three vocabulary learning methods, namely flashcards, target language definitions, and translations. He concluded that translation and flashcards are more effective as they attract attention and save time, respectively. Translation serves as a shortcut (Namaziandost et al., 2021) to understanding.

Nevertheless, translation can have a detrimental effect on understanding and using vocabulary due to interference and polysemy. Usually, students want to learn English by translating into their mother tongue or a language they understand. That is why they usually use bilingual dictionaries and ask their teachers to explain in Arabic in some cases, especially by the low-achievers. However, this method's effectiveness is questionable as it may lead to detrimental effects due to the differences between Arabic and English.

Review of Literature

Using students' first language has been a controversial issue among educators and supervisors in Morocco and worldwide (Benhima et al., 2021). Questions revolve around the negative and positive effects of mother tongue use in teaching other languages. The first language's practice using translation may result in a positive or negative transfer (Irujo, 1986). In Morocco, students' mother tongues can be Moroccan Arabic (Darija) and Tamazight, along with their varieties. Translation can be from and into mother tongue(s) or from and into Standard Arabic or even French. Consequently, the use of translation involves the interaction of many languages. This section will delve into significant definitions, historical background, aspects of use, and approaches to First Language use in EFL classrooms.

Definitions of key terms

Newmark (1981) defines translation as "rendering the meaning of a text into another language in the way that the author intended the text" (p. 7). According to Nida and Taber (1982), "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message" (p. 12). Recently, a proliferation in translation technology has made students rely on it in learning languages, especially Computer-assisted tools, such as Google Translate, Yandex and Context Reverso.

We should distinguish between the use of the mother tongue and translation in teaching language classes. The mother tongue can be for non-educational purposes, like notices, instructions, and side-talk by students among each other. Students can understand the meaning of words in one language by equivalents in another language. Thus, the use of translation is more educational than the use of the mother tongue as the latter can be used for non-educational purposes, such as side-talks.

Historical background
The Grammar Translation Approach was the first and ancient method that uses translation in teaching languages advocated by formalist proponents in the eighteenth century (Munday, 2016; Pennycook, 1989). Greek and Latin were the predominant languages translated from and into the target language, predominately taught in its written form (Davies & Elder, 2004; Munday, 2009). However, with the beginning of the nineteenth century and the shift of focus from spoken to written form, there was more inclination towards the monolingual approach in teaching languages. The subsequent approaches further insisted on using the target language exclusively, like the *Direct Method, Audio-lingual Method* and the *Communicative Approach* (Larsen–Freeman, 2000); nonetheless, some of these theories and approaches are ideologically motivated. The exclusive use of the target language in the Audio-lingual Method, for example, was for military reasons and to train soldiers quickly to speak the target language without any empirical validation of these principles at that time.

Aspects of use
The use of the first language has many specific aspects. These are summarised by Atkinson (1987) as follows:
- Eliciting target language
- Checking comprehension
- Giving complex instructions to basic levels
- Cooperating in group work situations
- Explaining classroom methodology at basic levels
- Highlighting recently taught items
- Checking sense
- Explaining and testing instructions
- Developing circumlocution strategies

    The aspects of use distinguish the mother tongue's utilisation from codeswitching and translation in EFL classrooms. The mother tongue refers to the Darija or Tamazight use in EFL classrooms in Morocco. Codeswitching refers to the actual process of shifting from English to Arabic. These are quite different from the translation, which refers to the conscious act to render the meaning of words from one language into another by learners and educators. Consequently, the aspects of translation appear in the use of bilingual dictionaries and computer-assisted translation tools.

Approaches to languages of instruction
There are two main approaches to the language of instruction when it comes to teaching language classes: monolingual, bilingual and multilingual. There is yet another approach to the language of instruction: linguistic alternativeness, wherein students are taught using the L1 in the beginning stages of learning. They are later taught using the L2 in advanced stages just like what Morocco adopts, primarily with scientific stream students who are taught in Arabic in primary and secondary education. Then they are taught in French at the tertiary level. The two approaches are:

The monolingual approach

The first approach is the monolingual approach, which consists of the prefix "mono", meaning one and the word lingual, meaning language. This indicates that teachers of English, for example, should strictly impart instruction in English. This will maximise the exposure to the target language. In terms of language teaching approaches, the Direct Method and the Audio-lingual Method are exclusively monolingual. As argued by the Audiolingual Method, students' L1 should not be used scientifically, attributed to negative transfer (Corder, 1967; Selinker, 1972). What is often neglected is that students can still think in their mother tongues and engage in internal translation mechanisms to understand the target language words, especially adult learners.

The bilingual approach

As its name indicates, the educators and learners can use other languages to learn the target language. Many applied linguists and teachers argue for adopting the bilingual approach in foreign language teaching. (Cook, 2001; Harbord, 1992; Auerbach, 1993; Rinvolucri, 2002; Turnbull, 2001). The bilingual approach's proponents argue that L1 facilitates teaching and learning and contributes to the learner's cognitive and socio-professional development (Alexander, 1978; Dodson, 1967).

Previous studies on the role of translation in vocabulary learning

Alroe and Rienders (2015) conducted a replication study on translation's role in vocabulary acquisition among Thai students. One thousand Thai freshmen students (N=1,000) were allocated to three groups to learn 30 unfamiliar English words. One group studied translation pairs, a second studied the words in the context of English sentences with graphic illustrations, and the third had English sentences, illustrations, and Thai Translation. The findings revealed that students who learned through translation did not perform well in the post-test.

In Saudi Arabic, Machaal (2012) investigated the use of Arabic in English classes. He used mixed-method research consisting of questionnaires with 197 students, observed eight EFL classes, and interviewed thirteen EFL teachers and three policymakers. The findings revealed that students have positive attitudes towards Arabic use in EFL classes. Machaal (2012) proposed the use of Arabic in teaching and learning English.

Compared to the international research landscape, few studies have been conducted on the role of translation in learning vocabulary in the Moroccan context. Lghmam (2016) found out that Moroccan teachers of English tend to use Arabic most commonly in a very limited way in teaching, mainly with abstract words and cultural concepts in middle and high schools. They are limited by time to cover units. The problem that arises relates mainly to the low level of students. Moreover, students in lower grades may see English as an exotic and incomprehensible language. Teachers, hence, resort to translation to mitigate these effects.

Nevertheless, other strategies teach vocabulary like blank filling, guessing words from context, and matching. These are some of the frequent strategies adopted in secondary schools; however, teachers rarely use translation at the university level except for the translation courses wherein it is taught as a subject. Students may resort to translation through bilingual dictionaries and discussions with their classmates. Therefore, the current study will investigate these and other questions.

Method

The present study uses mixed methods, quantitative and qualitative research apparatuses, following convergent mixed methods design in which the survey and focus groups are triangulated to see the divergence and convergence of students' use and attitudes towards translation in learning vocabulary. This stems from a pragmatic philosophical stance to research. Quantitative data collected through the survey are supplemented by the focus group's qualitative data on students' experiences and perceptions of translation in learning vocabulary. The current section will, first, present the research questions, objectives and hypothesis, then illustrate the research design. Moreover, the research sample will be described in terms of demographic variables. Finally, research methods, instruments, and data collection procedures will be fully explained, along with research ethics.

Research objectives and hypothesis

It is hypothesised that students use translation from and into Arabic to learn English because it is quick, easy, and comprehensible. Besides, the study attempts to answer the following research questions:

- How often do English language learners resort to translation in learning vocabulary?
- What materials and other methods do they use in learning vocabulary?
- What are their attitudes toward translation?
- What are the causes behind using or not using translation in learning vocabulary?
- What are the recommendations learners proposed with regard to using translation in learning vocabulary?

The study unified quantitative and qualitative data collection techniques. An online Google form questionnaire gathered quantitative data from the participants N=104. The frequencies of using translation and attitude measurement through a Likert scale were measured through an online Google Form questionnaire with N=104 respondents with a total of 101 valid answers. A WhatsApp focus group collected qualitative data in the form of opinions, feelings, and experiences. The combination of two different approaches will increase the validity of the findings and generate rich data.

Research sample

The population of the current study consists of Moroccan English language learners. A sampling frame would encompass English departments of thirteen universities, multidisciplinary faculties, including humanities, especially in the sixth semester. However, there is no predetermined sampling frame. Therefore, a sample of N=101 respondents was used in this study using a non-probability voluntary sampling technique based on a small-scale survey.

The majority of respondents are females (57.43%) compared to males (45.57 %). There is no hypothesis as to the effect of gender on the use of translation to learn vocabulary. Correlational studies investigating the difference of use and attitudes towards translation in learning vocabulary can take the current study's data as a starting point.

Most students are between the 18 and 23 age range, which indicates that learners are predominantly full-time students who have just got their baccalaureates—the ELLs study mainly in the sixth semester of the Licence Program in Moroccan English Departments. As for the education level, most students (67.33%) pursue their studies in the sixth semester. Students,

therefore, have more awareness of the effectiveness of translation in learning new words because they have been studying English for quite a while. Some students are repeaters in that they study in the fourth and sixth semesters of their License Program. The following table summarises the survey sample:

Table 8 Demographic Variables

Gender		Age					Education Level		
Male	Female	18-20	21- 23	24- 26	27- 30	=/ > 31	S2	S4	S6
42	58	26	35	20	4	15	11	12	77

Note. S stands for a semester.

As for the focus group sample, snowball sampling was used to recruit twelve participants. First, the focus group was created on WhatsApp, and a link to it was shared with some of the researchers' colleagues to share the link with the concerned participants to take part in a focus group. Six of the participants are males, and six are females. The participants are from the English Department of Sultan Moulay Slimane University, Beni Mellal, Morocco.

Research instruments
Two instruments of data collection were used (see appendices A and B). The first data collection instrument is the questionnaire, which gathered quantitative data. The second data collection instrument is the focus group schedule and gathered the qualitative data. The reason behind combining these two instruments is to collect quantitative and qualitative data on students' use and attitudes towards the role of translation in learning vocabulary.

Questionnaire
The questionnaire contains ten closed-ended items and one open-ended item. The questionnaire was submitted via Google Forms on Facebook groups of English department students. The closed-ended questions were coded and entered into SPSS 23. This generated graphs for data analysis.

Focus group interview
Twelve respondents took part in the focus group held on WhatsApp. The participants were asked leading questions about their uses of translation, dictionaries, and advantages, along with disadvantages of translation in learning vocabulary. These online tools were used to collect data because Morocco undertook a state of emergency from March 2020 to the end of June 2020 due to Covid-19. In-person data collection was impossible.

Data analysis procedures
After successfully administering the survey, the questionnaire's responses were downloaded using spreadsheets in Excel, and the data were coded and analysed in Excel and SPSS 23. Descriptive statistics were used to analyse the data generated from the questionnaire. As to the focus group, a thematic analysis was conducted to analyse data by manually coding and categorising the statements of focus group participants according to the current student's research questions.

Research ethics
The researchers complied with the standard code of ethics. The researchers wrote a description of the survey, which explains its purpose and ensures confidentiality. Moreover, in the posts posted to Facebook groups, the researchers forwarded information pertinent to the assigned tasks and regular update the participants about daily happenings. Alternatively, in the focus group, the researchers asked some students who study in the English department to join a WhatsApp group for taking part in the experiment. During the focus group session, the researchers started with a presentation and thanked all the participants. The latter were also informed that their responses were recorded for the study.

Results and discussion

This part will explore the analysis of the findings generated from the survey and the focus group. First, the survey will be analysed along with four sections. The first section will be about background information wherein the nominal variables of gender and the ordinal variables of age and education level are entered into SPSS. The second section will deal with the material of translation. Within this section, we will explore the dictionaries students use along with their types. The third section will discuss translation practices where frequencies of translation among students and teachers will be explored. The fourth section will investigate students' attitudes towards the use of translation in learning vocabulary. The fifth section will present students' recommendations on the use of translation in teaching and learning vocabulary.

Material for Translation
EFL learners use many materials in learning English. They are observed to use dictionaries whose types are revealed in Figure 1.
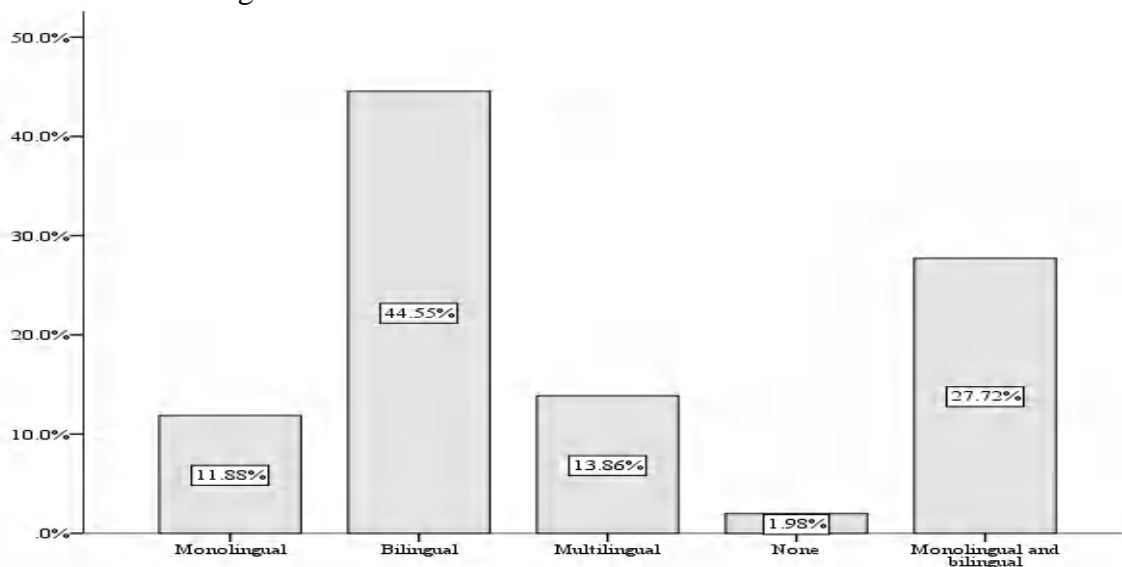

Figure 4 Dictionaries for Learning Vocabulary
Dictionaries are indispensable means of learning languages. In Morocco, teachers recommend using dictionaries to check the meaning of new words and use them correctly and appropriately in sentences. As to the nature of these dictionaries, the majority of students (44.55%) use bilingual

dictionaries to learn new words whereas, others (27.72%) use both monolingual and bilingual dictionaries.

This indicates that students have bilingual dictionaries, as revealed by the model in the graph above. Students have monolingual and bilingual dictionaries as well. They resort to translation in learning new words. Students may use a combination of monolingual and bilingual dictionaries as reported in the following statement by respondent 8 (Female):

> Yes, I did use Google Translate or even dictionaries sometimes to understand the meaning of words. And now I go through the process if I don't understand any word even I look for it by using Merriam Webster, which gives definitions in English. If I don't understand the definition, I translate it into Arabic or maybe look for it, if it is a noun or if it is a thing or something else.

Accordingly, translation software and dictionaries are among the many techniques students can resort to while learning vocabulary.

Figure 2
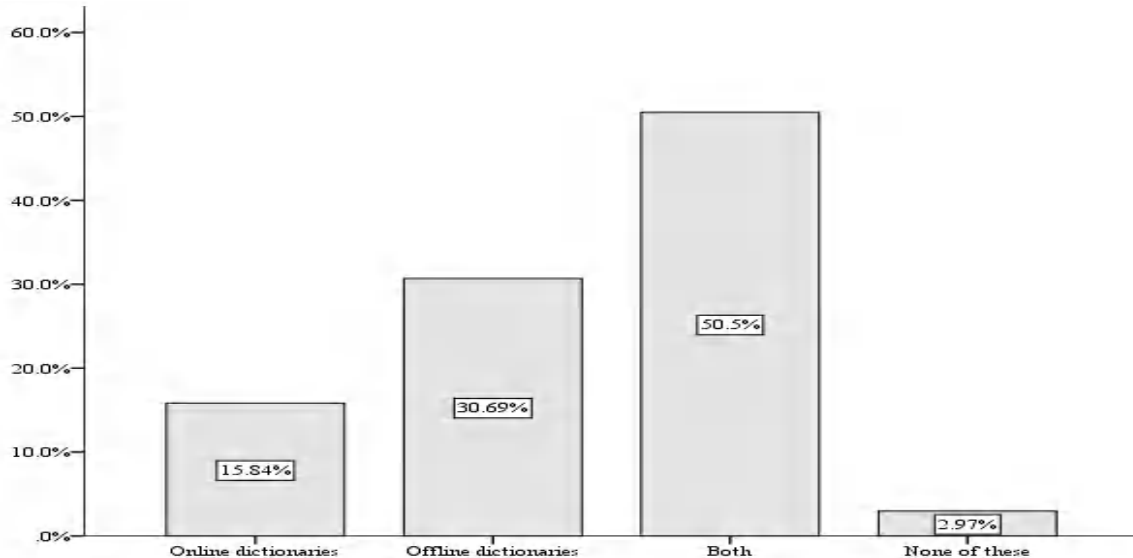
Figure 5 Types of Dictionaries

This question was added to further explore the dictionaries that evolved as online apps rather than paper dictionaries. The majority of students reported that they use both types of dictionaries. Students use electronic dictionaries offline, mostly. Respondent 8 (Female) stated:

> I have a Cambridge English-English dictionary in hard form. I also have a pocket dictionary from Cambridge, but this one is English-Arabic. I do not use them, to be honest. I usually use the ones I've on my phone, like Mariam Webster's dictionary box Arabic and an Oxford Dictionary (this one and Mariam Webster are English to English dictionaries).

Other hard copy dictionaries students possess are Oxford Pocket Dictionary and Al Mawrid. These are monolingual and bilingual ones, respectively.
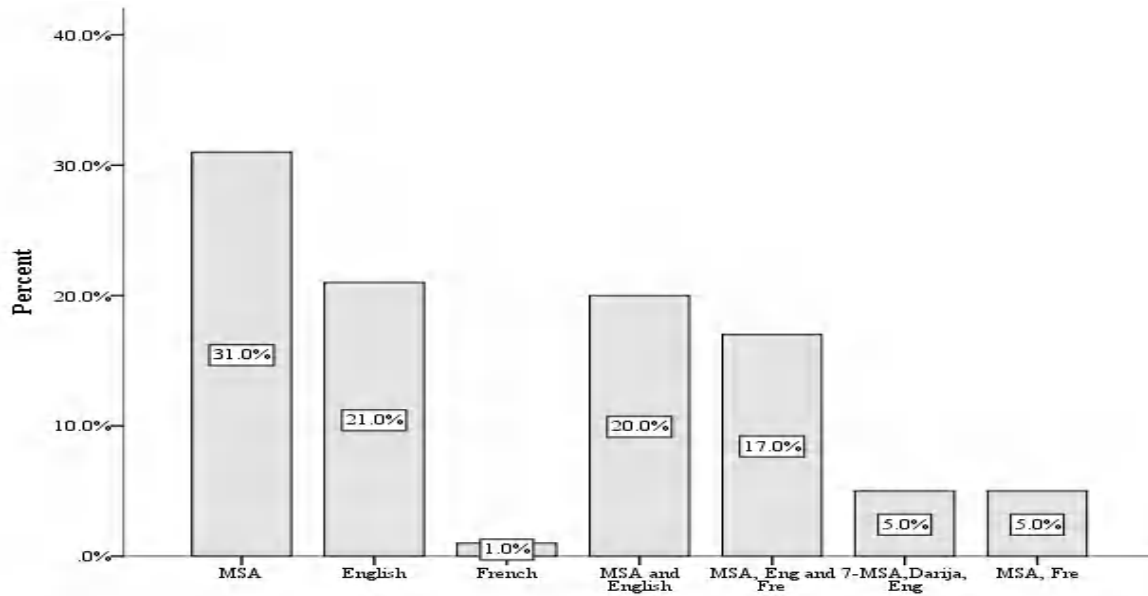
Figure 6 Languages of Translation

      Concerning the languages used in translation, most students (31%) use Modern Standard Arabic and English to translate from and into. This is what justifies the possession of bilingual dictionaries reported previously. The mother tongue (Darija) occupies a lower status in translation. This is mainly because Darija or Moroccan Arabic is a dialect with no standardised forms. French is not used by most students as well.
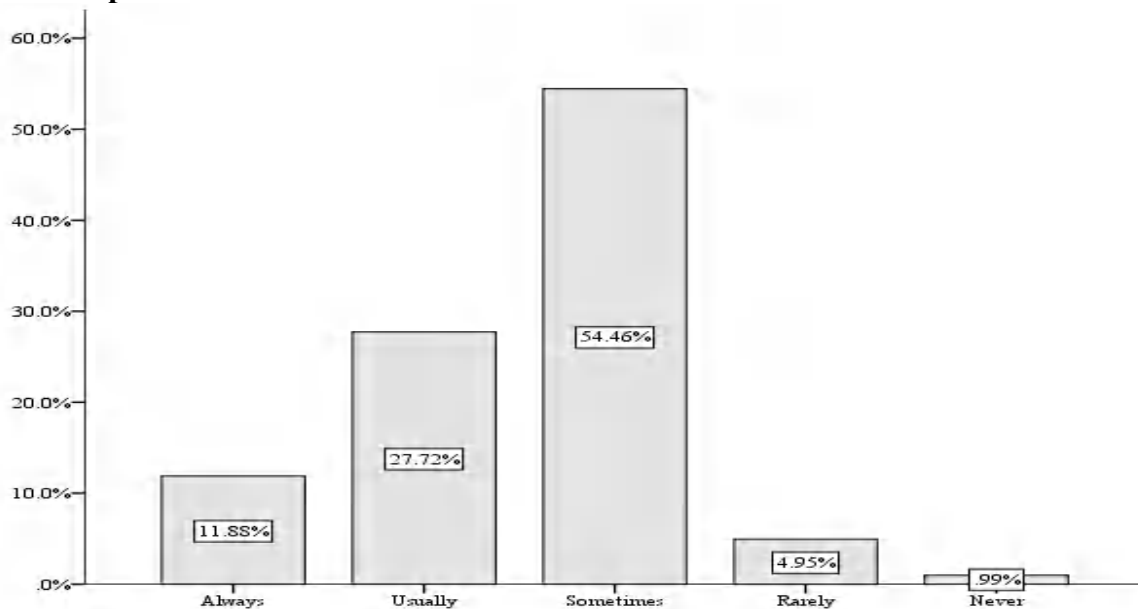
Translation practices

Figure 7 Frequency of Translation among Students

With regard to the frequency of translation among students, there is a high frequency of using it in learning new words. Almost 96 % have reported its use in learning vocabulary with varying frequencies ranging from sometimes (54.46%), usually (27.72%) to always (11.88%).
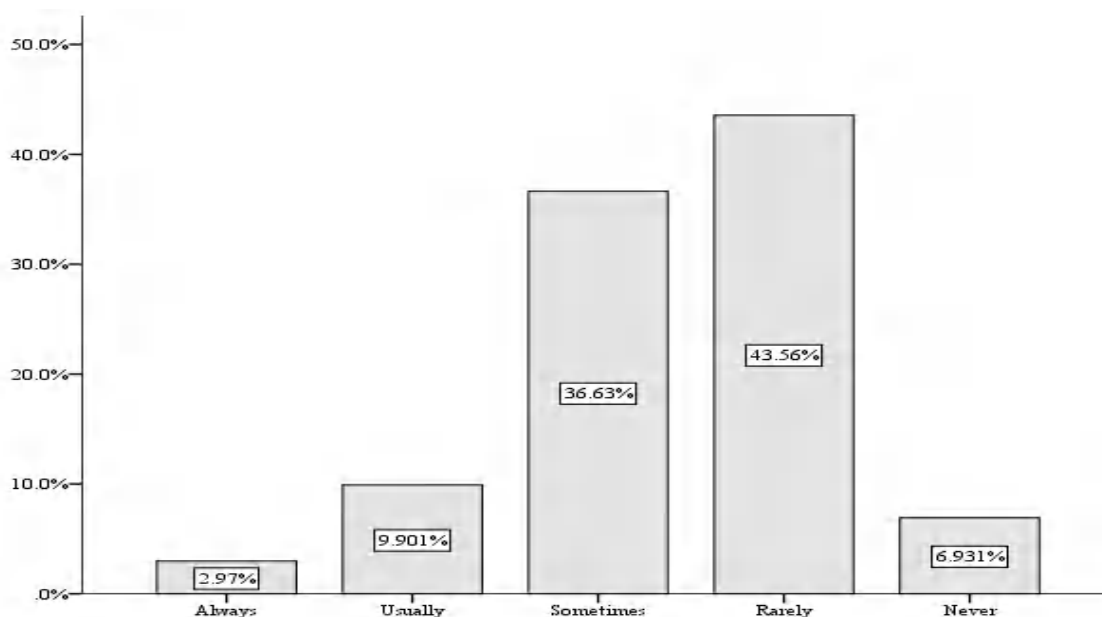

Figure 8 Frequency of Translation among Teachers

With regard to the frequency of translation among teachers, most students (43.56%) said that educators rarely use translation in their teaching. This is because students at university have developed or supposed to develop good English comprehension and production level. Hence, educators deliver their lectures exclusively in English. In the K-12 sector, results can differ because of students' level in comprehending teachers' explanations.

