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Scrutinizing Saudi EFL Teachers' Cognitions about Online Teaching to Tide Over COVID-19

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Abstract

Ensuring learning continuity during COVID-19 school closure became a priority for the government of Saudi Arabia, which turned teaching to information and communication technology (ICT), requiring teachers to move to online delivery of lessons. As a result, education has changed dramatically, with the remarkable rise of e-learning, whereby teaching is undertaken remotely on digital platforms. As the online teaching of English as a foreign language (EFL) in Saudi Arabian universities faces new challenges, EFL teachers have been positively exploring new solutions. To understand how EFL teachers were coping with the challenges, the researcher set up a study to examine EFL teachers' cognitions about online

teaching in response to the disruption of typical teaching plans. This study takes a qualitative approach by analyzing in-depth interviews with four Saudi EFL university teachers. Through thematic analysis, we found that teachers had explicit cognitions about the features, advantages, and constraints of online EFL teaching. They acquired ICT literacy through online workshops, understanding students' learning needs, and online teaching practice. This study also revealed that EFL teachers always have their ideas, unique ways of doing things, and preferences. Conclusively, beneath teachers' behavior always, there are beliefs, knowledge, and related constructs that influence what they do. Hence, it became clear that if we want to understand what teachers do comprehensively, we need to know what they believe, what they know, their attitudes, and their perceptions. Then, if we want to promote change, we need to look at beliefs.

Keywords: *COVID-19, online teaching, cognition, behavior, attitude, perception*

Introduction

Due to the life-threatening global pandemic, language teachers and teachers of other disciplines in Saudi Arabia had to move instruction online. In this process, teachers' cognitions about education and language teaching must have changed substantially. How to organize efficient activities via online teaching? How would students respond to online delivery, especially when the subject matter was about learning a foreign language? Some of the teachers were not sure about the effectiveness of such large-scale online language instruction. Worries and stress drifted in the teachers' minds. How did EFL teachers in a Saudi university perceive and respond to their disrupted teaching when online teaching became the main mode of delivery? It is a question that needs urgent investigation as the teachers' perceptions and responses to online teaching over COVID-19 greatly influence the quality of language education in Saudi universities. This paper presents a qualitative study, through in-depth interviews, on four EFL teachers' cognitions about online teaching, their responses to, and their strategies for coping with their disrupted schooling.

Unfortunately, little has been reported on how Saudi EFL teachers have responded to such drastically challenging and evolving teaching and learning environment in Saudi universities. This study was set up to partially fill this research gap. The researcher's findings could help language teaching professionals understand how they can benefit from learning how their colleagues were learning to cope with the new challenges. By trying to understand online teaching platforms, online language teaching methods, online class management, online

language assessment, among many other things, through scrutinizing four Saudi teachers' cognitions and personal experiences.

Background

Teacher cognition may involve teachers' beliefs, knowledge, theories, attitudes, images, assumptions, conceptions, or perspectives about teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities, etc. (Borg, 2003). Teachers hold a wide range of practical theories which inspire how they perform and teach in classrooms. Moreover, teachers' practical teaching experiences contribute to their change of cognitions (Gao & Ma, 2011).

Particularly, teacher cognition intertwines with various terms used to refer to teacher cognition, including teachers' knowledge, teachers' beliefs, and teachers' self-perception. Although there are distinctive connotations and denotations in various contexts, these terms share core features in terms of several aspects of teacher cognition. Recent years have seen a growing body of research investigating teacher's awareness related to instructional practice (Borg, 2011).

More specifically, how teachers' cognition is related to teachers' actual online instructional practices is increasingly focused on teacher education research. Especially the cognition-practice conformity, that is, the extent to which teachers' online instructional practices are consistent with their cognition. Despite the considerable research in the field, the relationships between teachers' cognitions and their online instructional practices have not been thoroughly investigated nor clearly defined, especially concerning EFL teaching. Specifically, the following section sheds light on the relationship between teachers' cognition and their teaching practice.

The Connection Between Teachers' Cognitions and Teaching Practices

Teachers possess theoretical beliefs about teaching, and their thoughts and cognitions provide a basis for their teaching behavior (Basturkmen, 2012; Borg, 2011; Farrell & Bennis, 2013; Farrell & Ives, 2015). Beliefs also guide teachers' thoughts and behaviors (Borg, 2011). Theoretically, Watson's (2015) study provides evidence that ideas play an important role in influencing pedagogy in challenged curriculum areas. It demonstrates how influential and conceptual elements of beliefs can shape practice. In other words, teachers' cognitions shape and affect the nature of their instructional decision-making. Teacher cognition impacts teachers' decision-making (Borg, 2011; Isikoglu, Basturk, & Karaca, 2009). According to Basturkmen (2012), experienced teachers' planned aspects of teaching, such as task design, teaching

orientations, instructional approaches, and selection of activities for education, are not improvised classroom instructional practices but show greater unity with their expressed cognition. Their principles correspond with their teaching practices (Tam, 2006; Kim, 2006; Vibulphol, 2004). What teachers do in the classroom is governed by what they believe, and these beliefs often serve as a filter through which instructional judgments and decisions are made. An idea about language learning and teaching that they apply when they plan their instruction, choose the teaching strategy, the material, and the type of resources, interact and communicate with their students in the class, manage the classroom, and react to whatever possible conditions in the school (Utami, 2016). In EFL language learning, teachers' beliefs are considered the critical factors in how classroom instruction is planned, managed, and evaluated. There have been studies about it, especially the relation between thoughts and applying particular strategy or certain language skill learning such as reading, writing, listening, and speaking (Utami, 2016).