Attitudes towards Translation

Since attitudes drive behaviour, students were asked about their attitudes on some statements on a 5-point Likert scale ranging from strongly agree to strongly disagree. Almost 49% of the students agreed that they use Arabic when chatting with their peers. As was pointed, students form WhatsApp and Facebook groups where they post anything related to their studies. In WhatsApp, students use Arabic mainly for non-learning purposes, especially to talk about administrative matters and exam related issues. Table 2 summarises the five-point Likert scale:

Table 9 Descriptive Statistics on the Attitudes towards Translation in learning vocabulary

Statements	Mean	Std. Deviation	Minimum	Maximum
1. Learning new words through translation	.73	.709	0	4

2. Preference to translate new words	1.03	.758	0	3
3. Preference to understand the meanings of new words in context	.48	.643	0	2
4. Making mistakes in English because of Translation	2.01	.927	0	4
5. Polysemy in English	.65	.845	0	4
6. Preference for teachers to use Arabic to explain difficult words	2.07	1.075	0	4
7. Use of Arabic when chatting with my classmates	1.49	.904	0	4
8. Preference for the exclusive use of English to talk to classmates	1.33	1.045	0	4

Note. 0 *strongly agree*, 1 *agree*, 2 *neutral*, 3 *disagree*, 4 *strongly disagree*

As can be seen, making mistakes in English and preference for teachers to use translation received the highest mean values. This indicates that students do not agree with these statements as the higher the means are, the stronger students disagree. Preference to understand words in context and polysemy in English have received a strong agreement from the students. Learning new words through translation has also received a share of agreement. These findings reveal that students use translation as one technique to learn new words. They prefer to understand words in context. Moreover, they do not like their teachers to use translation to explain new words.
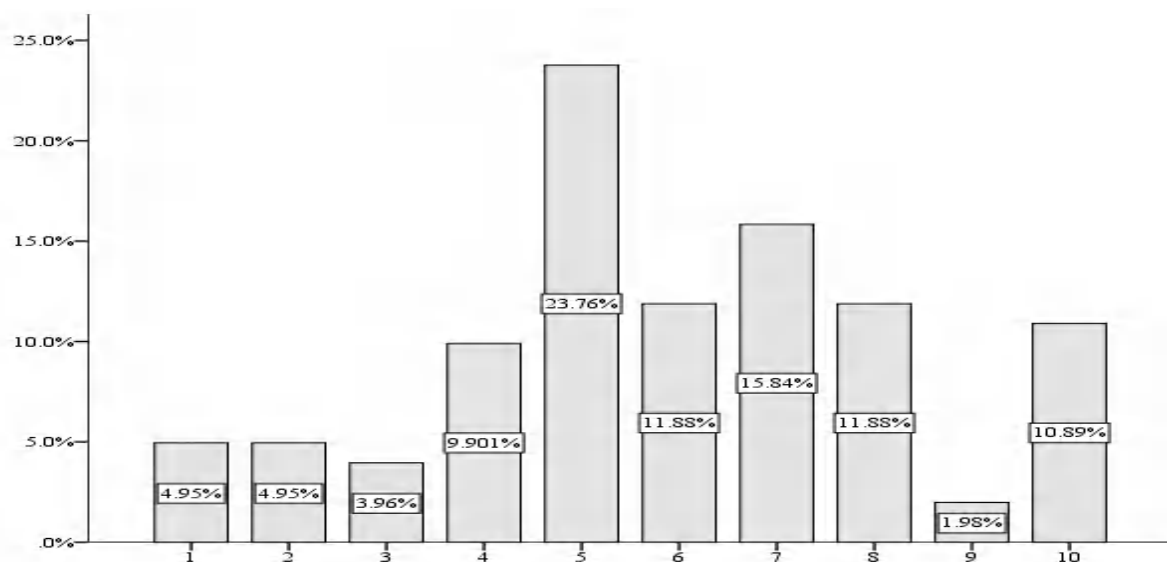
Translation recommendation

Figure 9 The Extent of the Recommendation of Translation

The graph above visually represents the extent of the recommendation of translation from not recommended to highly recommend. Most students recommend a moderate use of translation compared to almost 49% who leaned towards more use of translation in learning vocabulary.

Students were asked open-ended questions at the end of the survey. The results revealed that the main preferred strategies of learning vocabulary could be summarised hereunder:

- Reading (short stories, novels, and articles)
- Using flashcards
- Using them in sentences
- Listening to (lyrics of songs and audiobooks)
- Translating the new words
- Memorising and repetition
- Watching (series of movies, YouTube content and videos with subtitles)
- Chatting with native speakers
- Guessing words from context
- Using a dictionary

Some other techniques appeared from students' responses. One technique is watching videos with subtitles related to audio-visual translation, which has become prominent in the age of technology. Subtitles can be in the target language or another language. Movies, songs, and videos contain this feature of subtitles. Students can activate captions on videos. Speech to writing captions is a type of translation known as inter-semiotic translation, as stipulated by Jackobson (1959).

Evaluation of Translation in learning vocabulary

Students were asked about the advantages and disadvantages of using translation in learning vocabulary in the focus group. One of the respondents said, "translation is very important to learn

a lot of vocabulary". Students are aware of the importance of translation as an indispensable technique. Another respondent stated, "translation is very useful in learning new vocabulary but it is not 100% adequate. Some words can mean different things in different contexts. So somehow translation can mislead the learner and provide them with the meaning of decontextualized words".

This indicates that some students are aware of the fuzziness of translation, especially if done by machines. In line with this argument, another respondent argued that "It will be good enough if you stop using Google Translate because it does not work well. It makes many mistakes and may give only one meaning, so translate with dictionaries or common websites". Consequently, translation remains one option among many. Some students prefer other techniques. One respondent said, "I think that the best way to learn the meaning is to check it from the context. Because when we translate from L1 to L2, we lose meaning". Other respondents suggested a sequence or a procedure to use translation among many techniques. In this regard, one respondent argued, "We have to try first to know the meaning of the new vocabulary depending on the context. If it does not work, then we have to resort to translation".

Positive evaluations

There are many positive translation evaluations: translation can sometimes be the source of mistakes, but it is also an easier and faster way to learn a foreign language. It helps teachers not waste time for teachers to explain when they can translate or switch to the different L1 of the students; thus, the target meaning can be clearly understood by students. Moreover, machine translation has been improved. Participant (8, female) said:

> Yes, it does. You know. Some years ago, Google Translate was very bad. The word was given just one meaning, and it didn't help me a lot to find the exact meaning. But now it has developed, and it is giving more than one meaning. It provides synonyms for the word translated. I'm using it regularly because I find it very beneficial. So the way I use translation gives me the meaning I look for. In some cases, when I don't find the exact meaning, I use the Oxford dictionary, which is helpful.

In general, translation is one technique to learn vocabulary among many techniques like flashcards, guessing from context, synonyms, and word definitions. It is used as a last resort when students cannot understand words, primarily abstract words. It is used for meaning checking and is the fastest technique to learn words. It can be used for disambiguation. It is of great help to beginning level students. It is a technique that has benefited a lot from technological development. Some dictionaries incorporate translation and pronunciation, including American and British English, word category, definitions, pictures and examples. Translation helps in understanding the meaning of words and expanding the lexicon. Translation is a complex skill that involves typing, learning to spell and discovering new related words when it is done with the help of dictionaries.

Negative evaluations

Students who argued against translation in learning vocabulary based their arguments on some difficulties with translation. Among these difficulties are cultural equivalents, polysemy, literal translations, thinking in Arabic, laziness, word misuse and decontextualized words. One participant (male) in the focus group said, "For me, there are no advantages because using translation just makes us think in Arabic when we want to write an essay or a paragraph in English".

Concerning cultural equivalents, participant 2 (male) said, "The problem of equivalence is the problem of vocabulary use in different cultural contexts. For example, the word God is not the same as the word Allah in Arabic". Words between languages cannot be one hundred per cent equivalent. There are some nuances in meanings between languages. Participant 12 (female) stated, "The exact meaning can be understood only in its original language". Untranslatability causes problems for translation as a pedagogical tool. For polysemy or the different meanings one word can have, participant 3 (male) said:

> In my opinion, the disadvantages that I found when I'm translating a word or a new word is that I found a lot of meanings for one word, and I have focused on the context very well to find the correct meaning to understand the text better.

With regard to the same issue of polysemy, participant 10 (female) further pinpoints what causes problems when it comes to translation as follows:

> When I come across new words, we know that words have several meanings; when we translate them, most of us memorise only the first one that pops up, making it a bit confusing, finding the same word in different contexts.

When asked about the best method to learn vocabulary, students reported that it is the best time-saving. In this regard, participant 4 (male) said, "For me, translation is not the best method, but it's time-saving. It doesn't need much time". Moreover, translation is most effective when translating abstract words. Participant 5 (male) said, "Well, I think that translation is not the best way, but there are some vocabularies or terms which are hard to be demonstrated, and the only way to learn them is by using the translation method". Therefore, translation imposes itself as the only effective method.

Moreover, translation alone cannot improve one's vocabulary. Translation is recommended to be integrated with a reading by some participants. Translation can be used to know the meaning of words and even larger units than words, like phrases, clauses, sentences, and even whole texts. Translation is further reported to be restricted in that it helps only with finding the literal meaning and the equivalents of words rather than learning them. Consequently, translation is combined with other techniques to know, understand and use the learned words. Translation is a fast technique in finding meanings for words, but it causes sluggish thinking as students keep looking for the equivalents mentally when they speak English. Therefore, it can have detrimental effects on fluency.

Translation causes mistakes with students who have just started learning English. Participant 1 (male) said:

> We can say that he does not fully understand its rules and grammar for someone who just started learning English. If the person becomes familiar with its grammar, I don't think he would have a problem since a dictionary provides the word.

As most participants reported, the direction of translation is from English into Arabic that is from the target language of learning into the native language of students. Translation develops laziness. In this regard, one of the participants argued, "Actually translation may not be good for lazy learners; it makes them unable to use their minds and always rely on translation". Finally, students argued for the judicious use of translation. It remains one technique among many to learn vocabulary. Students should not rely on so much.

Conclusion

The current study's primary objective has been to investigate the students' attitudes and use of translation in learning vocabulary. First, the mother tongue is not the language one learns from his or her mother, but it is the dominant language. Translation refers to the rendering of codes from one linguistic system into another. The study additionally sketched the historical background of using translation in language education. The first approach which used translation was the Grammar Translation Method in the eighteenth century. In the nineteenth century, there was a focus on the use of target language exclusively as in the Direct Method and the Audio-lingual Method. Besides, the aspects of the use of translation are distinguished from the language of instruction and codeswitching in EFL classrooms. Translation is a technique that involves the use of bilingual dictionaries by students to learn the meaning of unfamiliar words. Two approaches were highlighted: monolingual and bilingual or multilingual. Within the latter, translation is permissible.

Second, the researchers used triangulation as the primary approach to the current study. Two methods of data collection were used, namely the questionnaire and focus groups. The two instruments were administered online on platforms like Google Forms, Facebook and WhatsApp. The sampling was non-probability convenience sampling. The researchers followed strict codes of ethics to collect data. The findings revealed that students have positive attitudes towards translation as one technique to learn vocabulary, especially at the beginning levels. As to the material used, most students use bilingual and monolingual dictionaries to learn the meaning of new, unfamiliar words. As to the frequency of translation, students use translation more than teachers do. Attitudes towards translation were assessed on a five-point Likert scale ranging from strongly agree to strongly disagree. Most students agreed that translation helps them learn new words. Moreover, students are aware that words have different meanings, which are better understood in context.

As a result, the findings revealed that students use translation because it is fast to learn new, unfamiliar words in reading or listening modules. Students use other techniques like guessing from context, watching videos with subtitles, flashcards, and definitions, among others. They have positive attitudes towards translation as one technique and not a goal to learn vocabulary. This will automatically develop their translation competence in the translation modules. Consequently, the use of translation will serve many functions at the same time. As to the limitations and recommendations for future research, the study is on a small scale. Therefore, it cannot be generalizable. It is recommended that a large scale study on the attitudes towards translation should be conducted. Moreover, an experimental design using a pre-test, treatment, and post-test is recommended to measure the effectiveness of translation on learning vocabulary compared to other techniques like guessing from contexts and flashcards.

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Appendices
Appendix A: Questionnaire and its code
  I.   **Background information**
        Q1) What is your gender?
                0- Male
                1- Female
        Q2) What is your age?
                0- 18-20
                1- 21-23
                2-24-26
                3- 27-30
                4- 31 above
        Q3) In which semester are you in?
                0- Semester 2
                2- Semester 4
                3- Semester 6
                4- Professional BA
                5-Master S2
                6-Master S4
                7- PhD
                8- Semester 2 and 4

       9- Semester 4 and 6

       10- BA holder

II.   Translation Material

Q4) Which dictionaries do you have?

       0- Monolingual (only one language)

       1- Bilingual (two languages)

       2- Multilingual (more than two languages)

       3- None

       5- Monolingual (only one language), Bilingual (two languages)

Q5) Which types of dictionaries do you use?

       0- Online dictionaries

       1- Offline dictionaries

       2- Both

       3- None of the above

III.   Translation practices

Q6) What languages do you use in learning new words?

       0- Modern Standard Arabic

       1- Moroccan Arabic (Darija)

       2- Tamazight

       3- English

       4-French

       5- Modern Standard Arabic, English

       6- Modern Standard Arabic, English, French

       7-Modern Standard Arabic, Moroccan Arabic (Darija), English

       8- Modern Standard Arabic, French

Q7) How often does your English teacher translate?

       0- Always

       1- Usually

       2- Sometimes

       3- Rarely

       4- Never

Q8) How often does your English teacher translate?

       0- Always

       1- Usually

       2- Sometimes

       3- Rarely

       4- Never

IV.   Attitudes towards Translation

Please check the box that indicates the degree to which you agree with the following statements. The responses range from 5 to 1.
1= strongly disagree; *2= disagree*; *3= neutral*; *4= agree*; *5= strongly agree*

	1	2	3	4	5
Q8-1) Translation helps in learning new words.					
Q8-2 I prefer to translate new words.					
Q8-3) I prefer to understand the meanings of new words in context.					
Q8-4) translation makes me make mistakes in English.					
Q8-5) Words have different meanings in English.					
Q8-6) I prefer my teachers to use Arabic to explain difficult words.					
Q8-7) I use Arabic when chatting with my classmates.					
Q8-8) I prefer to use only English to talk to my classmates.					
Q8-5) Words have different meanings in English.					
Q8-6) I prefer my teachers to use Arabic to explain difficult words.					
Q8-7) I use Arabic when chatting with my classmates.					

Q9) To what extent do you recommend using translation to learn vocabulary in English? 0=Not all, 10=Highly
0 1 2 3 4 5 6 7 8 9 10
Q10) To what extent do you recommend using only monolingual dictionaries to learn new words? 0=Not all, 10=Highly
0 1 2 3 4 5 6 7 8 9 10

Appendix B: Focus Group Schedule
1. How often do you use translation to learn new words?
2. What materials do you use in translation?
3. What are the advantages of using translation in learning vocabulary?
4. What are the disadvantages of using translation in learning vocabulary?
5. What are other ways that you use to learn new words?

Barriers facing EFL University Students on attending virtual classes via Blackboard during Coronavirus Pandemic in Saudi Arabia

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Abstract

As per coronavirus pandemic and precautionary procedures that have been taken by all the counties around the world to stop carrying on traditional classes and start virtual ones for EFL university students. This research is intended to look into how EFL university students face some barriers in attending virtual classes via blackboard during COVID-19 in Saudi Arabia. 120 EFL university students participated in this research. A questionnaire was employed for data collection. The researcher used a descriptive method and the table of frequency and percentage were employed. FL university students have attended online classes via the blackboard platform. However, many difficulties are faced by EFL university students such as technical issues from the blackboard itself, lack of training sessions, illiterate of computer skills, and instability of internet connection. In addition to that, some students confronted technical problems on their electronic devices during the course of the classes, (smartphones, laptops, and computers, headphones). So, the researcher recommends that blackboard should be promoted, well-maintained, and provided with new updated tools and options in order to cope with the emerged problems in the future. Also, both teachers and students should receive some training courses on handling virtual classes in case of any incident circumstances in the future.

Keywords: Blackboard, COVID-19, English as a foreign language, E-learning, Foreign Language, MOH (Ministry of Health), MOE (Ministry of Education), Online Learning, Kingdom of Saudi Arabia, University Students, Virtual Classes, Technology

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Introduction

On December 31st, 2019, the World Health Organization workplace in China was knowledgeable of cases of respiratory disease of unidentified consequence discovered in Wuhan town, Hubei Province of China. On January 7th, 2020, the Chinese authorities proclaimed that they had experienced a brand-new virus that produces these cases (WHO, 2019).

Coronavirus sickness initiated from Hubei Province in China and then has turned out to be a contemporary pandemic over the globe. Several countries are laid low with this infection. In late January 2020, the WHO emergency state declared by its Committee that COVID-19 confirmed cases are getting higher globally (McAleer, 2020; Velavan & Meyer, 2020). COVID-19 has unfolded all told landmasses, however Saudi Arabia as of 02 March 2020. Up-to-date newscast on COVID-19 has full world-wide mass-media daily in 2020 (McAleer, 2020).

On Monday 2nd March 2020, Saudi Arabia reported the first case of COVID-19 from a citizen coming from Iran via Bahrain according to the ministry of health (MOH, 2020). Till 29th June 2020, the total number of confirmed COVID-19 cases in Saudi Arabia that turned up was more than 190.823 cases, while the entire number of recovered patients was 127118 and fortunately, the total numeral of deaths was 1.649 which is very low compared with the number of the total cases (MOH, 2020). On Monday 9th March 2020, MOE in KSA suspended studies of all educational stages following the preemptive and precautionary measures proposed by the proficient health powers in KSA, as a duty of its regulated efforts to limit the new "Corona" virus (COVID19), and to inhibit its access and extent, and depended on the point to care for the health of all Saudi people. The Ministry of Education has decided to stop traditional classes and start online or virtual classes after the requirements of virtual

The Minister of Education in the Kingdom of Saudi Arabia instructed schools, colleges, institutes, and universities to carry on online learning starting from 07th March 2020 for COVID-19 pretentious districts (MOE, 2020). Shortly afterward, the Minister of Education of Saudi Arabia obliged all tutoring institutes to conduct virtual learning from 07th March 2020 as per the rapid extent of COVID-19 and taking care of learners' health, instructors, and all academic workforces (MOE, 2020). These measures oblige learners to study from home and instructors to teach from home, as well. It fully replaces face-to-face studying in the schoolroom context with virtual learning which may probably end till the completion of the second term of the academic year 2019-2020, as per the COVID-19 pandemic. It turns out to be a recent encounter for learners and instructors to conduct online learning. According to Cao et al. (2020), these events undoubtedly provide influence on education, principally learners' progression.

For many years, specialists have argued concerning which style of schooling is outstanding. Some debate affirms that e-learning is notable and others assume that it is less operative than conventional face-to-face programs. Nevertheless, others advocate that the hybrid style (e.g., virtual blended with face-to-face lectures) is the supreme preferred and constructive content delivery style for learners. Though, learner's insights towards virtual learning as assessed to conventional face-to-face picking up have chiefly been disregarded.

The times past of e-learning is predominantly captivating since it exhibits the participation of individuals and institutes in the progression of tutoring and the input of awareness and aptitudes in a world-wide context. As we concisely appraise the historic advance of this theme, it is significant to signify that various authors (e.g., Ferriman, 2013; Schlosser et al, 2009; Moore,

1990; Keegan, 1980) utilize the expressions "distance learning", "distance education", "online learning", and "online education" interchangeably.

Online-learning researchers normally investigate stand-alone e-learning gears, instructional procedures or modules, distinctive settings within a merged picking up a syllabus, and comparison between schoolroom-centered and entirely on-screen studying. The stress is generally on the learner's arrogance, insight, appraisal, valuation, gratification, and implementation (Gonzalez & Louis, 2018; Sun, 2014). Even though a gigantic numeral of investigation has been conducted quantitatively and qualitatively to explore the efficiency of virtual learning (Gonzalez & Louis, 2018), an exploration on virtual language acquiring did during a pandemic is hardly lighted on, exceptionally in EFL perspective at university and secondary school frameworks as most virtual language acquiring investigations have been made in tertiary education level (Warschauer, 2015). This pandemic triggers the entire on-screen language studying to happen in an unexpected and totally improvised circumstance. However, a specific survey exploring the entire virtual language learning is extremely seldom (Sun, 2014), exceptionally during a pandemic. Insufficient competence in communication can sometimes lead to many social problems in society. Traditionally, teaching and learning of grammatical rules are the focus of language learning (Alzeebaree, 2020).

Virtual and Conventional Courses
Virtual courses are characteristically described programs where minimally 80% of the subject matter is carried out virtually deprived of face-to-face gatherings. Face-to-face instruction (F2F) is outlined as a program where all content is conveyed merely in a conventional face-to-face context. Additionally, in virtual and face-to-face studying programs, there are hybrid modules, which merge the advantages of face-to-face through the technology often employed in virtual programs. According to the authors, 30-79% of the program is provided virtually. To conclude, the fourth mode of program be existent which is stated to since the web-facilitated module, where 1-29% of the program is given virtually. Even if this genre of the syllabus is really a face-to-face program, it employs web-focused technology to support face-to-face tuition afforded to learners (Allen and Seamans, 2011).

English as a worldwide language characterizes social, cultural, intellectual, linguistic, political, and economic capitalism. Nowadays, the universal requirement for proficient English language handlers has given rise to critical demand for top-class tutoring for English language students around the globe (Barnawi & Phan 2014). This ongoing universal requirement for English tuition has guided policy manufacturers in various 'spreading circle' states (Kachru 1986), comprising the KSA, concurrently to try adopting English in their nationwide benefits. In this framework, the Ministry of Education in KSA (previously it contained two discrete entities: (i) MoE which forecasts all public education, and (ii) Ministry of Higher Education (MoHE) which is accountable for higher education), the hugest state in the oil-wealthy Gulf Territories of the Middle East, has been manufacturing marvelous endeavors to adopt (EFL) tutoring in the benefits of the nation.

English learning, is turning to be educated as secondary language in KSA. This can be associated, partially   to the reality that limited significance is constantly accompanying the teaching speaking and learning of English in the Saudi education system. e According to Elyas & Picard (2010), there is a common reluctance to teach foreign languages, including English, using

the premature history and framework of education structure in KSA. There is presence of diversity of ideologies and motives for hindering learning for example unwillingness, however, concerns that teaching English would influence Islam as a majorreligion, and indeginous Arabic as the natural languageof Saudi people is the major interest. Presently, English is taught at all levels as a compulsory subject.

At the university level, and with reference to Faruk (2013) expresses that English was originally taught as a major subject in the Islamic law college that was founded in Mecca in the year 1949 for two hours every week for period of years consistently. Al-Abed Al-Haq and Smadi in the year 1996 expresses that KSU was the initial institution to launch an English department in the year 1957. The institution appended that the initial English department for female scholars was created at the Women's College of Education based in Mecca during the year 1972. According to the females, all of the higher education instituted in the 1970s, including King Saud University in the year (1957), King Abdul-Aziz Campus in the year (1961), Imam Mohammad Ibn Saud institution for higher learning in the year (1974), King Fahd Campus in the year (1975), King Faisal Campus in the year (1976), and Umm AlQura Campus in the year (1980) had English departments and utmost also had language centers and translation institutions.

From a worldwide perspective, English turns to be a school subject and is involved to maintain a bargain in a job vacancy. It befalls as supreme joblessness remains and English competence is greatly valued in the work-place, business, and tourism. It exhibits the economic advantages of proficiency in English to individuals (Jayanti & Norahmi, 2014; Smith, 1991). Not astonishingly, the present concerns and trends of ELT are principally related to education specialists, pedagogical practitioners, language policy fabricators, and linguists (Jayanti & Norahmi, 2014).

With reference to the significance of English in Saudi Arabia and universally, the Ministry of Education gave out an announcement in clarifying the motives and rationales of teaching English in Saudi Universities. In higher education, utmost Saudi universities utilize English as the language of tuition in specific academic programs, such as medicine and engineering (as English is crucial and the language of these fields), whereas Arabic is employed in non-academic programs (e.g., programs of humanities). Though, other courses, in which English is not the language of tutoring, entail learners to finish EFL course-work as a supplementary and obligatory component. For example, a student obtaining a bachelor's degree in business administration must complete an English unit (English for academic purposes) as a segment of the course outline. The extra English unit is intentional to boost learner's aptitude in English and support them to employ the language as a mechanism of acquaintance and Arabic as well. Whereas, two noticeable scientific universities have accomplished to employ English as a single language of tuition for all of the programs they offer. These universities are King Fahad Petroleum and Mineral University (KFPMU) and King Abdullah University of Science and Technology (KAUST) (Alrashidi1 & Huy Phan1, 2015)

Virtual learning continues to broaden globally as learners and instructors undergo contented and perceive possibility in establishing and retrieving chances to mug up instead (White, 2008). Virtual learning implies a series of cramming activities in a theme supplied via network donating admittance and swap of acquaintance. This terminology has emerged particularly to indicate a procedure of teaching-learning which encompasses internet technology. On-screen learning milieu is not only valuable for learners to retrieve awareness and sources, but also to combine and create association among syllabus contestants (Krish, 2008). Online learning is also

recognized as the usage of the internet in retrieving resources; establishing inter-action with contents, instructors, and other learners; and obtaining help in learning procedures to get awareness, create sense, and evolve via learning incident (Ally, 2008). Onscreen learning is outlined as learning performs from a distance abetted by electronic mechanisms, e.g., tablets, smartphones, laptops, and computers that involve internet connection (Gonzalez & Louis, 2018).

The extensive utility of e-learning unavoidably fetches learners into unconventional circumstances for virtual language cramming (Plaisance, 2018)[43]. Virtual language learning (OLL) may spot numerous learning alterations, specifically web-facilitated learning, hybrid or blended learning, and entirely computer-generated one. Furthermore, the on-screen language mugging up in EFL setting in universities and secondary schools environments during the COVID-19 pandemic occurs abundantly in virtual language learning as learners and instructors are not likely to assemble in a face-to-face perspective (Blake, 2011).

In the notion of the COVID-19 and government guidance to conduct virtual classes which trigger learners to learn from home and instructors to teach from home too, this investigation explores how EFL university students attend virtual classes and the difficulties they face. A questionnaire was employed for data collection from EFL university learners of Prince Sattam Bin Abdulaziz University in KSA; this investigation pays to the domain of virtual language learning studies. It supplements the comprehension of how EFL university students in Saudi Arabia attend virtual classes in an unexpected and entirely spontaneous circumstance as per COVID-19. It also gets rid of some difficulties they face during their performances of attending virtual classes. Thus, questions guiding the current investigation are: (1) how do EFL university students attend virtual classes during the COVID-19? (2) What difficulties do EFL university students face in attending online sessions during the COVID-19?

The Utilization of Blackboard

E-learning settings comprise both minor sole-aim apparatuses (e.g., GoogleDocs and Wikispaces) and collaborative virtual learning contexts (e.g., Blackboard, Moodle, Schoology, Edmodo) Moeller, B. and Reitzes, T. (2011). These tools facilitate synchronous and asynchronous onscreen learning. This investigation intends to look at the efficiency of e-learning background, i.e., Blackboard that is mulled over to craft impressive participation to the value of teaching and learning in addition to discover those characteristics that might emerge as obstacles to the excellence of teaching and learning. Operational application of Black-board must tackle a number of obstacles, embracing institutional culture, pedagogical and technical support, instructor's familiarity with technology and pedagogical content awareness, learner's technical realization, and sources by Moeller, B., and Reitzes, T. (2011).

Blackboard is a learning management system (LMS), which is utilized not merely as a repository of information, i.e., syllabus resources and information, but also employed as an instrument for communication via emails, notices, conversation panels, and podcasts, etc. The usage of Blackboard merely relies on the competence of the employers. Operators need to be able to employ this instructive technology expertly to simplify the mugging up. Otherwise, it will be "one step ahead for the technology, two steps back for the pedagogy" Mioduser, D., Nachmias, R., Oren, A. and Lahav, O. (1999) (p 239). If instructors utilize Blackboard inexpertly, then Blackboard turns to be less valuable to learners. Appropriate utilization of Blackboard relies on the aptitude of the instructor to incorporate the technology with learner-centered learning. Moeller,

B., and Reitzes, T. (2011) according to an investigation, "only 23 percent of instructors reviewed feel arranged to combine technology into their instruction" Moeller, B. and Reitzes, T. (2011), (p. 7). Also, it is genuine that learners and tutors require to have the incentive to turn out to be a professional employer of e-learning. If not, it can constrain their usage of inventive pedagogies. Therefore, the utilization of Blackboard relies on the estimation of existing actualities, i.e., tackling the constructivist tutoring. Existing truths manifest that as of the educational technology uprising, Black-board can provide personalized, student-centered content and activities. Moreover, it fosters inter-activity and held learning with instantaneous response. Blackboard is utilized by more than 70% of U.S. colleges and universities. Bradford, P., Porciello, M., Balkon, N. and Backus, D. (2006-2007).

Utilization of Blackboard by Students
The operative utility of the Blackboard learning scheme relies on employer willingness, managerial culture, and scheme espousal as the literature provisions. Though, Lee, Y. and Choi, Y. (2011) propose that environ-mental aspects e.g unavailability of monetary and societal encouragement from family and friends triggers complexities to learner usage of virtual programs. Similarly, hiring actions as a noteworthy barrier for learners involving more in their virtual searches. Davis, E.A., Hodgson, Y. and Macaualy, J.O. (2012) state that inadequate incident with e-learning and other work pledges guides to deprived learner usage of an e-learning context. Morgan, G. (2003) UWS investigation exposed that learners had inadequate proficiencies to employ e-learning aspects without a drill.

Countless reports by Leeds, E., Campbell, S., Baker, H., Radwan, A., Brawley, D. and Crisp, J. (2013) suggest that student retention is positively contingent on in-innovative and involving onscreen activities and syllabus designation. Therefore, learner involvement with Blackboard is a keynote for educationalists as it has been constructively linked with incentive and learner score, and academic consequences. In an investigation did at Central Missouri State University to estimate the value of web-centered programs and learners' utility Al-Hadrami, A. (2012), the findings disclosed that students with higher scores got into the virtual activities more than learners with inferior scores.

In a conventional lecture hall situation, a communal drawback to face-to-face tuition is the cultural differences between the instructor and the learner. These alterations can crop up as there are individuals speaking diverse languages. Nevertheless, in unified learning, the Blackboard context provides a number of virtual academic chances and provisions for learners. First, utilization is when a learner grasps online feedback to his/her inquiries from the instructor via emails, discussion panel which motivates a profound standard of comprehension where the highlighting is on the scripted expression Alzahrani, M.M. and Aljraiwi, S.S. (2017). Additionally, in a Blackboard learning environment, "students are: 1) Able to write while discussing; 2) Able to revise the class discussions note at any time; 3) Able to retrieve discussions softcopy at any time; 4) Able to add on or delete any part of the discussion at any time; 5) Able to cut and paste any materials from other resources; 6) Able to edit and reorganize teaching materials at any time; 7) Not constrained by study location" Belanger, Y. (2004), (p. 63).

The above-mentioned 7 utilities of Blackboard go with four different methods to communication inside virtual-learning. They are 1) same interval, same position 2) numerous

intervals, similar location, 3) identical time, assorted position, and 4) various time, unalike location.

According to Bradford et al. Bradford, P., Porciello, M., Balkon, N. and Backus, D. (2006-2007), black-board Learning System satisfies the learner learning needs in an encouraging manner in terms of getting back their program resources embracing coursework, lecture remarks, slides, Inter-net hyper-links, and audio-visual facility. Duke University did a feedback investigation in 2004 where learners were catered with a registry of 10 functions of Blackboard and enquired to pick out three functions that they extremely utilized. The first choice for 85% of learners was "simple log on to program resources and readings" Brett, J., Landry, L., Griffeth, R. and Hartman, S. (2006).

A study employed the Technology Acceptance Model (TAM) by Burrell-Ihlow, M. (2009) to the academic context to assess student usage of Black-board in terms of utility, effectiveness, and ease of usage. Findings reveal that learners realized that "the Black-board components which are allied with Course Content (Course Documents, Lectures, learner Instruments, Notices, and Quizzes) are utilized more often and are appreciated as more valuable than those components that offer Course Support and communication (Debate Panel, Outer Web Sites, Faculty Information, and E-Mail)" Chavan, A. and Pavri, S. (2004) & Chen, D.-T., Wang, Y.-M. and Hung, D. (2009) and other investigators like Davis, F. (1993). Furthermore, the vision that advantageousness and apparent ease of usage characterize viewpoints which finally guiding to the authentic utility of information technology whereas a further alternative investigation was disclosed that mugging up tasks and instructional procedures playact a crucial role in imparting the necessitous dexterities that in a twist, motivate learners to confidently employ the onscreen learning. Consequently, instructors have a role to perform in the grander utilization of Black-board by the learners.

An investigation ran by Downes, S. (2005) aimed at assessing the usage of blackboard proposed that learner's fulfillment was discovered to be powerfully associated with the expediency and elasticity in the usage of web-centered instruments. Getting into Blackboard anytime, anywhere and various acquiring implements that are essential for their numerous learning modes were also discovered to be extraordinarily momentous to learners.

The results of an investigation by Al-Hadrami, (2012) expose that, 'former performance' and 'learner arrogances headed for the web-centered learning' are the most substantial features influencing learner's inter-action and utilization. Besides, environmental aspects e.g learner's contribution in web-based programs and learner insights on tutors' directions are obtained to have an influence on learner's interaction.

Briefly, it can be assumed that the more learners exploit the internet, the more they act together with the Black-board and the more proficient they turn out to. The contact with the Blackboard heightens student's utilization. Concisely, learners who interrelate with their mates through Blackboard incline to employ it more regularly than those who didn't.

Research Method

This is a descriptive study in quality. It tries investigating barriers encountering EFL university students in attending virtual classes via blackboard during coronavirus pandemic in KSA. It was conducted at the College of Business Administration, Prince Sattam bin Abdulaziz University.

Research Questions

This investigation aimed to discover barriers facing EFL university students in attending virtual classes via blackboard during the COVID-19 pandemic. It tries to reply to these interrogations 1) do EFL university students encounter any barriers in attending virtual classes via blackboard during COVID-19? 2) Does the blackboard itself cause barriers or there are other challenges that appear?

Research participants

The subjects for this study were 120 undergraduate EFL university students who are studying English as a required course at the College of Business Administration, Prince Sattam Bin Abdulaziz University. They study the same textbook called "Skills for Success". Their mother tongue is Arabic, while they learn EFL. They were selected randomly from four different sections. The subjects comprised only 120 male students. Their ages varied from 18 to 22 years.

Data collection

An 8-point questionnaire was circulated to EFL university students who were asked to respond on the barriers they encounter while attending online classes via blackboard during the COVID-19 pandemic and divulge persuasive motives behind it. The questionnaire's items concentrated on the barriers encountered by students.

Data Analysis

In researching social knowledge especially on social conditions, the data usually analyze and interpret more clearly centered on the situation (Maxwell224). In this investigation, after gathering the data, the researcher analyzed them systematically. The data from the questionnaire were analyzed and scored based on the frequency of answers. The frequency of each item was then measured and put into a percentage. In this study, the table of frequency and percentage was also used. The researcher interpreted and described the collected data grounded on the finding of the questionnaire.

Results and Discussion

This section explains the performance of virtual-learning and the difficulties stumbled upon. It embraces what applications and platforms are employed thru the students, how they conduct virtual learning, and what difficulties they come upon down with the justifiable causes.

Platform employed by the students

The students apply numerous applications and platforms which can be classified in eight modes as follows: (1) learning management system; (2) chat and message; (3) video conference; (4) content maker; (5) assessment; (6) video streaming and sharing; (7) online learning provider; and (8) supplementary resources such as blackboard, ZOOM and teams platforms. The students do not apply game, fake acumen, computer-generated authenticity, and supplemented genuineness. In the Saudi context, students use blackboard for attending their online learning in general which is recommended by their universities because blackboard is easy to use and it doesn't need students to install it on their smartphones. Hence, it is easy-going and more reachable than other applications.

Table 10 Barriers Facing EFL university students during using blackboard

Barriers	Frequency	Percentage
technical issues from blackboard	52	43.34%
illiterate of computer skills	9	7.5%
unfamiliarity with online classes	23	19.16%
unstable internet connection	9	7.5%
lack of training	14	11.66%
parents' encouragement	3	2.5%
financial conditions of students' families	6	5%
administrative issues	4	3.34%
others	0	0%

Table 1 discloses that (43.34) of EFL university students faced technical issues during using blackboard which represents the highest percentage among the other ones, while parents' encouragement got the lowest percentage. This means that technical issues during using blackboard are the main barrier that students confront. (19.16%) of students are not familiar with handling online classes which indicates that learners don't comprehend how to operate blackboard options during the session that is why sometimes they get disconnected and dismissed by the blackboard. Surprisingly, a low internet connection is not considered as the main problem that always encounter students during attending online classes because the internet connection is very strong in KSA compared with other Arab countries. (11.66%) of EFL university students don't receive enough training courses on using blackboard during the class. Therefore, students need to receive more training sessions on the way of conducting virtual classes. (7.5%) of students are illiterate of some basic computer skills that is why they confront some challenges during the session, but the majority of them are very aware of computer skills because using their personal cellphones help them a lot to cope with this problem. Respectively, (5%) and (3.34%) Financial conditions of students' families and administrative issues don't represent any challenge for students during attending their online classes because they are very minor problems, especially for Saudi students.

Conclusion

This study provides envelopments to the e-learning framework from students' viewpoints and the barriers they confront. Students have employed e-learning via a sequence of activities by attending virtual classes via the blackboard platform. Though, numerous glitches arise by blackboard itself, the learners, the instructors, and other technical and administrative issues. Consequently, the e-learning does not go appropriately meanwhile students encounter many challenges and obstacles by a blackboard. Technical issues from the blackboard itself are the main problem that students suffer from a lot.

To conclude, the results indicate that blackboard is a valuable LMS that elevates tutorial pick up and constructivist viewpoints. Blackboard offers a collaborative and employer-friendly teaching-learning setting in terms of collaboration, evaluation, and overall method of knowledge management. On the other hand, students face many challenges on attending virtual classes by

using blackboard such as technical issues from the blackboard; students are unfamiliar with online classes, lack of training, illiterate of computer skills, instability of internet connection. All these barriers should be fixed in advance for successful e-learning in the time ahead as it involves dealing with upcoming and expected technical problems. Also, students must be qualified and equipped with satisfactory knowledge and expertise to exploit their performances in conducting cybernetic learning. The learners must be acquainted with online learning to enrich their digital literateness and perfect their mix-ups about computer-generated learning. The learners' parents must also be alerted to supervise and uphold their son's contribution and involvement in virtual learning. Though, the learners have to fix their technical tools such as smartphones, headphones, laptops and provide them with sufficient internet portion, and a steady internet link.

Recommendations

The further research that was suggested by the researcher was to promote and maintain the blackboard and provide it with new updated tools and options in order to cope with the emerged problems in the future. Also, students have to receive training sessions to be highly aware of how to conduct virtual classes successfully.

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Teaching of Shakespeare in the Secondary Classes of Indian Schools

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Abstract

Shakespeare is one of the very few writers in the history of literature to test the time of different ages. For all learners of English literature, studying Shakespeare is important all over the world due to historical and political factors. Most of the students of secondary schools have zero mentality to study Shakespeare in the classroom of English even before they start to learn about his life, his verse, or his world-famous dramas. Considering this issue, the objective of the examination is to find how a sample of high school English educators approaches instructing Shakespeare in a classroom of secondary school. For this study, the researchers have used a qualitative approach of research method, utilizing semi-structured interviews with the educators of Shakespeare. The discoveries identify with and uphold other examination on this subject relating to techniques for expanding students' commitment and pertinence, and some imaginative techniques for educating Shakespeare. The result expounds on imaginative techniques for evaluating Shakespeare and hindrances to effective Shakespeare instruction. This examination demonstrates that most of the students will learn more profoundly if the environment of the classroom is collective and imaginative, and if they have the appropriate teaching with different strategies to teach Shakespeare successfully.

Keywords: Shakespeare, teaching, English, drama, School, classroom, barriers, relevancy, intimidation.

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Introduction

Shakespeare the dramatist of the Elizabethan period is not limited to his period and nation only. His omnipotence is found everywhere, from the different stages to cinemas and from the schools to the universities of the world. It is due to his art of storytelling and expressing human nature to its best. The Shakespearean dramas and poetry plays an important role in the field of education. Most of the teachers and academia of the world like to include Shakespeare in their curriculum.

In the month of December 2010, the UK-based Royal Shakespeare Company of Stratford –upon- Avon undertook a survey through the British council offices all over the world. The main aim of this survey was to collect information about the teaching of Shakespeare in the world, how many students of the world study Shakespeare, and why is it important to include Shakespeare in the curriculum according to the teacher's beliefs. The British Council offices all over the world consulted the matter with the Ministry of Education in each country and other educational professionals to collect the information. The findings had based on surveys from forty-three nations with a huge geographical and socio-political spread (RSC Education, 2011).

According to the survey of RSC education, half of the students all over the world are studying Shakespeare in secondary schools and sixty-five percent of countries have included in their curriculum Shakespeare as a named author. Among them, Australia, Azerbaijan, Canada, China, Czech Republic, Denmark, Hungary, India, Ireland, Italy, Kuwait, Philippines, Poland, Russia, Saudi Arabia, South Africa, Sudan, Ukraine, USA, UK, Uzbekistan, and Vietnam are some of the prominent countries where Shakespeare is taught from the secondary schools to the universities (RSC Education, 2011).

Concerning Shakespeare, students study a variety of data which includes a short introduction of the playwright's life and work and an in-depth familiarity with several dramas. In the countries like Sudan, Jordan, Georgia, and Azerbaijan, most of the courses of English language classes include an introduction of Shakespeare. In different nations, passages or shortened variants of set texts are learned at a specific standard of classes. For instance, the students of China concentrate just on the trial scene from *The Merchant of Venice* in Grade 8. In Russia, *Romeo and Juliet* and *King Lear* are the most popular condensed texts. Outside of the main English-speaking countries, Shakespeare is thriving in countries like Poland, India, and the Czech Republic, which hold annual Shakespeare festivals involving educational programs (RSC Education, 2011).

Seventy percent of teachers included in the study believe in studying Shakespeare because of the intrinsic value of the plays, which include the skillful telling of stories and the universal human values found within the plays. Fifty percent also believe that Shakespeare in the classroom is relevant and useful in helping young people reflect on contemporary issues and dilemmas (RSC Education, 2011).

It is well-known that Colonialism brought Shakespeare to India. His plays were performed to entertain the European traders around 1775 in Calcutta and Bombay (Mumbai). Yadav (2014) remarked "the colonial education system in India was filled with western texts, including Shakespeare" (p. 48). According to S. Ghosh (2016):

> Shakespeare not only penetrated the Indian classrooms, in the very early 19th Century Shakespeare's dramas began to be presented in Indian stages even in translation. Hara Chandra Ghosh – whom many claim to be the first Bengali dramatist, can be credited with the translation of a number of Shakespeare's texts. His *Bhanumati Chittabilas* is a Bengali Translation of Shakespeare's *The Merchant of Venice* and his *Charumukh Chittahara* was

modeled on *Romeo and Juliet*. Through this, it becomes evident that Shakespearean literature was gradually spreading its roots among the colonists. (p.317)

Karim and Mondal (2020) also remarked in a similar tone when they said:

English education introduced by the British provided the basis for the pristine literature that originated first in Bengal and then in other parts of India. The process was hastened by the zeal of the missionaries and the first Bengali periodical *Dig-darshan* which started appearing in 1818. All these factors combined to open the flood-gates of western ideas which gradually started flowing in different directions throughout the country. (p. 2)

In most of the schools and colleges of India, Shakespeare is a common chapter till now. But how long the students of the secondary schools are able to understand Shakespeare is a big question. Lewellen (2019) says:

Students tend to believe that when they try to read Shakespeare, they will not understand anything. To many of them, the frequent use of words such as "thou," "dost," or "'ere" seems daunting. They begin to fret. They fear Shakespeare's work. They are afraid of failing in front of their peers when they attempt to understand the play, yet cannot. (p.1)

And the same thing happens to the students of India. As per literature, desk-bound is the most predominant instructing methodologies in the classroom which lacks the involvement of students to teach Shakespeare actively (Sheppard & Wade, 2006). Play perusing and scene summing up are the most mainstream educator-ruled strategies, and students are frequently positioned in an inactive part in the study hall (Sheppard & Wade, 2006). Also, categorization and memorization is the main method of most of the teachers to evaluate students' work (Irish, 2011), in spite of the fact that teaching through play is encouraged often, yet it is basic for the teachers to 'teach the test' (Coles, 2003). These strategies for introducing Shakespeare leave understudies exhausted and deadened (Haughty, 2012)

In India teachers and students have to face lots of problems in teaching-learning process of Shakespeare. The main problem in teaching Shakespeare lies in the language. Sukanya Ghosh (2019) stated, "One of the major issues that a student faces while studying Shakespeare is understanding its language" (p. 319). Most of the teachers and students found difficulties in teaching-learning process of Shakespeare as the dramas and poetry of Shakespeare are written in old English. So, it becomes a hectic task for them. However, some teachers and students are enthusiastic to know Shakespeare because of the universal value of Shakespeare.

The Research Problem

Most of the students of secondary schools have negative perspectives to study Shakespeare before they even begin to study about his life, his verse, or his plays. Feeling threatened or accepting that Shakespeare is exhausting is something that can frustrate a secondary school students' capacity to learn Shakespeare (Gibson, 2000). Furthermore, numerous pupils feel separated from Shakespeare's works and can't interface with the topics, text, or characters in the plays.

Research Questions

The primary research question of this study is to explore the following points.

1. How a secondary English teacher does approach teaching Shakespeare to a secondary class student?
2. What kind of methods and strategies are used to teach Shakespeare?

3. How does a teacher make relevant Shakespeare to a student's lives and identities?
4. What does a teacher expect from a student during Shakespeare's unit and how does a teacher assess it?
5. What types of challenges arise during the teaching of Shakespeare?

Literature Review

The measure of time that educators instruct Shakespeare expands yearly as students enter secondary school (Batho, 2006). In any case, youth is a necessary time for the artistic turn of events (Curtis, 2008). Presently, the Royal Shakespeare Company (RSC) in England is considering what advantages may be acquired when small kids are acquainted with Shakespeare. According to the revelation of RSC, it is better to teach Shakespeare at an early age, children between four and five years old are more "fearless" and "they are used to trying out new languages" (Curtis, 2008, p.1). Shakespeare doesn't threaten little youngsters, and a large number of them become exceptionally drawn in with the rich and fun-loving language, the tales, and the mind-boggling characters (Curtis, 2008). If the kids can get delighted from Shakespeare when they are youthful, they may be bound to build up affection for Shakespeare later on (Richardson, 1987). Understudies may move toward his plays with more excitement in secondary school, and invest less energy attempting to comprehend the plot, and focus more on the verse and the significance of Shakespeare's work (Martin, 1955).

This thought is executed further by an assessment performed by George Belliveau at the University of British Columbia. He inspected how the utilization of explicit proficiency and show-based methodologies organized and empowered small kids' agreement and enthusiasm for a Shakespearean play. Belliveau (2012) finds during the analysis of data that five frameworks emerged as basic learning openings for the understudies: word dividers, diaries, paper articles, reflection letters, and character veils encouraged jargon advancement, comprehension of plot, and character inspirations and the capacity for the youngsters to practice and play out the Shakespeare play. In particular, two years after this investigation was coordinated, a portion of the understudies brought the duplicates of their work, and they re-lived recollections including the production of the set, their ensembles, and the total understanding of having played out a Shakespeare play (Belliveau, 2012).