On the other hand, the idea that teachers have a consistent set of beliefs, which regulate what they do consistently, is simplistic. However, the situation is much more complex than that. Borg (2015) stated that all teachers have tensions between their beliefs and practices when they believe in something, and at the same time, they have another thought that pulls in a different direction. Thus, it is essential to accept this as something just normal under the influence of contextual teaching restrictions, such as specific classroom level, time limitation, and material length, where teachers need to cover material very quickly (Borg, 2015).

Furthermore, Johnson (1992) assumed that ESL teachers with different dominant theoretical orientations provide strikingly different literacy instruction for non-native speakers of English. Johnson's study supports the notion that ESL teachers teach following their theoretical beliefs and that differences in theoretical assumptions may result in differences like literacy instruction. However, despite substantial support for the consistency between teachers' beliefs and practices, other researchers contend that sometimes the complexities of classroom life can constrain teachers' abilities to attend to their thoughts and provide instruction that is consistent with their theoretical beliefs. Johnson (1992) found that although reading teachers could articulate their views about reading outside the classroom, a host of contextual factors could influence their actual instructional practices during classroom instruction.

The Influence of EFL Teachers' Cognition upon Their Online Instructional Practices

The sudden transformation of teaching activity from the face-to-face model to the online modality reveals the existence of three gaps: the access gap (having or not having access to connection and technological devices); the use gap (time of use and its quality); and the gap in teacher skills, (availability of resources, and adaptation of online platforms to support teaching) (Espino-Díaz et al., 2020; AlTameemy & Alrefaee 2021).

Teachers' quality and competence are key factors affecting teaching quality. University English teachers must actively upgrade their knowledge and skills in modern education technology and adapt themselves to meet the needs of university English teaching in the technology-enhanced learning and teaching environment (Gao & Zhang, 2020).

Adapting to technology in EFL teaching can be a complicated and challenging task for some teachers under social and contextual factors (Koehler et al., 2011). Therefore, before applying online learning, teachers need to learn and grasp adequate technological and pedagogical knowledge (Tai et al., 2015). This need becomes a crucial issue in the current context of school closings and the necessary adaptation of online teaching. Different empirical studies have reported the improved knowledge of teachers' digital competence. In this sense, some studies report an alarming difference between the competencies that teachers should have to develop digital competence in their students and the ones they genuinely have (Espino-Díaz et al., 2020). The technological pedagogical content knowledge, as discussed by Hodge et al. (2020), is a framework that can help us understand how teachers think and take actions accordingly. This study confirmed the existence of a significant gap in teacher training in using ICT and its application in the classroom. Another research has revealed that teachers carry out continuous training throughout the academic year and demonstrate skills in particular areas of digital teaching competence. However, there is still a deficit in creating digital content (Amhag et al., 2019).

Along the same lines, teaching staff must also acclimate their work methodology, which implies carrying out a training process that serves as a guide to assimilating the context caused by the coronavirus crisis. In this sense, it is necessary to approach teacher training in using ICT in two lines of work: firstly, the acquisition of different levels of competence of teachers in ICT; secondly, the improvement in a series of pedagogical, social, ethical, technical and class management. On the other hand, several studies have pointed to a series of present factors when teachers face the inclusion of the technologies and apply them in their teaching (Espino-Díaz et al., 2020; Gao & Zhang, 2020; Amhag et al., 2019). These are the high motivation teachers present for increasing their competence in the use of technologies; a perception of poor

knowledge in the use of technologies; despite many training activities, the competence in the use of technologies has not improved sufficiently. The teacher has the perception that their competence is greater in tools denominated as traditional than in the management of the technologies. These beliefs and perceptions inspired the author to perform this research study.

Methodology

Qualitative research is more concerned with process, context, interpretation, and understanding via inductive reasoning. Observations, interviews with open-ended questions are effective methods to collect data by listening to participants telling their own experiences and reflections. In analyzing and interpreting data, qualitative researchers construct patterns, themes, or categories from the data collected by organizing them into a more abstract form of information. In presenting or reporting research findings, qualitative researchers use first-person narratives with the researcher being emic (Creswell, 2014).