Presenting kids to Shakespeare during the essential years may likewise guarantee a more extensive comprehension of the Shakespearean ordinance (for example the 36 plays, poems, and 154 sonnets found in the First Folio) during the secondary school years. A study that Martin (1955) led to discover which Shakespearean plays were instructed in secondary schools showed restricted openness; just fourteen of the 37 plays were investigated, and just four of the fourteen (Julius Caesar, Macbeth, The Merchant of Venice, and Hamlet) were remarkable those were taught several times. Presenting youngsters to Shakespeare at an early age may enlarge the expansiveness of their insight.

As opposed to this line of the assessment, Batho (2006) circulated a poll in England, which showed that a fourth of educators consented somewhat that instructing Shakespeare prior may put students off later on. Indeed, a little less than half of the primary teachers believed that Shakespeare ought not to be obligatory, and ought to be removed from the educational program, albeit the motivation behind why isn't expressly expressed in the exploration (Batho, 2006). This brings up issues about the advantages of presenting understudies to Shakespeare at an early age.

Methodology

Approach and Procedures

Here the researchers use a qualitative research approach including semi-organized meetings with instructors and a review of the literature. For a better comprehension of the topic, the researchers have persistently investigated pertinent writing from the field of Shakespeare throughout the study. Moreover, the researchers have organized semi-structured meetings with two Shakespearean teachers.

Giving their fundamental investigation questions, they felt that an abstract assessment approach would be the most appropriate method for this assessment. As Chase (2001) stated, "qualitative research seeks depth over breadth and attempts to learn subtle nuances of life experience" (p. 524). The researchers expected to explore their investigation point by checking out direct records of conventional experiences of teaching, practices, and stories from learned Shakespearean instructors, to get a separate appreciation of effective educating and studying Shakespeare in the classroom.

Data Collection

The researchers utilized a semi-organized meeting as the essential instrument of information assortment for this exploration study. Semi-organized meetings are characterized as having foreordained inquiries; it also includes follow-up inquiries and elaboration. According to Dumay and Qu (2011), "this style allows the interviewer to modify the style, pace and ordering of questions to evoke the fullest responses from the interviewee" (p. 246). This is successful in light of the fact that the questioner stays open to new or unexpected data while guiding the interviewer toward the study topic. Furthermore, semi-organized meetings permit interviewees to give reactions in their own terms and language about their own encounters, and permit members to divert and expand on specific points that are important to them (Dumay and Qu, 2011).

Sampling Criteria

The members in this investigation were picked dependent on specific measures:
- The teacher must have taught Shakespeare at least for five years.
- They must have the quality of demonstrating Shakespeare and made Shakespeare important for the students.
- Moreover, during the time of the interview they should be current secondary teachers who instruct on a Shakespeare unit.

The researchers found the members for their study through intentional inspecting. This technique is appropriate for their study. Creswell (2013) says, "purposeful sampling allows one to select individuals for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study" (p.56). My sample size also comprises of just two teachers, since that permitted me to "collect extensive detail about each individual studied" (Creswell, 2013, p. 157). To select members, the researchers depended on their current organization of contacts in the Shakespearean field, just as submerging themselves to the local educators. For example, the researchers drew upon their relationship with a particular instructor from their secondary school who teaches Shakespeare. They focused on the members before the starting of the interview that they should possibly take part if they are completely agreeable and want to assist with the information in the investigation.

Participant Biographies
Pabitra Poddar
Pabitra Poddar has been educating at Chapar Girls High School of India for a very long time. He instructs the understudies of Class VIII, IX, and X. He has made an association with Shakespeare and his language from the time of his student life. Poddar's folks both cherished plays, thus he used to go to see the creations of Shakespeare's works with his family. This interest proceeded through college, where he kept on taking courses explicit to Shakespeare and studying the adaptations of Shakespeare in film.

Tasimuddin Sheikh
Tasimuddin Sheikh teaches in Chapar Higher Secondary School for 25 years. He teaches Grade 9, Grade 10, Grade 11, and Grade 12 English, as well as English as a Second Language. His connection to Shakespeare began when his mother took him to see the play *A Midsummer Night's Dream* when he was a child. He grew up with an appreciation for theatre and continued to study Shakespeare and his works while in university.

Findings and analysis

The researchers report and talk about the discoveries from in-person meets with two current English educators of secondary schools, Poddar and Sheikh. After examining the information, the researchers distinguished three overall topics and correspondence subthemes. They include (i) strategies that make Shakespeare relevant and engaging to students. Moreover, the researchers distinguished the accompanying subthemes: hook-based lived experiences and relevancy, diverse approaches to engage students with Shakespeare, learning in a group. (ii) Teacher expectations of students and key considerations of the Shakespeare unit, and barriers of Shakespearean education in the English classroom for students and teachers. (iii) The intimidation factor, and connecting Shakespeare to a multicultural audience.

Strategies that make Shakespeare relevant and engaging to students
In their meetings, all the instructors talked in insight concerning different systems and instructing encounters that prompted more significant levels of student commitment and cooperation in the classroom with the Shakespeare unit. They also informed that these methodologies prompted students to feel more associated with Shakespeare's characters and subjects. The researchers talk about two pertinent subthemes associated with the Shakespeare unit in the English classroom: 'Common Hooks' based on lived experiences to increase relevancy, and diverse approaches to engage students with Shakespeare.

Hook-based lived experiences and relevancy
To make the students more enthusiastic about Shakespeare in the classroom, the instructors that the researchers met put forth an attempt to associate the focal subjects in Shakespeare's plays to pupils' lived encounters, and urged the pupils to notice the significance of Shakespeare to their lives. As Poddar noticed, "a portion of those thoughts have a great deal of importance with our children, so there's less attempting to link them than nearly they're normally linked by these accounts".

The two educators concurred that the principal subjects in Shakespearean works are exhaustive to the point that as opposed to associating with the absurd, model characters, every student can interface with an all-inclusive topic, and relate it to their own lives: "they share the humankind and comprehension of where the characters of coming from and make associations". As per Sheikh's observation, students in their study hall associate Shakespearean plays to their own lives, since they are about "human collaboration, human emotions, and the human experience, and it's fascinating to perceive how there is a great deal of things that are as yet unchanged". Sheikh urges his students to make associations with their lives, the rest of the world, or another content with Shakespeare's works, to enable them to consider how they feel or interface with it such that makes it genuine.

Poddar sets out open doors for his understudies to make associations with Shakespeare by utilizing different mainstream society assets that have drawn upon Shakespeare's work, including extracts from *Game of Thrones* and *The Simpsons*. Moreover, associations with Shakespeare are made by tuning in to the melody 'What a piece of work is a man' from the melodic hair since it draws on text from *Hamlet*. Poddar remarks that, "Shakespeare's accounts are the premise of such a large amount of our way of life currently, it's completely attached back to the thoughts that Shakespeare had in his plays". This supports Lighthill's (2011) thought that Shakespeare composed complex characters that experience normal clashes and issues that students can without much of a stretch identify with and break down in correspondence with their own encounters. Students who accept that Shakespeare is dull or unimportant may profit enormously from the training methodology of making associations between subjects in Shakespeare's works and their own lives, just as participating in conversations based on moral issues, character inspirations, and the extent of human feeling. There are numerous particular subjects that identify with secondary school students in Shakespeare's various plays, like *Julius Caesar, Macbeth, and Hamlet*.

For instance, Sheik remarked that, "Macbeth puts forth an admirable attempt due to pressure from someone, so it's an ideal opportunity to discuss peer pressing factor and control". Hamlet associates with battles that students may be experiencing, like separation and misfortune. Poddar too commented that encouraging *The Merchant of Venice* in a Jewish secondary school produces an intrinsic interest in light of the students' edge of reference for the character Shylock. A Jewish character of Shakespeare in *The Merchant of Venice*, seen as 'the other, seen as 'the jokester', and I imagine that is an incredible method to make it applicable to these students, since they all either partner with it, they have that experience, or their folks or grandparents have had that. Drawing on these particular subjects and understudies' present information about the world grounds these works of art messages in something they comprehend. Experiences of life are regularly resounding with writing and may empower students to value Shakespeare's pertinence.

Diverse approaches to engage students with Shakespeare
The instructors that the researchers met both referenced that the Ontario educational plan permits them to be adaptable and imaginative with their educating of the Shakespeare unit, just as pick the works that they usually like to instruct. For instance, Sheikh says that the Ontario education plan permits a teacher to do whatever he wants to do with students. If a teacher knows the curriculum very well there are several ways in the Ontario education plan through which a teacher can arrive to instruct the students. There are not many constraints and he can be imaginative with Shakespeare. As indicated by the members, there are various approaches to successfully acquaint

the Shakespeare unit with pupils. Sheikh accepts that the pupils draw in with data on Shakespeare himself, just as his time: "the way of his living like with the Black Plague, approaching individuals' lives at court… I need them to comprehend his inspirations, and how he grew up". Poddar doesn't utilize this specific procedure to present the Shakespeare unit in his study hall: "I find that it nearly doesn't actually matter, in light of the fact that to comprehend the writer is one course, and to comprehend the plays is another".

At last, the instructors accepted that whichever procedures connect with the students ought to be utilized in the classroom, like featuring top pick or significant lines or underlining Shakespeare's commitment to the English language. Also, their instructing strategies concur as far as monitoring explicit class needs. For instance, Poddar noted that a teacher should divide the class into a group and allow the students to read in the class dividing the different scenes of Shakespeare's play to each group. After evaluating the comprehension level of each group one should take the advantage to act out the play more significantly. But if he finds some problems among the students' comprehension then he should be concerned with student's needs. This instructional methodology additionally applies to every particular class; for instance, if the understudies are not reacting to one technique, the educator ought to pick another strategy depending on the situation of the classroom.

Learning in group

During the interview, the instructors added another most important aspect of teaching strategies that are learning within the classroom with a group opposing to self-learning outside of the environment of the school. Sheikh expressed that he reads it along with them, he never relegates it as schoolwork, since he believes that it is smarter to draw in with it face to face, since it's a play, to have them perused it very well may be exhausting. Poddar added, "they have a decent understanding since we go over everything in class, and we're continually examining and discussing the characters, the contentions, and the issues that we face."

This technique considers understudies to draw in with the content, and spotlight on the characters, topics, and story-lines, without feeling overpowered by the intricacy of the language. Moreover, when most of the learning is done in class, the instructors have the chance to separate the guidance, with the goal that every student can comprehend the content utilizing their most grounded capacities. This methodology energizes the bonding of the students also, on the grounds that the students can take a gander at one another, and cooperate with one another while investigating the content. This thought interfaces with Edmiston and McKibben's (2011) research, which expressed that the way toward practicing a play, is like a setting of a classroom where the instructor and students dissect a play together. Instructors and students can gain from one another when they bring their social foundations, encounters, interests, and inquiries to shared exercises that focus on the observation of meaning and importance of the text. The second methodology that the two teachers accentuated is drawing in with per developmental assets, for example, movies and dramatic creations of Shakespearean plays.

Poddar noted that, when you show the students a decent film, or an exceptional Shakespearean entertainer saying the line in a manner in which they should be heard, the researchers think it improves things greatly for the children. It simply sounds so lovely that the children can connect on various levels.

Sheikh utilizes the Shakespearean movies as a method to compare with the composed play, so that understudies create their own comprehension of the play, and afterward watch the director of the movie's understanding of a similar book. This technique contradicts Sheppard and Wade's (2006) research, which recommended that when students watch recordings in the study hall, they are put in an uninvolved job, and they are not urged to build their own understanding of the content, yet rather acknowledge the interpretation of the director. The two educators additionally take their understudies to live theater when it is conceivable. Theater Project, which permits the students to draw in with the writings as plays that are intended to be seen.

Teacher expectations of students and key considerations of the Shakespeare unit

While assessing the objectives of the Shakespeare unit, the two instructors focused on that it is essential to have reasonable assumptions for the students. Poddar noticed that it is almost difficult to connect each student in the class constantly: "In my group, it is anything but a lot of English majors, I'm taking a gander at youngsters and children and I attempt to establish myself in that reality". He separates his guidance dependent on the age of the students; for instance, he doesn't show King Lear and Hamlet to nine and ten grades, in light of the fact that the subjects inside the plays might be excessively perplexing for the more youthful crowd.

Sheikh accepts that it is conceivable to teach Shakespeare too soon; nonetheless, certain guardians need their little youngsters to gain proficiency with Shakespeare's accounts since they are related with eminence: "on the off chance that you push too soon now and then, the children will simply get threatened, and afterward move away from it". Regardless of their perspectives, the two instructors were presented to and enjoyed Shakespeare at their early age. Poddar said, "my guardians would take us when we were children to see the productions of Shakespeare so it was important for my family design and culture". Sheikh's mom acquainted him with Shakespeare through creation of A Midsummer Night's Dream for youngsters, which "took [his] breath away". Albeit the two instructors concur that more youthful pupils can't deal with the more intricate plays, they were both presented to these accounts at a youthful age and appreciated them gigantically. Curtis (2008) expressed that when four or five-year-old youngsters are presented to Shakespeare, they don't feel threatened by the language, and they draw in with the energetic characters and splendid stories. Richardson (1987) encouraged this examination, by composing that if kids can associate with Shakespeare's works at a youthful age; they are bound to build up affection for Shakespeare as grown-ups. Shakespeare doesn't really need to associate with 'esteem'; pupils can have a great time finding out about Shakespeare through a bunch of games and activities that attention on actually interfacing them to various plays, for example, "Go, Stop, Show me" (Winston, 2003). The primary significant learning objective for the Shakespeare unit that Poddar and Sheikh stressed was the acknowledgment of the excellence and particularity of Shakespeare's language. Ahmad (2021) observes that "promoting language teaching and learning through the model of instructing literature is the 'basic proficiency' method" (p. 39).

Poddar commented: "In our present society of utilizing web-based media, there is such a dismissal for picking words and being explicit in language and Shakespeare's language is so delightful and melodious. His language is actually beautiful". Both the instructors concurred that their subsequent significant learning objective needs the plays to incite students' contemplations and emotions, and to advance authentic enthusiasm for Shakespearean works and language. These associates back to assess concerning the benefits of early introduction to Shakespeare. Martin

(1955) expressed that if pupils learn Shakespeare at a youthful age, they don't need to focus on the new dialect in secondary school; instead of that, a student can focus on the profundity of the works and the richness of language- a definitive learning objective of Poddar and Sheikh.

Barriers of Shakespearean education in the English classroom for students and teachers

Here, the researchers look at the results of thinking about Shakespeare as an intimidating unit, and the significance of making Shakespeare open inside an assorted climate. The main observations the researchers have made here are how a teacher creates opportunities to make Shakespeare relevant to students' identities and lives? What types of problems arise during the teaching of Shakespeare? Moreover, the researchers have recognized two subthemes identifying with the deterrents that keep on existing for instructors and pupils with Shakespeare in the classroom: The intimidation factor and connecting Shakespeare to a multicultural audience.

The intimidation factor

Most of the writing on this point referred to the intimidation of students. The main barrier to learning Shakespeare is the use of complex themes and language for the students. For instance, Gibson (2000) mentioned that feeling threatened by Shakespeare can straightforwardly influence a students' capacity and want to find out about him and his works. Sheikh said, "Shakespeare strikes fear in individuals, and it comes stacked with feelings, so I think for me that it is a big challenge to introduce Shakespeare in such a way that isn't so scary. I need them to figure how convenient it would be if they give it a smidgen of consideration and tolerance". The UK division of Education proposed that students are not scared by Shakespeare's language if it is introduced in lumps, obviously, students can beat their fear levels. Indeed, it is regularly not the students that are scared by Shakespeare, but the English educators who are hesitant to teach the drama, and may discover his works tremendous. The result of educator's afraid is a general 'simplifying' of Shakespeare and utilizing methodologies, for example, changing the content over to current English, or utilizing online media as an instructing stage.

As Poddar notes: A few educators use Twitter, where one writes as a character and I simply don't have any desire to simplify Shakespeare. I would prefer not to keep diminishing our language, which I believe is a huge issue. I need to bring up the children, and their comprehension of language. This backings Coles' (2003) research, which talked about 'simplified' inquiries on Shakespeare's plays on public tests in England.

The two members that the researchers met didn't discover Shakespeare a scary subject to educate, yet underlined their interests in regards to associates being threatened by the unit. Sheikh gave one technique during his meeting to assist instructors with defeating their dread of Shakespeare: "in case I will encourage a Shakespeare play, I investigate the hellfire out of it, so I can know it enough to instruct it appropriately. So, it accomplishes take work and it requires some time". Albeit the members passed on that the Shakespeare unit is work escalated to educate, they didn't feel threatened. This might be an aftereffect of every member's initial openness to Shakespeare and his themes.

In any case, the exploration shows that numerous instructors do feel scared by the Shakespeare unit. Neither of the instructors referenced open assets or information on down-to-earth methodologies that are accessible to help their associates to decline their dread of educating

Shakespeare. This finding recommends that perfect arrangement and continuous professional development for instructors encouraging Shakespeare may be advantageous.

Connecting Shakespeare to a multicultural audience

Lighthill (2011), mentioned in his research that multilingual, multi-ethnic, modern pupils may experience difficulty interfacing with and showing energy for Shakespeare's works. Not a great deal of exploration exists on how instructors can connect ethnically, socially, or racially different pupils in the English classes. Almenia (2021) has stressed that "in higher education today, English teachers have a responsibility to portray the significant role of multi-ethnic literatures as an important part of study in English programs" (p. 54). However, Poddar is teaching students who have a typical nationality and religion; he referenced the craving to incorporate a multicultural Shakespeare text like *Othello* in the educational plan. He accepts that it is advantageous to utilize Shakespeare's works as an apparatus to present and investigate different societies with his pupils.

Teaching Shakespeare actively in the Secondary schools of India

Though Shakespeare has a relation with India from the time of the inception of the East India Company most of the students are unaware of Shakespeare and show a negative attitude to his writings. It doesn't mean that they are afraid of Shakespeare but their ignorance of Shakespeare as his writings are in old English which bothers them to find their meanings as their first language is not English. Moreover, they think the characters and plot of Shakespeare are unfamiliar to them and far away from modern life. In spite of all these issues, Shakespeare is taught in the schools and colleges of India. According to Mike Lo Monico (2012), "In India Shakespeare is a compulsory or suggested author for pupils aged 14 to 16, depending on the state. Shakespeare is predominantly studied in English – medium schools. Popular studied plays include *Hamlet, The Merchant of Venice, Romeo and Juliet, and Othello*" (p.1). There are some resources and methods through which one can engage the students actively in the secondary school of India.

Translation / Paraphrase

Translation or paraphrasing plays an important role in the field of understanding Shakespeare. Francis Gilbert (2014) asserts, "One of the best ways to get students to engage with Shakespeare's language is to 'translate' it into the modern idiom – put it into a language which they find easy to understand" (p. 1). In India also most of the important dramas of Shakespeare are translated into different regional languages as well as in modern English which can be a great help for the students. But before introducing the translated versions a teacher should give a decent plot summary to the students and ask them to translate themselves. After getting the summary they will have a good idea about the whole play which will make them better understand and help them to translate with their own ideas. Doing all these and evaluating their ideas then only the teacher should ask the students to go through the translated versions through which they can compare their own experiences and ideas of translation with those translated versions which are already available. This will make the students realize their absence and repetition of their ideas which can bring a better understanding.

Uses of film adaptations

Shakespeare is not limited to books only. Many filmmakers and dramatists have adapted his plays all over the world in different languages as well as in English. In India also Shakespearean plays are adapted. Recently Vishal Bhardwaj has adapted three of Bard's plays such as *Macbeth* as *Maqbool*, *Othello* as *Omkara,* and *Hamlet* as *Haider* in several languages of India including English. So showing these films to the native Indian students can bring a fruitful change in student's comprehension. According to Pearson (2018), "Showing students a cinematic version of one of Shakespeare's best works is a surefire way of creating interest and promoting an appreciation of the plot. It is not a substitute for a more in-depth analysis of the text but can be an effective complementary activity (p.1).

Relevancy of themes

There are many issues regarding the relevance of teaching Shakespeare in the schools of India. However, all these issues have been discarded by several scholars with valid arguments such as Shakespeare is not of an age but of all ages. Rex Gibson (1998) argues that the thoughts and topics that go through Shakespeare's works including feelings of adoration, disdain, delicacy, outrage, despair, envy, scorn, dread, fortitude, and wonder are general to all, independent of limits like class or identity. Moreover, Shakespearean themes can bring relevancy to the life of students too. A teacher should make the students realize how the central themes of Shakespearean plays such as revenge, love, betrayal, loss are related to the experiences of human beings. While teaching the plays of Shakespeare a teacher should center each lesson on a particular theme and ask the students to relate that theme with their own life. The teacher should also evaluate the students' level of understanding of whether the theme relates to their experiences and lives.

Performing the plays

Instead of reading Shakespeare's text from behind desks, students should be encouraged to bring them to life through performance. Shakespeare wrote those dramas to be performed and watch out, not to be read in the classrooms in sitting or silent. Reynold (2012) asserts, "Shakespeare's plays were not written to be studied in an English classroom" (p.163). One effective exercise is to ask small groups to perform a specific scene following different interpretations. Soltysek offers the case of Act 2, Scene 7 of *Macbeth* where, after Macbeth communicates his questions about slaughtering King Duncan to Lady Macbeth, the pair takes steps to proceed with the homicide. One group will be given the recommendation that Lady Macbeth is insidious and, understanding her better half's shortcomings, menaces him into going ahead with the arrangement (Soltysek, 2016). Another group will play out the scene following the understanding that Macbeth is stressed over being considered responsible for the lord's homicide when his better half enters, he appears to retreat from the plan, realizing she will endeavor to convince him once more. He controls her so that if he is caught, he can move the fault to her. By giving them several comprehensions to follow, the educator offers adequate help, guaranteeing that pupils are not overpowered by Shakespeare's language. By providing different explanations, the instructor supports the way that there is no unmistakable significance and, thus, the factor of vulnerability is brought into the classroom, this being basic in the learning cycle (Johnston and Maurer, 2002). When the gatherings have played out, the class can examine which explanation they find best and why backing their focuses up with printed proof. Thus students will have their conclusions contradicted by others in

a protected and positive learning climate and they will experience alternate points of view. In this way, they will be an enthusiast to investigate the content autonomously to help and build up their own contentions, developing their own critical thinking skills.

Practicing the sounds of Shakespearean English
Another important aspect to engage the students in the classroom is practicing Shakespearean English. Most of the students are found struggling with the language as the language is unfamiliar to them. So it is a duty to focus on their pronunciations and make them aware to understand the actual meaning of those words as Kaplan (2007) suggests: "Most reading aloud by students in classrooms results in the [speaker] struggling to say the words – clearly, slowly, and loudly – with little attention paid to what they are saying – especially if the person is reading the work for the very first time" (p.7). It is already mentioned that Shakespeare wrote his dramas for stage performances not to read sitting in classrooms. So for the practice of sounds, one can give his students a choice of phrases originally begat by Shakespeare and make short sentences with these phrases, imagining they're in front of an audience at Shakespeare's acclaimed Globe Theater. As their dramatic skill develops, he can move onto longer sentences. Shakespearean dialogue offers an extraordinary chance for pair work. They can invest some energy in rehearsing their lines two by two before starting their performance in the class.

Conclusion

Throughout the study, it is found that there are several barriers in teaching Shakespeare not only to the non-native English speaking students but also to the native English speaking students. Even some teachers find it difficult to teach Shakespeare properly. So this study is very essential for both the students and teachers who teach English especially the Shakespeare's unit. For successful teaching of Shakespeare in the classroom, most of the teachers need some guidance and strategies and this study includes some of them. Moreover, this study will also benefit the youthful learners of Shakespeare.

Additionally, this will also help the students of secondary schools who have negative perspectives to study Shakespeare before they even begin to study about his life, his verse, or his plays. In order to capture the interest of the student in teaching Shakespeare's unit, the researchers inspected the hook based lived experiences and the points of relevancy in the works of Shakespeare that helps in promoting students' engagement and creative method of teaching Shakespeare. To engage students with Shakespeare's unit there are some explicit procedures which include associating the themes of Shakespeare in students' lives, encounters, and conditions, it also includes exploring the dramas as a group in the classroom and throughout the educational program. This study also explores the barriers in teaching Shakespeare in the English classroom as well as the intimidation factor of teachers and students regarding the plays and language of Shakespeare. This study also includes the problem to engage students with diverse backgrounds. The members didn't talk about explicit data, functional procedures, and assets that are accessible to them regarding diminishing their fear of teaching Shakespeare, just as the test of guaranteeing value to all students in the class. However, some active teaching method is also included in this study which may prove to be comfortable both for the students and teacher such as translation/ paraphrasing, use of film adaptation, relevancy of themes, performing the plays, and practicing the sounds of Shakespearean English. All these methods are simple to engage the students in the classroom but

for this, the teacher should be more active and interested to apply these techniques. In India, the plays of Shakespeare have been translated into most of the regional languages as well as in modern English. So for a better understanding, a teacher or a student can use those translated books but they should not compromise with the Shakespearean language as it has its own flavour. Moreover, there are several movies adapted from Shakespeare's plays in Hollywood as well as in Bollywood (Indian Film Industry), watching or showing those movies to students will definitely bring more interest among them as they will start to compare the movie with Shakespearean texts. So, this study will be a great help both for the students and teachers in their learning and teaching process.

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Interference of L1 in L2: A Study of Pronunciation and Semantic Change of Pakistani (Pakhtoon) English Learners

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Abstract

This research is an investigation of the interference of Pashto Language (L1) into English Language (L2) while observing the Pakistani Pakhtoon students. The researchers have tried to find out the stress pattern of the L1 which influences the stress pattern of L2. It not only creates the language barriers but pronunciation and semantic changes also occur. The speakers and listeners cannot understand each other just because of the difference in the sound pattern. Sometimes it happens that speakers pronounce the words in such a way that convey quite different meanings. These differences and changes in meanings are the results of the overshadowing of the rules and regulation of L1 on L2 because of the difference in the sound pattern. This research paper is an examination that how the sound pattern of Pashto language (L1) affects L2? Moreover, this research is also a study of the change in meaning that occurs because of the interference of the Pashto language. The classroom observation has been used as a research method to collect the data. The data has been collected from two renowned universities of Khyber PakhtoonKhaw: Qurtaba University and National University of Modern Languages NUML

Keywords: Interference, L1, L2, Pronunciation, Semantic Change, KPK

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Introduction

When research is made on second language acquisition, it brings us across the term 'interference'. O'MALLEY Chamot & Küpper (1989). The term refers to the change and influence of one type of language on another. Bilingual speakers are subjected to the notion of language interference during their spoken communication. Skiba, R. (1997). "Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language contact, will be referred to as interference phenomena." Diebold (1961)

Language interference can occur at all stages and levels of linguistic systems as morphology, syntax, phonology, pragmatics, and semantics, etc. Muysken (2013).
Language change is also the result of interferences of one culture into another. (Mahmood et al.2020) In the global world, the interference of languages and cultures is beneficial as well for interpersonal communication. Mühlhäusler, P. (2002). It has become the need of an hour for the development of better relationships among different nations. English has become the language of science and technology and the requirement of every individual in the world. The natives of every country are learning the English language to get the knowledge of science and technology. The speakers of the developing countries are facing more problems as compared to the developed ones as they do not have excess to technology and are also low in economic terms. Hanushek & Woessmann (2008).

Interference of language takes place when a learner uses mother tongue experiences in learning the target language, which is called interference. Archvadze (2005). The learners try to convert the experience of their mother tongue into the target language. It is also defined as negative language transfer when a learner learns language dissimilar to his mother tongue. Gass & Selinker (1992). The phenomenon of the interference of the language arises because of the incompetence of the learner/speaker. The inference of the L1 in L2 counts a lot in communication because of the accent differences. Hinkel (1997)

Pakistan is a multi-lingual society where interference of L1 in L2 is a very common phenomenon (Ehsan & Aziz, 2014). The structure of each language affects the learners of L2. It is a natural phenomenon that the sentence structure and stress pattern of each language is different from the other. When the second language learners communicate in the second language the difference can be seen. The follow the pattern of L1 while communicating in L2. This stress pattern not only effects the meanings but accent as well. Perani, Paulesu, Galles, Dupoux, Dehaene Bettinardi & Mehler (1998). The speaker and listener remain unsuccessful while understanding each other. Sometimes it also leads to language change.

There are different languages spoken in Pakistan but the Pashto language is the second widely spoken language of the country. Khyber PakhtoonKhaw is considered the hub of Pashto language. It is considered one of the ancient languages of the world. Pashto is spoken in Afghanistan as well. The natives have their social norms and traditions. Pakhtoon of Pakistan and Afghanistan share some common traditions and trades.

Literature Review

The ability to understand the sound pattern of a second language is very necessary to speak adequately. All the languages have variations in their sound pattern which can be seen when native speakers learn a second language. A person can understand the written words of a second language

but he faces the problems in comprehending the sound pattern of the second language. That is the reason that foreign accents can be found in L2 especially when we talk about the English language. The differences in pronunciation are the result of differences in sound production.

According to Li (2016), different factors leave their impact on speech production while leaning the second language such as motivation, the amount of usage of the first language, and the environment. Melby-Lervåg, M., &Lervåg, A. (2014). Reading comprehension and its underlying components in second-language learners: A meta-analysis of studies comparing first-and second-language learners. *Psychological Bulletin*, *140*(2), 409. It is a fact that English and Chinese languages belong to quite different families. They have quite a different sound pattern from each other. The researcher has paid very limited attention to the interference of the L1 in L2. He has traced out the differences in the pronunciation of Chinese L2 learners. The researcher has observed the pronunciation of students and differences and their impact on the meanings.

Second language learning is one of the fascinating and important developments of human beings. Dörnyei & Skehan (2003). Foreign language learning shares some common features with first language learning. As newly born baby produces the sound *coos* which makes happy to the elders. These indications show that baby is doing something. Language development/learning has different conscious and sub-conscious. It is also a fact that different processes are involved in second language learning such as phonological, syntax, pragmatics, discourses, and paralinguistic. Pronunciation refers to the phonological component of any language. It is considered more important than grammar and vocabulary, but unfortunately, in Pakistan, it is not given importance while learning a second language. For effective communication to take place having a correct pronunciation is deemed necessary (Wahab, 2019).

The learners' knowledge of their mother tongue must be taken into account while learning L2. Catherine & Long (2003) are of the view that similarities between two languages help the learners in learning the second language, whereas dissimilarities between them act as an obstacle in L2 learning. According to Odlin (1989), the similarities and dissimilarities between one's mother tongue and the target language (L2) play an important role in assessing the learner's overall success in L2 learning.

Pakistan is a trilingual country, where various languages are spoken and written at the same time. Some of the languages are Punjabi, Urdu, Sindhi, Balochi, Pashto, etc. Pakistani learners encounter problems in pronouncing English words correctly which results in mispronunciation (Wahab, 2019). Students who have Pashto as their native language tend to make mistakes while pronouncing English words.

The English language is deemed the most prestigious second language (Rahman, 1999). There is a need to learn English for different purposes, so native Pashto speakers also have an urge to learn English to communicate effectively.

In Pakistan, Pashto is the local language of the Khyber Pakhtunkhwa Province. It is considered an ancient language and enjoys the prestige of being Pakistan's second-largest local language (SIL International, 2017).

Ur (1996) points out that a language learner makes three pronunciation mistakes while learning a second language. These mistakes occur because a specific sound may not be found in the native language and as a result, the student replaces it with a similar sound. Another reason is that the learner does not distinguish it as a separate sound. Learners are using the articulation

pattern of their native language, which results in mispronouncing words of the second language (Ur, 1996).

In comparison with English, the Pashto language has a different phonological pattern, especially when we speak of the stress pattern in both languages. The Pashto language comprises of 45 letters, whereas English has only 26 alphabets (Farooq, n.d.). Pashto speakers who are learning English have problems pronouncing some consonants, vowels, and diphthongs (Khan, Shehzad & Ullah 2017).

Phonological topographies of L1 have a significant influence on the acquisition of L2 in the case of non-native speakers learning a foreign or second language (Lado, 1964). Likewise, Pashto, which is the L1 of learners learning English as L2, influences how learners produce English sounds (Khan, Shehzad & Ullah 2017).

Various studies on the role of the native language in the learning of English as L2 have been carried out. Elkhair (2014) conducted a study on the problems faced by the students who had Sudanese Arabic as their first language in the pronunciation of English sounds. The results showed that in the pronunciation of English vowels, the respondents whose native language was Sudanese Spoken Arabic faced barriers. The investigator concluded that the first language of the students served as an obstacle to their English sound proficiency.

In a study conducted by Elmahdi & Khan (2015), the problems faced in English pronunciation by Saudi secondary school students when making English consonant sounds were addressed. This research gives useful insight into how it is possible to correct incorrect English pronunciation problems.

Yang (2001) did research on English consonants, vowels, and diphthongs utilized by Mandarin speakers. Rehman, Khan & Bukhari (2012) investigated the English consonants, which are problematic for Pashto speakers. This research investigates the problems encountered by native speakers while learning English. Specifically, the investigators focus on the pronunciation of English consonants which are missing in Pashto. It also investigates the role of Pashto in the pronunciation of the English consonants. Further, it looks into the role of L1 in the pronunciation of the target English consonants. The results reveal that the Pashto speakers face problems in articulating five English consonants, and these consonants are substituted by Pashto sounds. This research indicates that Pashto speakers who are studying English should be educated in such a way that proper English pronunciation can be learned. Saddiqa (2018) conducted a study on how Pashto and Urdu influence the learning of English. She investigated the grammatical features in Pashto, Urdu, and English languages and also the difficulties faced by Pashto speakers in acquiring English. The results reveal that the background knowledge of Pashto and Urdu acts as a barrier and does not aid in learning English.

Khan, Shehzad & Ullah (2017) explored the English pronunciation style of Pashto speakers residing in KPK and also investigated the difficulties they encountered in English articulation as a result of the interference of the native language. The Pakhtoon has a specific way of pronouncing /θ/ and /ð/ sounds is seen from the results. The subjects also faced hurdles in pronouncing the English /ð/, /ɵ/ sounds.

Farooq (n.d.) did a case study in which he studied the English pronunciation of one student who had Pashto as her native language. The student faced problem in pronouncing / f /, / v / and / θ /, / ð /. The mispronunciation of these English sounds interfered with the comprehensibility of these sounds.

Because of phonological variations that result in the mispronunciation of English sounds, the above studies have only concentrated on how the first language interferes in the learning of English. Jenkins (2000). No study has been done so far on how Pashto serves as a hindrance in their pronunciation of English words as L1 of English learners, resulting in a semantic shift in the meaning of words. This research gap will be illustrated in this study to demonstrate how Pashto interferes with the proper pronunciation of English words, which can result in a change in the meaning of pronounced words.

Research Methodology

The researcher has applied action research where observation and interview as research methods have been used to collect the data. The interviews and conversations of the students have been recorded as well. Classroom observation not only insight the observer into the minds of the participants but also provide a complete overview of the students during the classroom activities. The researcher has played the role of a complete observer as well as a participant. In this research, eighty precipitants participated in classroom activities (40 students from Qurtuba University of Science and Technology and 40 from the University of Modern Languages Peshawar). Males and females were equal in numbers.

The researcher has used the interview as a research method to understand L1 interference in L2. Interviews have proved helpful to judge the differences in pronunciation. The variation in pronunciation leads toward semantic change. Twenty students have been interviewed. Infect it is difficult to apply any scheme randomly but one must opt the scheme according to the situation of the class. Through interviews, the researcher has tried to know the problems of the students and teachers while learning English as a second language. COLT is considered one of the important schemes which stand for Communicative Orientation of Language teaching (Li, 2007). This research project is also inspired by the communication orientation between students and teachers.

Data Analysis

Language is a complex system of coding and decoding messages. Hall (2001) Since every individual speaker has his idiolect that has an impact on his communication in L2 as a foreign language. The problem that the individuals from commonwealth countries face is the interference of their pre-acquired knowledge of L1 in learning and communicating in L2. Livingston (2020). This language transfer is studied by the constructive analysis between the two languages to highlight the strains of the target language in comparison to the native language of Pashtoon by the standard dialect of English. L2 is a non-native language of Pakistani students and thus in their hometown becomes a foreign language. L2 being the second language of Pakistani students is much weak in contrast to their mother tongue.

As language instructors, many of the L2 teachers highlighted the complexities in learning L2 from their personal and interpersonal experiences in a class of L2 learners. Following is the table that collected some of the lexical items wrongly pronounced by their students from the Pashtoon community to bring forth constraints of L2 proficiency due to their varied dialect and accents.

	English Words	Mispronunciation of Pakhtoon Students	Semantic Errors
1	History	Hastary	Meaning not changed
2	Mobil Oil	Moblail	Meaning not changed
3	Pen	Pin	Meaning Changed
4	Ten	Tin	Meaning Changed
5	Internet	Internit	Meaning not changed
6	Four	Pour	Meaning Changed
7	Glass	Gliss	Meaning not changed
8	Plate	Palate	Meaning Changed
9	Geometry	Gomatree	Meaning not changed
10	Forks	Porks	Meaning not changed
11	Fish	Pish	Meaning not changed
12	Photocopy	Potocopy	Meaning not changed
13	Pray	Fray	Meaning Changed
14	Tap	Tape	Meaning Changed
15	Bought	Boat	Meaning Changed
16	Black	Blake	Meaning Changed
17	Ball	Baal	Meaning Changed
18	Love	Louve	Meaning not changed
19	Hi	Aae	Meaning not changed
20	Dude	Dudd	Meaning not changed
21	Plas	Palas	Meaning not changed
22	Heart	Hurt	Meaning Changed
23	Fool	Pool	Meaning Changed
24	Lack	Lake	Meaning Changed
25	Copy	Campee	Meaning not changed
26	Class	Kilass	Meaning not changed
27	Stand	Stained	Meaning Changed

The collected words grouped in the above table explicate variations in stress patterns of the selected lexical items. These items sometimes distort the message at its semantic level due to the intricate phonological patterns of a language. Moreover, the difference in pronunciation makes the acceptance of L2 learners complicated for them by the host community of L2 due to the set metropolitan standard of English dialect for L2 learners. Errors committed by the Pushto speaker in English pronunciation is the result of their involuntary speech patterns acquired during the acquisition of L1 in their early childhood.

In English, the nouns and adjectives normally have the first syllable stressed and the second unstressed when we have a two-syllable words but the native Pashtoons are commonly observed to stress upon the second syllable as in the examples of pen/cil/, fat/her/,doc/tor/ etc. The reason to such an error in lexical stress might be the interference of L1 knowledge where the native Pashtu

speakers stress upon the last syllable if the syllable ends with a consonant sound. Differences in the stress patterns of Pashtu and English are the main reasons for wrong pronunciation of the lexical stress of English as L2. In English when a tri-syllable word is used the stress is produced on the first or second syllable but in Pashtu is laid upon the last syllable as in the example of /geometry/ being pronounced as /geomatree/, /photocopy/ as /potocopee/, /internet/ as /internit/and so forth.

Furthermore, by observing the stress patterns of verbs and prepositions of English it is noted that the second syllable is stressed. However, the Pashtu speaker while using English as a second language erroneously stresses upon the initial syllable of the lexical item. For instance, between, behind, and present are wrongly stressed by most of the Pashtu speakers. These minute errors in the pronunciations sometimes change meanings of the words e.g if we take 'present' as a disyllable item of our analysis we will observe that if stress is laid upon the first syllable in English it is then used as a noun but if the second syllable is stressed it is used as a verb. Similarly, 'combat' can be used differently in a sentence according to its lexical stress pattern. But due to the interference of lexical stress patterns of Pashtu in English, the pronunciation seems problematic for the Pashtu speakers.

At times such errors do not ruin the meanings at semantic level of a language yet its proficiency according to the standard dialect is measured low. Moreover, these errors can have a grave impact upon semantics of the lexical items. Wrong pronunciation can lead to wrong interpretations of coded input. For example, if we notice the difference between the long vowel sounds in English replaced by short vowel sounds by Pashto speakers in /pen/ pronounced as /pin/, /ten/ pronounced /tin/, /tap/ as /tape/ and /lack/ as /lake/, the meaning changes with the change in pronunciation.

Pronunciation of /f/ and /p/ sound is most problematic for the native speakers of the Pashtu dialect and it is mainly due to the absence of /f/ sound in some of the dialects of Pashtu language. It is frequently observed that most of the Pashto speakers when using English as their L2, unconsciously use /f/ and /p/ interchangeably i.e in place of /f/ they pronounce /p/ sound and in place of /p/ they use /f/. Tegey & Robson (1996). This can also be noted evidently when /ph/ is pronounced as /f/ in English. Taking notice of the table it can be explained that how the pronunciation and replacement of /f/ and /p/ sound can change the meaning of certain words like /four/ when pronounced as /pour/, /fork/ pronounced as /pork/ and /fools/ pronounced as /pools/ ultimately changes the entire meaning of the word.

The English word girl is sometimes mispronounced in Pashto. In English pronunciation, the /g/ consonant is stressed while in Pashto the consonant /r/ is more stressed than /g/. However, the meaning remains the same. The reason behind such difference in stress level is due to the difference in the phonology of both languages. The English pronunciation pattern is way too different than Pashto's. This problem of mispronunciation resulted due to the inefficiency in L2 as well as the lack of use of L2 in a particular situation. It is also because of the influence of L1 over L2. In first language acquisition, the human mind learns the basics of L1, which later influences the learning of L2 and the deviation in sound pattern takes place. That is why some syllables are stressed in one language while remains unstressed sound in other languages.

Moreover, due to the lack of proficiency in target language, one uses the sound patterns of one's mother tongue i.e L1 while pronouncing the words of L2. For instance, the English word 'neutral' in a sentence like (Put your car in neutral) is mispronounced by the majority of Pashto

speakers as 'neotal'. Here, the consonant /r/ is completely omitted by Pashto speakers. Moreover, the sound of the vowel is replaced by the sound of another vowel. It vividly shows that the target language or L2 is always under the influence of L1. The shift in vowels in such cases is not only due to the difference in pronunciation of languages but also due to the difference stressed and unstressed sound patterns of the particular languages.

Similarly, another English word "Shock absorber" is mispronounced in Pashto language. The word absorber is articulated as 'obserber'. Just like the mispronunciation of consonants like /p/ and /b/, while pronouncing vowel in one language the vowel shift takes place in the pronunciation of the vowel in other languages. The sound /a/ replaces /o/ as /p/ replaces /b/ in the pronunciation of some Pashto words in English language and vice versa. In some cases it is also observed that the word 'shock' is pronounced as 'shak' by Pashtoons all due to the contradiction in stress patterns of both the languages.

Lastly but not the least, the initial silent consonants in English are stressed by the Pashtuns in their use of English as an L2. E.g the /h/ sound in /honest/ and /hour/ are silent in linguistic rules of English but contrastingly are pronounced by the Pashtuns by stressing upon the /h/ sound in the highlighted examples.

Conclusion

A detailed and careful analysis of the notion of language interference of pakhtoon students brings out the fact that each individual comes across the phenomenon of language interference when it comes to second language acquisition. People who belong to the commonwealth countries face this issue more than others because of their pre-existing knowledge and usage of L1. The study emphasized that the pre-existing knowledge of L2 hinders L2 learning proficiency. The constructive analysis of language analysis of pakhtoon students declared that Pakistani pakhtoon students are weaker in learning English as the second language, specifically in terms of its pronunciation. The research concluded that the L1 interference into L1 resulted in a change of meaning as well as a change in pronunciation. The change in stress pattern changes a verb into a noun and vice versa.

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Digital Textbook in English for Academic Purposes and Its Relationships to Learning Styles among Indonesian University Students

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Abstract

This study empirically investigated the relationship between the adoption of Digital textbook learning and perceptual learning style preferences of Indonesia EFL learners. The study employed a descriptive correlational research design. Statistics were gathered from 125 Indonesia EFLs regularly extracted from a total of 184 participants. The study implemented two standardized research tools, namely Digital textbook learning Questionnaire and Perceptual Learning Style Preference Questionnaire. The results have shown that students have a high level of acceptance of Digital textbook learning. Respondents have been shown to have a significant preference for graphical learning, collective learning, individual learning, tactile and hearing learning, with the least reference to kinesthetic. Test of differences revealed that when students are grouped according to gender and age, male respondents have higher appeal to the usefulness, acceptability, enjoyment, facilitating conditions, and Behavioural intention of Digital textbook learning than their female counterparts. As to age, it was found out that respondents acknowledged the benefits of the use of Digital textbook learning in their English course regardless of their age. In like manner, no significant differences are found on the learning style preferences of the respondents when grouped according to gender. However, the younger group of respondents manifest preference for group learning, while the older group prefers individual learning. Finally, a significant relationship showed between Digital textbook learning adoption and students' learning style preferences. Positive correlation suggests that the greater the student acceptance of digital textbook learning, the better the learning style preferences they manifest for group learning, tactile, visual, auditory, kinesthetic, and group learning tasks. The analytical and instructional aspects of this research are provided.

Keywords: English, Indonesia EFL, Learning style preferences, Digital textbook learning Adoption, TAM

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Introduction

To support students' cross-culture communicative competency in the foreign environment, English for academic purposes (EAP) has become a major part of English as a foreign language (EFL) instruction in Indonesian universities (Bahrami, Hosseini & Atai, 2019; Solikhah, 2020). Given the importance of online learning as a primary source of learning in EAP reading courses, learners must have positive attitudes toward it and be aware of the responsibilities and challenges they have created (Thumvichit & Kattiyavara, 2021; Alaghbary, 2021).

. The use of technology for educational purposes has piqued the interest of educational researchers all over the world (McIntosh, et al, 2017). Furthermore, when it came to technical advancements, educational leaders saw innovation as a powerful pedagogical method as well as a beneficial source of learning (Han & Hyland, 2019; Kastrati, Kurti, & Imran, 2020; Yuan & Powell, 2013; Zhao, Wang, & Sun, 2020; Yuan & Powell, 2013; Zhao, Wang, & Sun, 2020). The new educational system has demanded the use and application of technology in learning. The conventional way of learning has been redefined as unlimited and boundless educational opportunities for students, thanks to the rapid rise in tablets, laptops, and desktops (Harrison, 2021).

Academic English focuses on helping learners or on these four areas that are simultaneously educational: emotional, social, as well as well as linguistic criteria (Henry, 2019; Hyland & Shaw, 2016; Luo & Hyland, 2019; Miller, 2020; Wu, Mauranen & Lei, 2020). As for EAP study in Indonesia, college students are required to read various English materials regardless of the instruction medium. The digital textbooks could thus be a possible resource for helping EAP reading and comprehension development. However, in Indonesia, the Internet is not widely considered an educational tool. Much more specifically, in the sense of Indonesian EAP, there is a belief that the digital textbook and use of the Internet is opposed by the various stakeholders (Solikhah, 2020).

The introduction of digital textbook learning in the form of university education is currently the model in modern education, which has prompted trained academics to examine its utility and appropriateness in educational settings (Al-Emran, Elsherif & Shaalan, 2016; Lu & Yang, 2018; Salloum et al., 2019; Shorfuzzaman et al., 2019). M-Technology gives students and educators at different universities access to data for learning and decision-making (Almaiah & Alismaiel, 2019; Althunibat, 2015; Rad, Nilashi & Dahlan, 2018). The learning features of digital textbooks are blended, ubiquitous, private, interactive, and collaborative, and they provide valuable knowledge for students to learn at their own speed and time, allowing them to experience the joy of authentic learning (Crompton, Burke, and Gregory; 2017; Christensen & Knezek, 2017; Crompton, Burke, & Gregory, 2017). The author argues that digital textbook learning is an important primary or supplementary learning tool that complements education due to its ability to provide a large number of learning opportunities (Ozdali & Uzunboylu, 2015; Peck, Deans & Stockhausen, 2010). The use of digital textbooks as a learning tool will help to improve the teaching-learning process (Al-Hunaiyyan & Al-Hajri, 2018; Berking & Haag, 2015). Many higher education programs around the world are now using digital textbooks to teach students (Aromaih, 2021).

The advantages of digital learning is often popular, but only a few people use it, which reduces the chance that it will be successfully implemented in an educational context. Users will be hesitant and resistant to take on the task-determined application in part in addition to a low motivation to actively using digital self-learning. as a tree grows wider, the more sunlight is

required to grow leaves) As a tree's leaves grow, it will require more sunlight to produce them. Therefore, in this study, English learning students' Digital textbook use and student style must be studied further (Bartholomew et al., 2018; Carassco, Behling & Lopez, 2018; Comer, 2018 Sun, Xie & Anderman, 2018; Wu, 2018). This hopes to cut down on the inconsistent learning style previously established in Indonesia and make its partnership with digital learning stronger. Previous studies have suggested that behavioural disposition, motivation, and preference are the main causes of learning (Agogo, Hess, 2018; Christensen, Knezek, 2017; Liard, 2018; McKenna, et al., 2016; Maseleno, et al., 2016; Thatcher, 2018). It ends up with different levels of enthusiasm and skill adoption for new technologies. Research had revealed a deeper relationship between learning style and digital textbook adoption.

As of this writing, English has become the dominant language worldwide, which makes it challenging for universities to come up with effective ways and means to teach it. In addition to technological progress and development, the current economic flow trend has brought a society to the knowledge-based business approach. Products and services creation, innovation and development require new business management tools for investment opportunities and these are not achieved without active communication channels in the world. Indonesia recognizes English as its future bridge (Pan & Patel, 2018; Xie, 2019).

The Indonesian context of digital textbooks is for further study. Teachers say they are afraid to introduce digital textbooks in college classrooms. A study of Guo and Benzon (2017) found that Digital textbooks made for Indonesian students improved communication and collaboration As a result, e-learning is great for helping to foster resources and technology. In Indonesia, previous studies have shown the value of digital textbook learning for language instruction (Gao, 2019; Hao, Dennen, & Mei, 2017; Luo & Liu, 2019; Ma, Chan, & Chen, 2016; Xu & Peng, 2017; Zhang, 2019; Zhou, 2016; Zuo, 2017). Huang, Hoi, and Teo (2018) stated that Indonesia EFL learners have a significant choice of visual, auditory, and tactile learning modalities in their studies on language learning preferences of Indonesia students. According to a previous study by Xu and Yu (2012), Indonesian EFL learners prefer kinesthetic and auditory learning. According to Sit (2013), Indonesian students prefer quiet, passive, and rote learning. These studies revealed differences in the learning style characteristics of Indonesian students, and it is thought that they should be re-examined.

A significant research gap of the study is the urgent need for language teachers to ascertain the relationship between learning styles and the adoption of Digital textbook learning in the context of a select university in Indonesia. This study aims to provide an understanding of digital textbook learning as well as the identified differences in the personal learning characteristics of Indonesian students. To achieve their ultimate human flourishing, it is therefore appropriate to establish an understanding of how students adopt with the use of Digital textbook learning in Course, as well as matching their level of adoption to their learning styles.

Research Questions
This paper attempted to shed answers to the research queries as follows:
1) How the Indonesia EFL learners perceive the adoptions of Digital textbook learning in their course?
2) What are the learning style preferences of the students?

3) Is there a significant difference between the learning style preferences of the when grouped according to gender and age?

4) Is there a meaningful relationship between the adoption of Digital textbook learning and student preferred learning style in the course?

Literature Review

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is the most widely used model in digital textbooks. This information system theory describes how consumers embrace and implement technology based on its utility, ease of use, enabling conditions, and behavioral conditions (Davis, Bagozzi & Warshaw, 1989; Dwivedi et al., 2018). Several attempts have been made to incorporate computer-assisted language learning (CALL) into educational programs by broadening the reach of syllabi and enhancing educational activities and student cooperation (Alavi, Borzabadi & Dashtestani, 2016; Dashtestani, 2019).

Due to its great soundness, practicality, appeal, and ability to adapt, TAM is one of the leading models to look at information systems for Digital learning (Dwivedi et al., 2019; Hansen, Saridakis & Benson, 2018; King, & He, 2006). TAM guides the digital textbook use in the context of the current research. Using digital learning resources will allow for better implementation of textbook programs. It will support educators on how to combine digital textbook learning with the maximum participation. The value that they place on our technology in this study is due to the belief that Indonesian EFL learners will perceive is reflective of their sense of life-long learning ability and global competency. As a result, Higher education institutions take an active interest in helping to understand the impact of student technological comprehension and proficiency in order to setup new technologies. Analyses of Digital learning will enable universities to identify the necessary determinants for leveraging its implementation and advancement (Akour, 2010; Bozorgian, 2018; Donaldson, 2010; Jabeen, Khan, & Ahmad, 2018; Sulaiman & Almuhannad, 2018).

Digital textbook learning

We should give more consideration to students' reasons for preferring e-learning and the circumstances in which they adopt it. A plethora of recent studies have shown that digital textbooks are becoming more popular across countries and nationalities, demonstrating their benefits in modern-day college classrooms of various learning fields such as language, science, medicine, and social sciences (Arain et al., 2018; Avella et al., 2016; Bernacki, Greene & Crompton, 2019; Lin et al., 2019; Lin et al., 2019; Sung, Chang, & Liu, 2016; Zhai et al., 2019; Zydney & Warner, 2016). Zhang et al. (2017) discovered that digital textbook learning self-efficacy has a positive impact on perceived learner regulation and ease of use. More specifically, Ding and Shen (2019) emphasize the complexity of learner autonomy as demonstrated by the new learning interface, as well as the potential of the digital textbook as instructional material to foster learner autonomy.

Historically, research has focused on student engagement (de Barba et al, 2020) as well as learning outcomes and purposes (Aparicio, et al, 2019; Dai, et al 2020; Salzmann, Piguet, & Gillet, 2019). Furthermore, attitude and learning (Dai et al, 2020; Hudson et al, 2019; Peng & Xu, 2020), as well as student satisfaction (Garca-Martn & Garca-Sánchez, 2020; Hone & El Said, 2016; Li, 2019; Watted& Barak, 2018). Systematic reviews revealed that the majority of online digital

textbook research is focused on student motivation, recruitment and completion, and instructional design (Cinquin, Guitton, & Sauzéon, 2019; Paton, Fluck, & Scanlan, 2018; Tsai, et al, 2018; Zhu, Sari, & Lee, 2018), but the reasons why students embrace or reject online digital textbooks remain unknown. This is critical in order to improve educational quality. Despite the appeal of Digital textbook learning to student academic achievement, the research gap relating to Digital textbook learning and learning styles remains unexplored. It inspired the current study to contribute to the existing body of knowledge on how these two variables relate to learning in the context of Indonesia.

Learning Styles

The current study examined how Digital textbook usage among students' learning preferences. Learning style is said to have a strong influence on how students acquire and use English and therefore on their final outcomes (Hwang, Hsu, & Hsieh, 2019; Marzulina, Pitaloka, & Yolanda, 2019; Murray &Christison, 2019; Reid, 1987a, 1995b; Toyama & Yamazaki, 2019; Wang, Mendori, &Hoel, 2019; Yousef, 2019). Teaching students' styles of learning will enable teachers to meet the needs of students. Differentiating and classifying students will help them to promote their abilities. The four noteworthy learning styles demonstrated in this experiment include: visual, individual, auditory, tactile, and kinesthetic (Reid, 1987). These are the most commonly and extensively researched learning styles in the language teaching attribute to its acceptability and popularity (Leite, Svinicki, & Shi, 2010; McKenna et al., 2018; Wieland et al., 2018).

Furthermore, proper recognition of learners' learning styles can instruct language teachers on how to approach language lessons by preparing and developing learner-centered teaching modalities. As a result, a lack of awareness of learners' characteristics, particularly their learning styles, will not result in improved opportunities for learning, motivation, or outcomes. At the moment, studies on learning techniques in second language acquisition and learning remain inconclusive, necessitating additional research across personal and cultural backgrounds (Ellis, 2012; Huang, Hoi, & Teo, 2018). Additionally, there are few studies on how learners' learning styles differ when they are presented with information (Anderson, 2016; Hitami, 2012; Kumar & Pande, 2018). Additionally, empirical research on learning styles and digital textbook learning is still scarce (Lu & Yang, 2018). The purpose of this study was to determine the relationship between students' preferred learning styles and their level of adoption of digital textbook learning.

Methods

Research Design

The research is a descriptive correlational study that looks into the relationship between digital textbook learning and students' learning preferences in a course. Adaptability to Digital texts and learning styles go hand in hand, therefore. to describe cross-variable correlation (Creswell & Poth, 2016; Creswell, 1998a; 2002b; Lune & Berg, 2016). Descriptive-research design on Digital textbooks and learning styles are crucial in this research project (Cheng, Chen, & Kuo, 2015; Hamidi & Jahanshefard, 2019; Milošić, 2015; Ren, 2017).

Research Participants, Sampling Procedure and Ethical Considerations

A total of 125 Indonesian students enrolled in the interactive textbook online course. The following two inclusion criteria were used to choose the class participants: (1) Must be a regular

student (2) Must have been taught and exposed to Digital textbook learning during the semester of the study. The frequency and percentage representation of the respondents are in Table 1. When viewed as a whole, males and females are almost identical (51%) in terms of representation (49%). This avoided sexism in the assumption when comparing male and female learning styles and acceptance of digital textbook learning. Meanwhile, when it comes to respondents' ages, the majority (53%) are between the ages of 21 and 25, followed by 26 to 30 years old (20%), respondents under the age of 20 years old (19%), and respondents between the ages of 31 and 35 years old (3%) (8%).

Table 1. Sampling background of the respondents

Variables	Category	Frequency Distribution (n=125)	Percentage Distribution (%)
Gender	Male	64	51
	Female	125	49
Age	Less than 20 years old	24	19
	21 to 23 years old	66	53
	24 to 25 years old	**25**	20
	26 to 30 years old	**10**	8

To make sure the students of the English course were represented equally, the researcher used stratified random sampling. Raos was used to estimate the probability of error with a 95% degree of certainty, and with a 95% margin of error of 5% The samples of Roosoft were located at this URL: http://samplesize.rooft.com Providing Raos to the sample values for package values helps to ensure against both type I and type II errors (Omair, 2014; Wang et al, 2013; Wilson, 2016). Registrar's office was asked to provide the complete list of all the students who were registered at the university. A systematic approach was adopted. This was based on the following ethical considerations First, the university's ethics committee approved the consent and privacy forms to be completed by the respondents. Orientation was performed by the researcher before the instruments were administered. Thirdly, respondents' names were not disclosed and the institution was anonymous

Research Instruments
To see how well the students have adopted digital textbooks to the program in Indonesia (Jung et al, 2019, Sun et al, 2019, Zhang et al, 2017). "It had 24 items equally distributed among the five dimensions, namely the value of online textbook learning, the ease of use of use, and behavioral intentions. Most of the answers to the statements in the MLQ were scored in the range of strongly disagree to strongly agree. The Cronbach's coefficient for the instrument is 0.85. Nevertheless, the Perceptual Learning Style Questionnaire (PLQ) by Reid (1984) was used to determine the learners' preferred learning style. there are 30 questions with regards to the tactile, visual, individual, auditory, and kinaesthetic modes that go along with the technique. Studies of the PLSP have been done by numerous people, including many scientists, all demonstrating that it is highly dependable and effective (Lee, Yeung & Ip, 2017; Magulod, 2019; Soodmand Afshar & Bayat, 2018; Taleb

Doaee, Sarkeshikian & Tabatabaee, 2017; Wintergest, DeCapua&Itzen, 2001). The instrument was awarded a rating of 5 points on a likert scale from "like" to "dislike".

Procedure

This study was carried out over a three-month period. The procedure for gathering research data lasted for three weeks. In the first week, prior to the formal gathering period, the university authority approved and granted permission to conduct the study. During the second week, a notice to proceed was issued for the conduct of the research. After obtaining the necessary permits, the researcher identified the respondents using the inclusion criteria established in this study, with the assistance of two business language instructors from the College of Foreign Languages, over the course of one week. Similarly, proper preparations and appointments with students were made for the formal gathering, which was scheduled for another week. The participants were briefed on the research's goals and objectives. The researcher managed the two research instruments with the proper permits and coordination to avoid scheduling conflicts. The researcher strictly adhered to the research ethics considerations. After collecting the responses from the students, they were coded and subjected to data cleaning and statistical analyses for a month. Finally, another month was spent on results analysis, interpretation, and report writing.

Data Analysis

Descriptive statistical measurements like frequency, percentage distribution, mean, and standard deviation were employed to interpret the gender and age profile of Digital textbooks The results for the PLQ and MLQ had ranges of 2.0 to 4.0, and 2.0 to 4.0, respectively, while the description scale had options of "strongly agree" to "to "disagree" with 3.0 and "to "to "dis with 3.0." (1.00-1.79). Inferential statistics such as one-such as independent t-test and one-ANOVA were additionally utilized to examine differences in the adoption of Digital textbooks and learning styles between genders and ages. You should be especially look for significant in the assessment of results taken immediately after the Post Hoc Honest significant Difference (PSD) test because it will reveal exactly where differences were found (Abdi & Williams, 2010; Brown, 2005). Pearson's correlation tests the relationship between students' learning styles and Digital textbooks (Bonett & Wright, 2000; Eisinga, TeGrotenhuis & Pelzer; Wiedermann & Hagmann, 2016).

Results and Discussion

RQ 1: How the Indonesia EFL learners perceive the adoptions of Digital textbook learning?
Table 2 shows the use of digital textbook learning in the classroom among Indonesian EFL students. The computed mean value for the digital literacy of survey respondents indicated that this (M=3.83 with a standard deviation of 0.614) also, it is interesting to note that in the following five areas: benefits (mean=3.78, SD=0.66); credibility (M=3.80, SD=1.04); enjoyment (mean=3.75, SD=9.59) and efficacy of Digital textbook delivery (SD= 83.83.71.12%); as well as favorability (M=3.86, SD=0.83) and practicality (SD =66.11%.).

This study found that digital textbook use is relatively prevalent in the Indonesian learners' learning courses. Digital textbooks create a conducive, collaborative, and empowering learning environment for students. The opportunity presented by digital learning motivates them to further improve their skills. The concepts of digital textbooks are proposed to help the education of

students on both sides and aid in the development of learning and increase interaction between the students and instructors (Abdullah & Ward, 2016; Liu, Zhao, & Tang, 2015).

Table 2. Adoption of Digital textbook learning in EAP Course

Domains	Mean (n=125)	SD	Descriptive Interpretation
Usefulness of Digital textbook learning to EAP Course	3.78	.966	High
Acceptability of Digital textbook learning to EAP Course	3.80	1.04	High
Perceive Enjoyment of Digital textbook learning to EAP Course	3.85	.959	High
Facilitating Conditions to EAP Course	3.86	.910	High
Behavioral Intention to EAP Course	3.88	.894	High
Grand Mean	**3.83**	**.614**	**High**

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)

It is clear that Digital course materials have proven useful and popular in the worldwide ESL market. The unique results in this context make it clear that respondents were able to take advantage of Digital textbooks to help them finish their work more quickly and effectively. They considered the benefits of digital learning in their daily tasks as well. It's beneficial for many college students to use digital learning in their courses. The findings also support the prior literature from those countries such as Indonesia, Australia, the United States, and Europe (Al-Emran, Elsherif, & Shaalan, 2016; Crompton & Burke, 2018; Farley et al., 2015; Han & Shin, 2016; Kim, Lee, &Rha, 2017; Sun et al., 2017; Sung, Chang, & Liu, 2016; Yeap, Ramayah, & Soto-Acosta, 2016). Researchers also found that Digital textbooks affect the acquisition and knowledge of four major languages in Indonesia and attitudinal growth in three skill domains in Turkey (Ahn, 2018; Metruk, 2018; Wu, 2014a, 2015; Yaman Şenli, 2015; Yuz, 2016). So it follows that using digital textbooks is highly advantageous for acquiring a second language.

As a result, the enjoyment of digital textbook learning and behavioral intent are other factors in the technology acceptance model (TAM) included in this study. Evidence shows that both factors are highly valued, which demonstrates that digital textbook learning is accepted in a course. The finding means that the use of digital learning has enabled students to enjoy and to use digital learning in future learning efforts. This finding therefore also supports previous studies on the attitude and control of digital textbook education among students of university (Baylor & Kim, 2008; Raza et al., 2018; Salloum & Shaalan, 2018). In addition, the use of Digital Learning as an evaluation tool in other studies increases student attitudes and achievement through interactive language and science learning activities (Cavus & Uzunboylu, 2009; de-Marcoss et al., 2010; Hwang & Chang, 2011; Hwang, Wu, &Ke, 2011; Shen, 2009).

Also, when asked about the facilitating conditions for Digital Course (specifically, a Digital textbook) expand their ratings, respondents display high preferences for using Digital Learning, which answers this question by being, but which also expand to both the term "Digital Course"

and "Digital Teaching." This suggests that Indonesian respondents have the tools, resources, and know-how, but may face different technical difficulties in effectively using different e-learning delivery modalities, such as internet connection and software glitches. Thus, encouragement for English learning is being provided by the institution and instructors. facilitating digital textbook adoption among universities (Althunibat, 2015; Briz-Ponce et al., 2017; Cheon et al., 2012; Iqbal, & Qureshi, 2012; Ooi et al., 2011; Sarrab, Al-Shihi, & Rehman, 2013; Shorfuzzaman & Alhussein, 2016; Yueh et al., 2016).

RQ 2: What are the learning style preferences of the students?

Table 3 shows the various learning styles that respondents identified. The type of information that will come from these responses will be required to determine the deposition habits of the respondents. It will enable the teachers to offer educational options to their students. Table 3 presents the survey results. Results indicated that they had a very high preference for visual learning (M=4.73), the data show they have a high preferences for individual and group learning (M=.85 and M=.85 respectively), and low preferences for tactile learning (M=.73 and M=.73). According to the survey, roughly half of the respondents (M=3.24, SD=0.97) received a kinesthetic learning style score of 2 or 3.

Table 3. Learning Style Inclinations of the Respondents

Domains	Mean (n=125)	SD	Descriptive Interpretation
1. Visual	4.43	0.72	Very High
2. Auditory	4.13	0.81	High
3. Kinesthetic	3.24	0.97	Moderate
4. Group	3.81	0.81	High
5. Tactile	3.80	0.80	High
6. Individual	3.90	0.82	High
Grand Mean	**3.82**	**0.31**	**High**

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)

Similarly, inconsistencies in learner style being promoted for the reappraisal of learner style According to the data, the students prefer to learn in different ways, visual, auditory, tactile, and individual ways. The results reveal that multisensory learning appears to be the most frequently utilized by Indonesia students in the course. Many educational researchers believe that different learning styles must fit different teachers because students have shown themselves to prefer learning, solving problems, inferring, and storing information that is comfortable with the style of their teachers (Abi, Kömür, 2018; Lu et al., 2018; Ugural et al., 2018; Kennedy, 2013; Low, 2002). Indonesian learners have a primary preference for visual, auditory, and tactile modalities (Hsu, 2016; Huang, Hoi, & Teo, 2018; Lee, Yeung, & Ip, 2016; Sikkema&Sauerwein,

2015; Wang et al., 2015). Indonesian students generally place a higher emphasis on kinesthetic and auditory learning (Xu & Yu, 2012). Most have their visual learning attributed to their Rote Lecture Indonesian method (Huang, Hoi, Teo, 2018).

When teaching methods were used, the findings suggested that topics can be most effective when they present creative, interactive, applied, and hands-on. Among the different characteristics tested in the survey, visual preference showed that respondents felt that learning was enhanced when lessons were presented in a visual style, with videos, using videos, or using PowerPoints. Meanwhile, aural training elements include podcasting, listening to lectures, and materials for self-based learning. Thus, it is discovered that the respondents also prefer using hands-on learning methods, meaning that their knowledge can be developed. Moreover, individuals and groups can benefit from collaboration, individual learning, as well as group learning, and indivual learning, and indiv interaction.

RQ 3: Is there a significant difference between the learning style preferences of the when grouped according to gender and age?

Table 4 shows that when grouped based on learning style, no significant difference was found between males and females for any of any of the variables; when compared to the "sensitive" variable (p=0.14), auditory (p=0.135), group (p=0.075), kinaesthetic (p=0.098), and individual (p=0.089) were observed. It means that the hypothesis claiming a significant difference between learning styles and gender has been rejected. They are implying that both groups of respondents, regardless of gender, are capable of adapting to different learning styles. In terms of age as a factor in learning style, Table 5 shows that, when taken as a whole, the Post Hoc Tukey HSD test revealed that respondents aged less than years and 21-25 have a stronger preference for group learning (p=0.019*) than those aged 26-30 and 31-25. Surprisingly, respondents between the ages of 26 and 30 prefer individual learning (p=0.011*). Regardless of age, learners share and equal preferences for visual (p=0.514 ns), auditory (0.135 ns), and kinaesthetic (p=0.962 ns) learning styles.

Table 4. Test of Differences on the Learning Styles Preferences of Students   when grouped according to gender and age

Learning Style Preferences	Gender p-value	Age p-value
Visual	0.514 ns	0.507 ns
Auditory	0.135 ns	0.368 ns
Kinesthetic	0.075 ns	0.969 ns
Group	0.089 ns	0.019 *
Tactile	0.051 ns	0.018 *
Individual	0.089 ns	0.011 *

*Note: * p < 0.05; ** p < 0.01; *** p < 0.00*
    ns= not significant

Indonesian EFL learners show the conventional learning modalities in common regardless of gender: visual, tactile, auditory, kinesthetic, and group and self-centered preferences extends the dispute over whether there are any gender differences in learning style (Din et al., 2012; Jones

& Healy, 2006; Karthigeyan& Nirmala, 2013; Noguera, 2013; Samarakoon et al., 2013; Yemane et al., 2017). Additionally, respondents in the younger age bracket will be eager to learn in a more spontaneous manner. For the most part, the younger respondents are more patient and collaborative with their learning styles. Similarly, older learners prefer individual learning, which implies self-directed education.

None of them had a particularly strong preference for any one of the three: everyone expressed equal desire for a visual, auditory, and kinaesthetic approach. Indonesian EFL learners demonstrated a strong emphasis on multimodal learning One's approach to learning is strongly influenced by one's learning style. This study was able to elucidate what learning styles Indonesians prefer. As English is an important language in Indonesia, it is likely that teachers will know how to promote purposeful and action learning to meet different levels of aptitude and desires.

RQ 4: Is there a significant relationship on the adoption of digital textbook learning and student preferred learning style?

Digital textbook learning has been studied extensively Given the scarcity of research on the relationship between learning techniques and digital textbook learning, the aim of this study is to add to the existing body of knowledge on how students' learning characteristics are linked to digital textbook learning, especially in the context of Indonesian EFL. Instructors will be given guidance about how to incorporate the use of Digital textbook learning with learners' learning styles preferences in this manner.

A relationship between students that have adopted digital learning to the significance of learning styles has been shown in Table 5 is shown to be significant. Because it has been accepted that there is a relationship between obtaining agreement from Digital learners and clarifying their learning styles, the hypothesis must say that gaining approval from them is valuable for digital learning. A look at the table shows that students who like visual activities (i.e.e. are eager to learn) and are into Digital Textbooking think of it as useful (relevance = 0.013; power = 0.13) seem to indicate that students who prefer the group (F=0.23, Sig.=0.10.023, p=23%, Apparent enjoyment of the use of Digital textbooks is significantly higher in classes where a simulation environment is used, indicating that these students like to learn with other students and use their hands. As far as people's choice of learning modality is concerned, those who prefer visual (i.e., a dislike auditory), kinesthetic, and the visual and the group learners experience greater facilitators have more favorable learning conditions for Digital textbook use. Finally, learners who enjoy being on their own (p=0.019) and prefer to learn in groups (a healthy dose of) intend to use Digital textbooks in the future.

Table 5. Relationship between students' Adaptability of Digital textbook learning and learning Styles

Digital textbook learning to EAP Course	Visual r value	Auditory r value	Kinesthetic r value	Group r value	Tactile r value	Individual r value
Usefulness of Digital textbook	**.2212** **p=.013***	-.1145 p=.204	.0060 p=.947	**.2212** **p=.013***	.0373 p=.679	-.1280 p=.155

learning to EAP Course						
Acceptability of Digital textbook learning to EAP Course	-.0981	-.0170	.0793	-.1027	.0419	-.1061
	p=.276	p=.850	p=.379	p=.255	p=.643	p=.239
Perceive Enjoyment of Digital textbook learning to EAP Course	.0024	.0355	.1348	**.2039**	**.1941**	-.1608
	p=.979	p=.694	p=.134	**p=.023***	**p=.030***	p=.073
Facilitating Conditions to EAP Course	**.2128**	**.2526**	.1179	**-.2545**	**.1925**	-.1460
	p=.017*	**p=.004***	p=.190	**p=.004***	**p=.032***	p=.104
Behavioral Intention to EAP Course	.0060	-.0231	-.0811	**.1990**	-.0241	**.2100**
	p=.947	p=.798	p=.369	**p=.026***	p=.790	**p=.019***

*Note: * p < 0.05; ** p < 0.01; *** p < 0.00*
ns= not significant

Digital and visual learners tend to be well-adopinionated implication that learners who prefer graphical and collaborative learning find advantages in digital textbooks Incorporous sensors and tablet PCs are critical in e-learning methods (Karan et al, 2012). e-learning methodologies requires different styles (visual, aural, tactile, group) (Crossing, 2012). In several studies, digital instruction was found to be associated with personalized learning (Yang, 2018). Digitally-teased students enjoy working with interactive textbooks, whereas those who prefer face-to-to-face interactions prefer manipulative training Students enjoy using their own devices in the learning process as well as well as get more satisfaction from digital textbooks. Finally, this finding is also consistent with other research findings emphasizing the significant aspects of digital education as being blended, ubiquitous, and provide instant information for students and helping them learn in a relaxed manner (Christensen & Knezek, 2017; Crompton, Burke, & Gregory, 2017; Karimi, 2016; Lall et al, 2019; Lin & Lin, 2019; Ozdamli & Cavus, 2011; Pachler et al, 2010).

With digital textbooks, the visual, audio, and tactile learners can benefit more from the sensory conditions. Students who have access to high-speed internet, print, and video resources as well as sensory support for e-learning are more likely to adopt it. Thus, it appears that facilitating students' use of Digital textbook adoption and use in the classroom increases instructional gains (Al-Adwan, Al-Madadha, &Zvirzdinaite, 2018; Almaiah&Almulhem, 2018; Botero, 2018; Kumar & Bervell, 2019; Nikou & Economides, 2019; Sezer & Yilmaz, 2019; Shorfuzzaman,2019). Creative quip: Finally, students who prefer learning modalities such as peer and individual are more likely to establish positive digital learning behavior habits in textbook adoption. Interactive, collaborative, and private lessons make digital learning suitable for learners who have a variety of preferences. Digital textbooks make the learning environment more dynamic, which results in students having an increased interest and passion for learning (Al-Emran &Shaalan, 2015; Al-Emran, Elsherif, &Shaalan, 2016; Cavus, 2011).

Conclusion

The effectiveness of digital learning as a curriculum was measured by observing learner preferences among Indonesian students who were asked to use various forms of representation styles of perceptual representation. Based on the findings, it was found that students' degree of Digital literacy was very high, it is now believed that students are highly open to using digital learning materials. The researchers were able to identify respondents who had a significant preference for different types of learning which they utilized different senses, for, learning by groups, learning in the visual, for the sake of learning, learning, learning by oneself, tactile learning, learning for personal understanding, and learning with a sense of movement. When students were split into three groups according to gender and age, it was found that males had a better sense of usefulness, acceptance, pleasure, making good grades, and satisfaction with the learning process through using Digital textbooks than their female respondents. A recent study shows that respondents like using Digital textbooks regardless of their age. This shows how the gender of respondents has no bearing on their learning style preferences: In that manner, there are no significant differences between respondents' learning styles in question. Additionally, however, respondents younger than age 30 years are more receptive to group learning in a new programs while respondents older than age 30 years desire individual learning. Finally, there is evidence that points to a correlation between digital textbooks and the types of learning preferences of students. Adoption of digital textbooks increases learners' interest in all of all the above learning styles, making them more willing to identify and share information with their peers, learn independently, and think critically, understand concepts, and apply rules and information in their learning. As you can see, the implications of the study are discussed.

Significance to Literature

The current study focuses on the positive relationship between digital textbook learning and students' learning styles in the context of Indonesian EFL students, where features of digital textbook learning such as blended, ubiquitous, private, collaborative, and interactive can directly support students' learning styles in order to achieve better learning outcomes. Gender and age are also factors in the adoption of digital textbooks and students' learning strategies, according to the findings. According to the TAM, individuals' perceptions of the use of technology within their own daily life are correlated with their perception of profile and personality characteristics in regards to Education 4.0.

Practical Teaching Implications

The current study's findings have several practical and educational implications. Digital learning is strongly associated with learning style preferences in the Indonesian language learners. They are for sale: Teaching students to use digital textbooks and improving/enhancing the level of access to digital textbooks should be a part of the college staff development process; The university administration supports is asked for help.

Direction for the Future Research

Because this investigation was preliminary, it may serve as a starting point for further investigation and should be treated as provisional. In the light of this, data was based primarily on the participants' self-report of one college in Indonesia, and also some information that the researcher

collected in interviews with the people who worked for the college, which limited the results. Further studies are also needed to help develop the research method by expanding the number of participating universities as well as the number of findings that can be obtained. There are several other things that must be taken into consideration: Gender, and age were the only things investigated; it is also important to study personal variables such as individuals and school elements as well. Lastly, a hybrid method of quasi-experimental research and research utilizing both a mixed method of field experiment and controlled observational studies is encouraged for future studies.

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Examining the Implication of Teaching Language Through Literature in the EFL Context of Saudi Arabia: A Case Study of a Public Sector University, Saudi Arabia

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Abstract

Current project expects to focus for usage of English literary texts to develop four lingual capabilities and its regions like new jargon (vocabulary), syntax along with way to improve expressions by undergrad English students in Saudi Arabia. The project likewise focuses on the job of various classes of literature (for example verses, short-fictions, drama-shows and novel) in the method of language instruction in relation to past educational experiences. Responses were gathered from learners and instructors in one of the public sector Universities of Saudi Arabia through qualitative research technique. The research-based evaluation has found that participants appreciated to learn English through technique of literary texts that assumed a critical part to develop four lingual abilities. In addition, by understanding the literature of English, they have fascinating assets with bona fide settings that gave strong areas to motivate to learn a language. Literature per-users can involve bona fide models for the standards of language usage. It assists with enhancing the level of vocabulary (jargon) and fosters logical and interpretive abilities of a student. Likewise, the technique of reading a literature in local dialects was useful to grasp the inward importance for the respondents. The greater part of them thought that linguistic capability would be a common component to grasp on overall literature. They concurred that without having fundamental information on syntax, a student could confront challenges to completely become familiar with a specific language. Thus, they distinguished literature as a possible instrument for the communicative approach to educate a language.

Keywords: English, Language, Literature, literary genres, communicative approach, university students.

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Introduction

Literature of English is utilized in EFL classes at the University level in Saudi Arabia. Various genres of literature that includes dramas, the epics, verses, novels and materials of non-fiction have been significant in English educational plan. Hişmanoğlu (2005) stressed the utilization of literature as a well- known method to teach both fundamental language abilities (for example read, write, listen and speak) and for language regions (for example jargon, structures of grammar and process of articulation). Basically, following project plans to focus in on the utilization of English literature to develop four language abilities at University stage to learners of English. Then, at that point, the utilization of scholarly passages to teach second language will be examined comprehensively. Additionally, project will likewise focus on the issues in conditions of (vocabulary) jargon and language structures. In conclusion, this could possibly upgrade the valuable chance to consolidate literature more in the educational program.

Project (Background)

Lingual code has been inescapable component of social existence (Ashrafuzzaman and Alam, 2017). No any correspondence occurs without it and English turned into a basic language where individuals from one side of the planet to the other can impart their thoughts. Within universe, English lingual capabilities give a lot chances. According to Sultana and Ashrafuzzaman, (2016) ; Babu et al., (2014) and Roshid and Webb, (2013) that having a decent control over English Language offers students a small bunch of chance to partake in their life and profession. Linguists believe that there is a personal connection among language and other aspect that is literary text (Violetta-Irene, 2015). As per Brumfit and Ronald (1986), literary texts have been a partner of language. Besides, Maley (1989) distinguished a portion of the foundations for perceiving literature as a strong asset in the approach to learn language: comprehensiveness, non-technicality, individual pertinence and assortment, interest, economy and power, equivocalness and so on rests with combination of literature with language. Sage (1987) expressed for utilization of literary texts within instruction of lingual code that may be an important also fascinating technique. Besides, Mason and Krashen (2004) see that literary texts are fascinating source than customary techniques with regards to instructing the language. Students can accomplish different opinions of a specific language from scholarly works. Literature tends to present new vistas for students toward many new vocabularies, structures of sentences, and the process of articulation. Literature acclimatizes students to the viable utilization of language and widespread subjects concerned to mind of humans. Various ways to use varied literary texts within lingual codes tend to discover new outcomes that proved productive as well love intimidate. Shahid (2016) thought that literary texts used as method to teach both essential lingual capabilities (for example perusing, composing, tuning in and communication) and language regions; for example (vocabulary) jargon, language structure and the process of articulation. The hypotheses in language instruction and learning have been changed over the long haul because of the impact of semantic, mental, instructive and political viewpoints got from a combination of statement, hypothesis, perception and trial (Hall and Cook, 2012). Growing new strategies is a difficult errand for foreign dialect instructors. Communicative form to teach language is the approach that invites utilization of genuine circumstances for language whenever the situation allows. Organized drills utilized in lingual speech technique tend to make system of instruction as tedious (Gangola, 2015). In the interpretation of language structure, writing was the focal part. Scholarly texts of the objective

language were perused what's more, interpreted, utilized as instances of good composition and delineations of the linguistic standards (Duff and Maley 1990). Be that as it may, for most recent twenty years, literature has been considered as a compelling apparatus for instruction of second dialect program (Babaee and Yahya, 2014). Duff and Maley (1990) have moreover determined throughout previous twenty years, the utilization of literary texts viewed as a valuable instrument in language instruction.

Research Problem

In more recent times, literature has turned into a fundamental part and well supportive to credible texts in academic programs of language. It gives genuine materials and goes about as a valuable supplement to materials that have been utilized to instruct languages. Brumfit and Carter (1986) confirmed that a literary text is a true text that one may answer directly. Amongst lingual instructors, hot discussions with respect to literary texts within lingual courses have been its part to consolidate within ESL/EFL educational plan. Incredible conversations have been anticipated for how literary texts and ESL/EFL guidance can be joined for the advantages of learners and educators equally. This has prompted to flourish and fascinate thoughts and process to learn with further to develop guidance for all. Various instructors consider the utilization of literature in language instruction as a fascinating and commendable concern (Sage 1987). Moreover, various language students like to understand books, verses, brief tales etc., within their local dialects. Perusing entire novel within subsequent lingual code may prove very harrowing and overpowering (Jewett, 2017). This immovably gets a handle on the per user's contemplations and of assessment for specific lingual code too (Gangola, 2015).

Research Aim

To find the implication of literature to teach language of English to the learners at University stage in Saudi Arabia

Research Questions

1. To what extend does literature stands significant to develop language abilities of learners of English?
2. How could literature be utilized in actual practice to instruct a language?
3. Which of the following genres of literature fascinates more for learners to upgrade their language capabilities?

Project Significance

Literature assists learners to develop interpretative capabilities. It is a magnificent hotspot for expanding learners' capacities to surmise semantic focus for better comprehensions (Gangola, 2015 and Lazar 1993). Literary texts within class of language give valuable open doors to the students to remark and defend by selves. With utilization of literary text, class can be visualized shimmering and moving (Violetta-Irene, 2015). In expansion, this assumes a crucial part within language interpretation strategy. Literary texts for target language was perused, interpreted, as well utilized as tests for better composition as well "outlines of the linguistic guidelines" (Duff and Maley 1990). This likewise empowers learners for getting to know all inclusive issues. As indicated by Collie and Slater (1990), literary texts offer a plentiful along with incredibly

fluctuated collection of composed materials arranged for progressing issues related to humans (Gangola, 2015). Through coordinated approach in impart instruction, learners can figure out the abilities for each grade level with regards to quality of literature. Proper read of books rather than basal stories makes quality to read further striking and fruitful for learners. It makes more profound model in figuring out punctuation, mechanism to compose, new (jargon) vocabulary, spellings, as well other lingual abilities (Teacher-Book, 2018).

Nonetheless, various language specialists have addressed why and how writing ought to be encapsulated in language educational plan. Numerous language educators have confronted a few inconveniences while to instruct language through aspect of literature. In the first place, there are few suitable educational materials utilized to instruct language along assistance of literary texts. Second, there are no adequate foundations in literature to instruct appropriately through language educational program in universities of Saudi Arabia. Third, no sufficient determinations are found to characterize meaning of literature within classes of language (Babaee and Yahya, 2014). Following project can be useful for strategy designers, educational program trained professionals, learners and educators to understand the advantages of literature to develop English language abilities at the University stage in Saudi Arabia.

Gap of Research

Present project tends to take into account the implication of utilizing literature based texts with suitable sources to develop language instruction strategies in EFL class at University stage in Saudi Arabia.

Review of Literature

Field of literature is subject to study at various stages to impart valuable education in numerous nations, yet all the same in later time has been given a lot of accentuation in the EFL class (Kaşlıoğlu and Ersin, 2018). The utilization of scholarly texts to foreign dialect instruction has enormously expanded throughout recent ages. Job of literary texts within language classes was addressed at time of 1960 then to 1980. 1970's also mid 1980's methodologies have been based on communicative design along stressed on viable elements of English. During 1980's a rebound of interest was visualized within instruction of language through literary texts. This device in instruction of lingual classes was raised twenty years prior (Hall, 2005; Duff and Maley, 1990). It is in accordance with the communicative based approaches as it thinks about credible informative circumstances in the approach to teach second or other language (Sanz and Fernández, 1997). Two or three essayists like Brumfit and Carter (1986) and Lazar (1993) expressed that language utilized in literature is a normal language including lingual characteristics like allegories, comparisons, lexis of poems and etc. One cannot consider these viewpoints as literature is explicit in light of the fact that they likewise show up in language applications.

Scholarly texts should be picked by the students' prerequisites, objectives, educational encounters, social foundation, and varied lingual levels. As per Collie and Slater (1987), a work should not surpass learner's understanding capability. Interest, allure, and significance are immeasurably significant. Coming up next are to describe Collie and Slater's way to deal with selected form of literary based texts:

- Carrying out different learner focused exercises, for example, plays, interviews, surveys, match work, works in groups, assessment sharing, filling holes in information, visuals and others.

- Presenting the resources of information with the groupings as it can set up people's input and understanding. Individuals in groups should lead an undertaking inside as brief timeframe that happens on a page of scholarly text.

- Imparting insights at the hour of working at individual or at stage of group that may be incredible way for the contemplative person as learner to be more communicative.

- Utilizing language that might be useful to convey viable reaction either non-verbally or by fractional language abilities.

- Consolidating language with literature

Collie and Slater (1990) and Maley (1989) expressed four primary drivers that could lead a language educator to involve literature in class. These are important and valid materials, social enhancements, language improvement and inclusion of individual interests. Besides, different factors, for example, all-inclusiveness, non-technicality, individual pertinence and assortment, interest, economy and power and equivocalness are a strong asset in the class setting. Carter and Long (1991) portrayed three models for utilizing literature: the social model, the language model and the self-awareness model. Each model is a portrayal of various penchants in connection with procedure and class practices. They likewise communicated that literature is key for self-awareness.
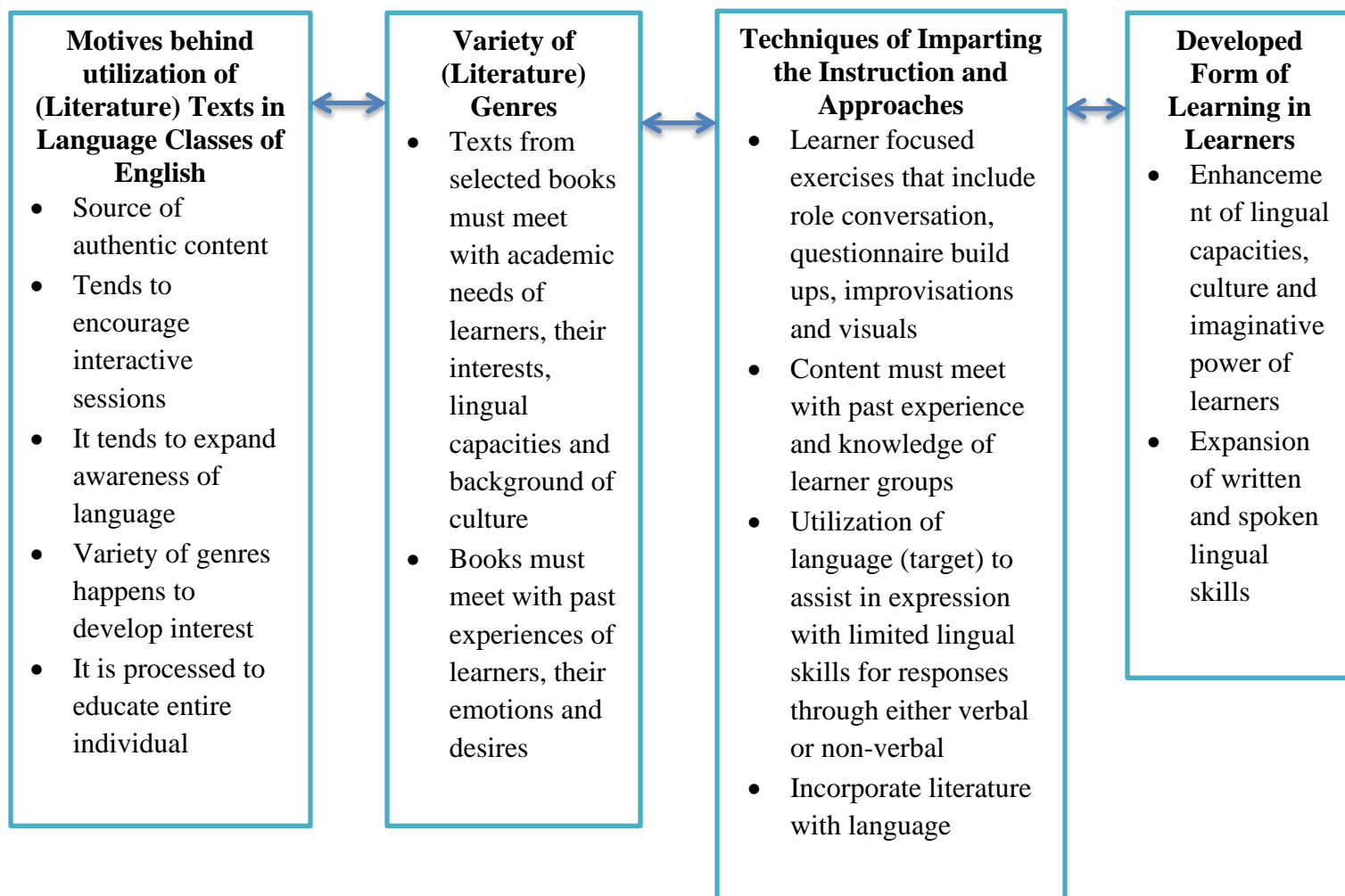
- The scholarly text is viewed as an item in the social model. Students get to know the different social and imaginative legacy through literature.

- Learners develop their language through imaginative activities of literature. The principal points depend on students and their activities.

- The self-awareness model is the premise of the learners' commitment with abstract texts. Learners learn through literature with regards to how to welcome and evaluate social antiquities. It is more learner focused reproduction with stimulus points.

Duff and Maley (1992) proposed many engaging activities for mentors of instruction givers, rehearsing instructors, and instructors who are keen to involve scholarly texts in ELT. The critical point of Maley's methodology is to involve scholarly texts as an asset for invigorating language exercises. They additionally exhorted the educators to include learners within groups that are concerned to literary based texts. Dymešová (2006) expressed that scholarly texts are significant at three levels: phonetic (messages are expressed with various styles, registers, and genres),

systemic (abstract messages produce inter-link among students), and inspirational (the vibe of literary messages is a solid inspiration). Helton, Asamani and Thomas (1998) outlined the instructive advantages of books as follows: emerging students' creative mind, accomplishing critical ability to think, creating oral and composed language abilities. It serves a comprehensive learning approach so students can engage with process to read instantly. Then again, Hill (1993) introduced three phases approach: these are-bringing issues to light, text through contact and the consequence stages. This approach is conductive to make students more astute and persuaded to learn language. Clandfield and Duncan (2005) saw that literature is a legitimate material for language learning because of its instructive worth alongside empowering social communication among students. Generally, language has been changed by geological area, different social settings and different group environments. For this situation, literature makes the learners natural to an extensive variety of language assortments, for example, socio-lects, territorial vernaculars, idiolects and so on. Thus, literature consolidates sociolinguistic perspectives in the approach to teach language (Shahid, 2016) and teaches the students to develop expertly (Carter and Long, 1991; Van, 2009; Yeasmin et al., 2011).

Framework of Project

This study has fostered the system to concentrate on language learning through literature' by surveying various written works and searched out these viewpoints within project. The system addresses the relationship amongst literary texts and to learn language, explanations behind involving literary texts within classes of English, instruction for approaches to learn, techniques and advancement of lingual capabilities of learners. Following system likewise centers around literature, viable instruction imparting of language, learners' decision, advantages of various genres of literature (for example verses, short-fictions, dramas and novel) for instruction with past educational experience and issues viewed by language instructors inside the area to teach English through literature. In present project, researcher meant to investigate the utilization of literature in English with approach to improve four language abilities (read, write, listening and communication) of the students at a University in Saudi Arabia and utilization of scholarly sections to teach foreign language will be examined extensively.

Motives behind utilization of (Literature) Texts in Language Classes of English	**Variety of (Literature) Genres**	**Techniques of Imparting the Instruction and Approaches**	**Developed Form of Learning in Learners**
• Source of authentic content • Tends to encourage interactive sessions • It tends to expand awareness of language • Variety of genres happens to develop interest • It is processed to educate entire individual	• Texts from selected books must meet with academic needs of learners, their interests, lingual capacities and background of culture • Books must meet with past experiences of learners, their emotions and desires	• Learner focused exercises that include role conversation, questionnaire build ups, improvisations and visuals • Content must meet with past experience and knowledge of learner groups • Utilization of language (target) to assist in expression with limited lingual skills for responses through either verbal or non-verbal • Incorporate literature with language	• Enhancement of lingual capacities, culture and imaginative power of learners • Expansion of written and spoken lingual skills

Framework: Implication of Literature to Teach Language

Method of Project

Following project is explorative in nature. It is qualitative. For the convenience of entire exploration and directing of project, the researcher chiefly gathered information through open ended items within questionnaire. The learners were asked to respond through questionnaire and instructors through interviews.

Sample- Technique to Select Sample Size

Twenty two learners were chosen purposively that take English as subject in the public sector university. Six of the instructors chosen through purpose selection that taught within public sector universities. To make project convenient, the open-ended information was collected through questionnaire and making interviews from the instructors. Open-ended type of survey along with interviews was scheduled to inquire about learning English language through literature.

Table No1: Sample-Size

(Site) of Sample	Number of Respondents	Technique to Select Participants	Instruments Employed
A Public Sector University	22	Purposive	Questionnaire (Open-Ended)
A Public Sector University	6	Purposive	Interview- Survey

Site

Department of English from a public sector university in Saudi Arabia was selected as site of project.

Process to Collect Data

The gathered basic information were deciphered and formed into fundamental classes and sub-classes even referred as themes. The themes are made into narrative cases that depicted general clarification (Creswell, 2008). During collection of data with proper analysis, the analyst involved agenda to explain during discussions from respondents. Researcher guaranteed that information investigated as well coded precisely. It finished through persistent coding as well once again coding for feature designs to rise out of the suitable exploration. Thematic method applied for examining gathered information that enters to profundity of their entire project. The considerations of ethics have been guaranteed within each step to present project by the researcher.

Findings

Significance of Learning English

The greater part of the respondents (n=19) expressed that English is the main language for speaking with individuals internationally. To approach individuals of foreign nationalities without knowing English is almost incomprehensible. Capabilities in English are the chief components to lie out and keep up with connection to individuals from different nations. Learners additionally stated that English has expanded the entry of advance education both in home and abroad. A large portion of the nations' require a specific degree of score in IELTS and TOFEL as essential for advanced education. Learners underlined that having English expertise is fundamental to find a decent line of work and to keep with everyday life. Most learners said that they found it fascinating to learn English.

In interviews, instructor (2) said,

"I like to learn English. Since, it assists me with knowing the overall events every day, to speak with the outsiders, to pursuit for advanced education, to make a decent character and to find a decent line of work"

English additionally opens entryway to get amazing communicative doors given by nations and advances business all over the planet. Learners likewise centered on learning English in light of the fact that without English that is involving the globe tends to get the hang of, imparting of education, business and entertainment is unthinkable.

Learners (n=10) showed that going after a position in the worldwide market, expertise in English is given the highest need. Learning a foreign language in form of English is dependably perfect.

Motivation behind Learning English

Learners (n=14) expressed that one of the primary reasons for learning English is to make an extraordinary score in IELTS or TOEFL test that will assist them with applying for grant to seek after higher level studies. One more reason for learning English is to get more marks in scholastic assessments since academic language is English. If they have any desire to get higher CGPA, then, at that point, there is no option in contrast to learning of English. Learners expressed to comprehend literature of English; capability of English is the essential. One of the learners (15) said,

"By learning English, I can speak with individuals of different nations. I think it is important to find a decent line of work, to comprehend English papers, magazines, diaries, books or listen English News, tunes or watch English films, to adapt to the refreshed world, to get advance education".

Learners cited that English is a worldwide language. Organizations are turning out to be more worldwide as they need to manage extensive variety of nations and English is recorded as a fundamental expertise for an ever increasing number of occupations. Subsequently, to find a decent line of work, learning English is vital. Leaners demonstrated that to seek higher level of education abroad, travel in numerous nations, growing business organization, to speak with foreign purchasers, to watch motion pictures and Network programs, one really want to learn English. One of the learners (5) have referenced it,

"To foster correspondence ability, to get into advanced level of education, to comprehend books of renowned writers, to watch Hollywood motion pictures, English is fundamental. In any case, the principal object is to get ready for acquiring a standard situation in this universe of rivalry and quickness"

One of the instructors (3) said,

"My motivation for learning English is to outthink of other research-project partners engaged with the literature and capability of reading involves my personal concern".

Correspondence through discourse is very significant in all circles of our life like schooling, culture, sports, business and also managing foreign delegates. As English is utilized in many nations all over the planet as the global language, learning English has turned into an interest of this period.

Difficult to develop expertise in English language abilities: (Listen, Speak, Read and Write).

The majority of the learners (n=11) expressed that talking is the most hard expertise in English and a few learners (n=4) revealed that they track down Listening the most troublesome one. One of them said,

"To speak is the most worrying aspect in English as I would like to think. Since, for me English isn't my local language and I'm not fit to talk sufficiently in English. At the point when I attempted to communicate in English freely previously, I felt an outrageous feeling of bashfulness, overcoming my confidence level".

One respondent tried to make a notice that;

"Subsequent to talking, listening is more troublesome one. Since at whatever point I attempted to listen English, the sound bites, I viewed that as the greater part of the speakers were excessively great at English and I was unable to perceive their articulation by any means. After that ability to write is the troublesome one and to read appears to be simpler than some other abilities in English."

Few learners expressed that they found listening generally difficult to comprehend. Whenever, they turned towards listening, they barely grasped the elocution and thus they became unfit to recognize its significance. As indicated by one of the learners,

"Listening is more troublesome than others out of these four abilities. The explanation is local English speakers have different elocution in various locations. Thus, I find listening expertise a hard task".

Another learner added,

"I think, listening is the hardest part in English. Since there is very nearly 30-40 talking styles in English. Also, a portion of the accents are undeniably challenging for me to comprehend".

In general, the respondents recognized few explanations for trouble of communicating in English. At times to either write or comprehend something, they get sufficient opportunity to revise and adjust it, yet while talking in fluent manner and with immediacy; there is no chance to think. On the off chance if that they are not a specialist it will certainly be difficult to easily proceed.

One of the learners believed, the listening ability is more troublesome in English. The purpose for this is, as

"Arabic so the Saudi Arabian doesn't have the foggiest idea about the ideal way to express many words. Because of this, while watching motion pictures, different voices or paying attention to any conversation in English language, it turns out to be truly challenging for him to comprehend. At Some event, he doesn't figure out many words and subsequently he later skips them. His family is from a working class and he was likewise a learner of Arabic medium. Consequently, he did not get a lot to foster his listening expertise. That is the reason; the instructor should involve clear language in the class so the students can see the conversations without any problem. The students can upgrade their listening abilities slowly by following the conversation pattern of the course instructor."

Then again, one learner saw that the ability to write is more troublesome than some other language abilities like to listen, talk and to read on the grounds that, by following some basic recipe, anyone can communicate in English. The non-stop act of standing by listening to English improves the capacity of listening itself and similarly anybody can foster a propensity to read limited information though ability of writing.

Language requires intensive information about the writing and syntax itself, legitimate and address utilization of words, outlining of sentences and besides it the possibility of the works that is more perplexing than some other language abilities.

Simplest Ability to Master English: Listen, Speak, Write and Read

The majority of the learners (n=17) believed that to read and write are abilities that have been simple to adjust in English. One of the learners expressed,

"I observed that ability to read is the least demanding expertise to acquire among other English language abilities. On the off chance that anybody reads English to an ever increasing extent,

he/she can find out about the language rules of writing of English. Regardless of whether anybody have to read English papers routinely it will be extremely useful for that person to learn English"
Learners concurred that they accomplished this expertise without incredible exertion since it requires no linguistic standards and this ability is drilled from adolescence as indicated by course books at the very basic stage. Because of this explanation, it is viewed as cooperative ability.

Another learner (21) said,
"I think to read is the simplest ability. You can get a great deal of time to think and comprehend. Assuming any word or sentence appears to be hard to comprehend you can likewise take help from word references"
As expressed by one of the members (4) in a survey,
"I think ability to write is the most straightforward ability in acquiring English language. One can offer his viewpoint effectively by writing in their own specific manner".
One of the learners referenced that during ability to write, he doesn't have to talk or listen, thus there is no chance of word skipping or articulation. Another told, *"I have comparative inclinations for the hard level of all the relational abilities."*
A couple of learners (n=3) saw that listening expertise is the least demanding as it gives a genuine image of utilizing words, articulations, elocutions, sounds and right act of diphthongs. This doesn't just assist a student about outlining of sentences yet additionally gives a thought regarding language structure.

Inclination in between Grammar and to Literature

The greater part of participants (n=16) expressed that contemplating and having sound comprehension of literature relies upon linguistic abilities. Both are lined up with one another. The framework of word plays in literature relies upon the actual sole of its acknowledgment through correct syntactic regulation.
One more justification behind not favoring literature to syntactical grammar is without having the fundamental linguistic information a student will confront gigantic hardships in learning a language, if he/she straightforwardly switches into literature. A few of learners liked (n=6) literature to learn on grammatical structures.
One learner believed *"No, favor literature to linguistic grammar. Syntax is extremely hard to me, while to read literature particular principles that would be a burden to me for grasping English or the primary subject of the literature".*
One of the learner's (14) referenced that,
"I favor literature since that is courageous. Language structure is absolutely an exhausting subject to me"

Viewpoints to Read Literature in Local Language

A large portion of participants (n=19) demonstrated that it is much unrestricted to understand the significance of literature that is written in local language. They answered emphatically to read literature in local language.
One learner (10) said,

Obviously! As to read literature in my local language should be possible that I can quickly comprehend the situation of the stories and I can undoubtedly feel what is happening and be familiar with the genuine climate".

Another learner (8) expressed,

"My likings rely upon the quality and topic. It doesn't make any difference assuming it is written in my local language or not, I mediate to academic text by its manner of speaking and bits of knowledge".

Part of Literature to Develop Lingual Abilities

Every one of the respondents (n=22) concurred that literature can assume huge part to develop lingual abilities. Every one of them has been profoundly benefitted to teach literature towards fostering their lingual expertise. They likewise referenced that it was delightful to learn English language through literary based texts since it made no strain to learn.

Learner (11) referenced that,

"It advances my level of (vocabulary) jargon and displays my relational abilities. A decent writer or novel laureate does not need to be guaranteed to have better lingual abilities. Average citizen's arguments do not characterize somebody's ability".

One of the instructor members, (3) portrayed,

"I figure literature could be useful to foster my English language abilities on the grounds that at whatever point I read literature in English, I attempt to figure out how the essayists make the sentences, what they utilized in those sentences by which they made the sentences more alluring and the solutions to these inquiries assist me with fostering my language expertise".

That's what learners concurred, when they read texts of literary genre, they can figure out and be satisfied after grasping topic. As per respondents, literature is exceptionally fundamental to foster English lingual abilities. In literature, one run over with varied level of vocabularies that one includes lingual abilities. Through literature, learners can work to read and write. It can likewise improve their (vocabulary) jargon. Ability to talk can be likewise improved by literature with assuming the separate instructors make the class intuitive. That's what one respondent told; the course instructor could direct the question-answer meeting, viva, show and discuss to make the class more intelligent.

Leaners (n=22) likewise uncovered that field of literature gives them much delight and improve their level of vocabulary (jargon). Furthermore, they can learn new and complex words through the books. Literature tends to manage intelligence that assists with getting to know new vocabularies, similitudes and furthermore the example of addressing different events by themselves. Literature is the logical utilization of a language. To read literature implies proper instruction of language.

To Read Literary books with the Exception to Academic books

The majority of the learners (n=16) with the exception to a couple of answers emphatically stated that they like to read books of literature more than books of assigned academics.

One of them (8) said, *"I read other literary books more with the exception to my assigned course books".*

One of the learners (7) said,

"Most frequently I read books in my local language since it is simpler for me to grasp the essayist's version of texts. I recently touched "A Case of Exploding Mangoes" (Mohammed Hanif), "Burnt Shadows" (Kamila Shamsie), and "The Wandering Falcon" (Jamil Ahmad)."

Some read political based theses, psycho-criminal research stories and Basic English literary books.

"Nobody Killed Her" (Sabyn Javeri), "Agency Rules" (Khalid Muhammad), and "Moth Smoke" Mohsin Hamid have been few books gone through by learners.

One of the instructors (1) added,

"This is an extreme inquiry to pose. Being a Staff, I need to read a ton for work. Now and then, I track down delight to read for work. In any case, to read for delight only here and there happens nowadays".

He likewise added,

"It is conceivable on the off chance that all abilities are deliberately involved. For instance, assuming we are examining Extraordinary Assumptions in a class, we can design our classes so that the students are collecting four fundamental abilities of language while understanding it"

Attractive Genres in Field of Literature

Every one of the respondents (n=21) except one expressed that their number one class of literature is novel either in English or in their local language. They found it more fascinating and helpful than some other segment of literature towards learning English.

Another famous genre was sci-fi. Every one of the members read papers and magazines and famous websites routinely. Some of them read Wikipedia to gather data and increase their general information worldwide. Books composed by well-known government officials are additionally in read by the learners. A couple learners answer to read (mental studies) books. Verse is one more kind that learners dedicate their time.
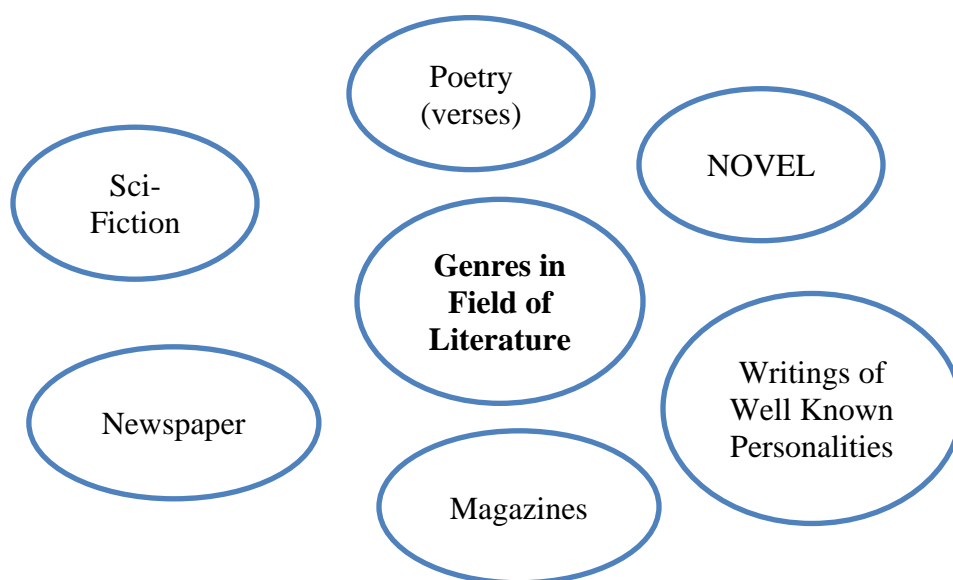
Figure 1: Attractive Genres in Field of Literature

Hours Passed to Read Literature within Seven Days

The respondents in majority (n=18) expressed that they spend through 4-7 hours to read varied forms of literary works in seven days. One of the learners (3) said,

"The percentile ratio isn't much great. I spent through seven or eight hours to read books of literature in seven days".

A couple of participants mentioned to spends close to 6 hours in seven days. One learner said that he burned through 7-9 hours in seven days to comprehend varied literature forms. Every one of the learners read paper day to day that consumes around 3 hours in seven days.

Another learner (11) expressed,

"I attempt to use paper consistently. I began to use novel a few days prior and presently, I finished just 3 of them".

Texts of Literature in Syllabic Studies

Every one of the learners aside from one expressed that texts of literary nature are remembered for their place in syllabus.

One of the learners (9) mentioned,

"Indeed, there are majority of books in my University syllabus plan that incorporated academic texts to read those one can foster our language abilities".

Another learner (14) stated,

"There is English course of Composition within Department. Furthermore, every other section in University runs that kind of courses".

One learner agreed to that texts of literary nature were insufficient for their level. Instructors likewise upheld these assertions and gave significance to remember more texts of literary nature for the educational plan at advance level.

Technique to Teach Literature within Class

Data have been gathered from all twenty two learners that tend to take English as subject within classes. Majority of learners (n=20) expressed that literature has been taught in class as an essential feature within their schedule.

Some referenced that,

"Indeed, literature taught within my group". A couple of learners answered adversely, "No, literature isn't taught in my group".

As per one of the instructors,

"Frankly, I like to teach literature since that is my area of interest. To teach literature gives me open to conversation for valuable etiquettes and later I can write down thoughts from all in the class".

Efficacious Mode of Practices and Methods to teach language through Literary Texts

Respondent instructors thought about various strategies and methods of various subjects, learners' need and climate. Respondents liked to utilize discussion, role assigned conversation, open conversation, topic-based discussion, to write, imaginative tasks that endeavor to connect with them in class exercises, however, much as could reasonably be expected.

One of the respondent instructors (5) said,

"Free conversation survey with respect to a text could break the dormancy among the learners. I attempt to draw in them in introductions, conversations and at times, composing inventive tasks for that reason. I really like to explore different avenues regarding various procedures relying upon the requirements of the learners. In some cases, I evaluate sensational approach and endeavor to draw in them in class based exercises as a lot as could really be expected. Different times, I go for delineation and redundancy of the obscure words and articulations. Furthermore, free conversation meetings in the class likewise work. In any case, anything that I do, I attempt to ensure that the students are feeling to be participated in the class."

Another respondent instructor (6) said,

"We can design an example prior to beginning a text, putting stress on the fundamental abilities of language. Additionally, learners' commitment to the assignments is vital. Indeed, it relies upon which sort of literature we are talking about. Yet, indeed, there are texts that are certain through which instructing language or grammar structure can be made possible."

Various challenging Literary Genres

The majority of learners stated that books possess difficult type of literature to comprehend. They likewise tracked down verses as one of the difficult one.

One of the participants (6) said,

"I have found the verses most challenged one. To read sonnets once in a while I can't uncover the basic theme stated by the authors".

Learners likewise thought that interpreting sentences inside a brief timeframe is troublesome.

One of them (17) referenced that,

"I think, 'Interpretation' is the most troublesome kind of literature as the vast majority of the tales, discourses and texts of the literature rely upon time, spot and individual to decipher accurately and representation of the genuine picture is a great issue. Be that as it may, selection of words is a major figure that causes difficulty to comprehend about the situation made by author".

Literature to be Significant Weapon in Communicative Lingual Programs

Every other of the respondents upheld the statement that literature can be the main apparatus for instructing language communicatively. By understanding literature, one can uptake information on English language that is vital for communicative lingual approach.

Respondents accepted that literature inclined towards them to advance their capability to sepak and grasp to move decisive reasoning with creative mind. Besides, they got a potential chance to get a handle on various common words and lingos and familiar with enhanced culture, standards and upsides of various nations.

They expressed one of the principal parts of literature is paper to develop lingual capabilities. They said,

"Indeed, to read paper one fosters information of Basic English can perceive to apply word in proper spot".

Highest Level of Anxiety to Utilize English lingual Capabilities

The greater part of the respondents expressed that their highest concern is to develop rates to speak and write. As they need to utilize syntax accurately, a solitary syntactic mistake might hamper the entire sentence. Leaners expressed,

"We ought to be worried about this issue. We can be better at English abilities by tracking down sufficient extension to teach each expertise of this language, by giving the extent to teach with the Standard English known to individuals, by holding studios, workshops and rivalries on English language".

One of the respondents added that his greatest worry in English Language capacity is right articulation. They likewise think about English as a mode of scholastic based studies and correspondence with the foreign individuals.

Discussion

Part of Literature to enhance lingual abilities

English taught in Pakistan as foreign dialect (Begum et al., 2005; Banu, 2002; Ahmed, 2007). Respondents referenced that it was pleasant to learn English language through literary texts and concurred that every one of them were profoundly benefitted to instruct parts of literary texts towards fostering their language abilities. They likewise concurred that literature gives an asset or valid setting, gives inspiration to language learning, convey students with real models for the standards of language use, helps students in fostering their general language set of mind and information, assists with fostering the student's interpretive and logical abilities and enhances with new (vocabulary) jargon. Following finding is similar to findings from (Steward, 2006) and (Gangola, 2015) investigations. At long last, respondents gave detailed information that their greatest worry in English language capacities was their talking ability. They agreed that subsequent to perusing scholarly texts, talking expertise is more evolved out of four language abilities. Additionally, the consideration of literature within ELT classes has been a useful cycle as it adds to learners' lingual turn of events, enthusiasm for various societies, individual contributions, and individual development (Carter and Long, 1991). Babaee and Yahya (2014) added that scholarly texts assist the learners with enacting their creative mind and foster their feelings. Every one of the learners consented that literature can assume a critical part in creating language abilities. Also, every one of them was exceptionally benefitted to instruct literary texts towards fostering their language abilities. They likewise referenced that learning English language through literature is agreeable.

Above all, they are advancing while going through literary texts, and it makes no strain to learn. Erkaya, 2005; Butler, 2006 likewise found that literature can upgrade L2 students' decisive reasoning abilities that is one more crucial part for scholarly achievement. Likewise, existing literature on L2 learning through literary texts has shown the way that literature would be able to assume a positive part in L2 learning (Hess, 2006; Cho, Ahn, and Krashen, 2005; Kim, 2004; Hall, 2005; Ghosn, 2002; Hadaway, Vardell, and Young, 2002; Reid, 2002). Obediat (1997) stated that literature makes a difference amongst learners to obtain skill of using native-like English, express their thoughts in English, get familiar with the points of current and modern English, figure out how the English lingual framework is utilized for correspondence, perceive how colloquial articulations are utilized, talk plainly, unequivocally, and compactly, and become more capable in English. It makes imaginative and insightful students. Literature likewise helps learners to show

interpretative capacities (Lazar, 1993; Gangola, 2015). Literature can be a compelling and motivating hotspot for figuring out how to compose while taking the subject of English as a subsequent language (Shahid, 2016). Alam and Ashrafuzzaman (2018) expressed that relevant read on this part assumes an extremely huge part in keeping new jargon (vocabulary) into learners' psyche as instructors' talks, can assist to understand books.

Besides, the majority of them thought that, contemplating and having sound comprehension of literature relies upon syntactic abilities. They favor sentence structure to literature in the approach to learning a language as they suspect that students will confront enormous troubles. They assume that switching to literature without having adequate information in fundamental sentence structure.

Attractive and Valuable genres in Field of Literature

The vast majority of learners read books based on literary facts with exception of their academic assigned books and their favorite genres have been novels, verses and sci-fi. Jewett (2017) likewise viewed that learners assessed the main sorts of literature to be books, brief tales, real texts and a combination of various kinds of texts. They answer emphatically to read literature in their local language since it assists with grasping onto some significant features. The greater part of the respondents showed that it is a lot simpler to read literature that is written in their local language. Collie and Slater (1987) expressed that utilizing language that is target of learners tends to imply and assists with communicating their reaction either non-verbally or by limited form of language abilities.

Viable Instructive Methodologies and techniques to Teach language through Literary Texts

Respondents expressed that literature can be the main device to educate a language communicatively. It can make examples more productive and fascinating. Respondent instructors thought about various strategies and procedures if there should be an occurrence of various viewpoints on learners' need. Respondents like to utilize discussion, role assigned conversations, open conversations, composing and imaginative tasks. It endeavors to draw in them to create class exercises like to read, classification of literary genres, conversation with the companions or instructors in English, watching English films, programs, tunes, mailing the addresses and so on. Ashrafuzzaman et al. (2010) likewise found that English instructors apply numerous valuable and participatory methods to guarantee to show educational past experiences productive and useful. Collie and Slater (1987) moved towards recognizing that it aids learners to investigate their own reactions for literature through group exercises. Conversational texts inside the literature go about as a useful asset for understanding the available resources to speak with one another in light of various circumstances and in alternate points of view. While choosing scholarly texts, motivational strategies and methods have been utilized in language classes, the learners' language capability, interests, age, sex, and so on ought to be thought about, so learners do not feel unsatisfactory on use of improper materials. Custodio and Sutton (1998) sensed that literature can open skylines of probability, permitting learners to address, decipher, interface and investigate. Violetta-Irene (2015) likewise expressed that by utilizing scholarly text within language class can transform class into an energetic and spurring place.

Difficulty to Properly Use English language Capabilities: (Listen, Speak, Read and Write)

The majority of learners expressed that to read and write are the least demanding expertise to procure and to speak is the most troublesome ability in English and few learners expressed that they track down skill to listen as the most troublesome one. Subsequent to read the literary texts, the mastery to talk is more evolved out of four language abilities since; it enhances (vocabulary) jargon and assists with involving the texts in communicating various sentiments in various circumstances while to communicate. The vast majority of the learners expressed that two-way communication is the most troublesome ability in English and few learners expressed that they track down listening capability as the most troublesome one. The students can without much of a stretch improve their listening expertise on the off chance that they focus on the class instructive lecturers conveyed by the course instructor in the class. Additionally, the instructor should make the class intuitive so the learners can upgrade their ability to talk in facilitating manner.

Motivation behind learning English

Respondent instructors and learners concurred that learning English is eminent for imparting individuals to varied job activities worldwide. Realizing English would have huge effect among learners, particularly taking into account the globalization issue. Ashrafuzzaman (2018), Sultana and Ashrafuzzaman (2016), Babu et al., 2014; Ehsan et al., 2011; Coleman, 2010, EIA Study 2b3b (2011) additionally found that recognizing English would have huge effect on the existences of learners, particularly taking into account the way that the present world is worldwide a village, English is the mechanism of correspondence only. English is given the place of highest need in job related market. The vast majority of the learners perceived that they could effectively speak with outsiders in English, since English is utilized to impart thoughts in many spots all over the globe. Besides, correspondence through discourse is very significant in every other part in circles of our life like training, culture, sports, business and in addition managing foreign delegates. As English is involved all over the planet as worldwide language, presently, learning English has turned into a short time interest to carry on with a prosperous personal existence.

Conclusion

Literature assumes to have a critical part in compelling the overall educating process to learn and instruct language through educational past experiences, no doubt, if English is viewed as a second dialect. It furnishes learners with an especially rich wellspring of true materials used in classrooms. In Saudi Arabia, literature is a stupendous piece to instruct that goes about as determinant factor for learner's self-awareness. Furthermore, it assists them with grasping issues of various societies and gives them understanding into history, individuals' way of behaving and mentalities. Abstract texts assist the learners with enacting their creative mind and foster their feelings. Besides, findings of current project suggest that educational plan ought to be updated by gathering more literature and adding learner-focused instructing strategies in any case there is absence of goals characterizing the job of literature to deal with cases of ESL/EFL. Learners like to understand novel, verses and sci-fi genres with combination of various sorts of texts that are generally gainful for fostering their language abilities as per the course books they use. Educator plays a significant part to teach English through the technique of using literature. They ought to choose the suitable language strategies to teach, procedures to teach, and class exercises that should be applicable to

the point and goals to educate learning exercises alongside scholarly texts. Books selected should be applicable to the past encounters, feelings, or dreams of students. Consequently, both pre-administrative and in-administrative services that have been in training ought to be incorporated for their development of professionalism.

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