The study of beliefs presents challenges mainly because views are not directly observable. We can go into a classroom, observe behavior, see what the teachers do, and describe that, but we can't see their beliefs. We can't look at a teacher and know what they believe. Methodologically the challenges have been for researchers to find ways of eliciting beliefs and the only way we can do this is by getting teachers to tell us what their thoughts are. Most recent studies that have examined online teacher learning have gathered data through interviews, surveys, and questionnaires (Espino-Díaz et al., 2020; Gao & Zhang, 2020; Amhag et al., 2019). These methods offer information about teachers' beliefs and attitudes towards online professional development.

Therefore, interviews are suitable and appropriate for the present research. It intends to gather information about the teachers' cognitions about online EFL teaching and their acquisition of ICT literacy in the initial stage of online EFL teaching. Semi-structured interviews were adopted as the principal tool to elicit verbal data for this study. The author worked as the interviewer and asked six broad, open-ended questions to direct the interview. The interviewees were encouraged to give detailed responses to the following six questions: (1) What do you think of online EFL teaching over COVID-19? (2) How did you acquire your ICT literacy in the initial stage of COVID-19? (3) How do you organize efficient activities via online teaching? (4) Could you talk about preparation for online EFL teaching? (5) How would EFL students respond to online delivery? (6) Would you like to add anything or reflect on online teaching? The semi-structured interviews were used in the present research because they avoided the disadvantages of structured interviews and unstructured interviews.

Participants

The participants in this research were four Saudi female EFL teachers from a major university in Saudi Arabia chosen through purposive sampling. The sample provided rich information related to their cognitions about EFL online teaching within the educational context. For anonymity, the author used invented names to refer to the participants in this research paper.

Criteria for Choosing Participants

Participants must have been teaching English as a foreign language online for at least two semesters. They can systematically arrange and share their cognitions about their classroom pedagogical instructions with the researcher. They represent a range of EFL teachers' characteristics. They are of different ages, with different educational backgrounds, work experiences, and have different teaching styles.

Data Collection

The data for the present study were collected from March 13 to April 12 through WhatsApp interviews on a one-to-one basis. Bayan's, Rana's, and Hala's data were in the form of written summaries and reflections on their online EFL teaching based on their responses to the six interview questions. However, Ruba's data were in the form of audio recordings. The collected data include texts, and audios, which helped to ensure the trustworthiness of the present qualitative study. The data collection discontinued when there were sufficient data to explore the participants' cognitions about online teaching and their teaching practice during this period of COVID-19.

Discussion

Teachers' Cognitions About Online EFL Teaching Over COVID-19

The sudden outbreak of COVID-19 across the world posed a crisis to traditional face-to-face ways of EFL teaching in Saudi universities. In the meantime, it also provided an opportunity for all parties involved to update their cognitions about EFL teaching and upgrade their knowledge and skills of information technology literacy to meet the needs of online instruction. We cannot reset 2020 and 2021, but we can argue that we can reset ourselves with updated cognitions and upgraded knowledge and information technology literacy skills. Faced with these facts, teachers have had to adapt at a confusing pace to new methodological approaches and their quarantine circumstances, presenting high-stress levels. Hala stated: *It's a rich and*

successful experience that is still forcing us (both teachers and students) to learn new skills and develop new methods. It also pushed us to apply technology to education.

Bayan believed that online teaching was the best solution during this pandemic to protect the students and the staff while delivering the curriculum. Ruba reported: *it was a new exciting experience, especially this year (2021), as we have "Itools" and electronic flipbooks plus the university's platforms, such as E-Learning Blackboard and WebEx. All these instruments eased the online teaching process.* This report is consistent with Borg's (2015) model of language teacher cognition. Teachers' cognitions about online EFL teaching are corresponding with their online instructional practice. They chose appropriate platforms and adopted various teaching methods based on their cognitions about students' learning needs in their courses. Ruba repeated: *I don't consider online teaching difficult or could affect my teaching results to be lower than teaching face-to-face.* This finding is also in agreement with many studies on the cognition-practice relationship of language teachers (Borg, 2011; Basturkmen, 2012; Farrell and Ives, 2015).

Teachers' Perceptions of Online EFL Teaching Over COVID-19

The participants had divergent perceptions of online EFL teaching over COVID-19 as they compared it with traditional classroom language teaching to explore the features of online EFL teaching. Based on their online teaching experiences, they looked at online EFL teaching from different perspectives. Rana expressed her view of teaching and learning as limited by teachers' mastery of information technology in online EFL teaching, stating that it is a new experience for many EFL teachers and learners. Most teachers and learners needed training and tutorials at the beginning. This statement agrees that some teachers perceive that their competence is greater in tools denominated as traditional than in managing the technologies (Espino-Díaz et al. 2020).

Rana: *In my opinion, online classes result in many benefits. First, most learners become self-learners, which means they take responsibility for their learning journey. Also, teachers invest a lot of time in preparing materials and interactive activities. Another benefit is that most sessions are recorded, allowing students to go back to the class and check their understanding of the content.* Bayan added that holding online office hours can help extend the online learning environment as students can communicate effectively with their teachers and address their questions and concerns. However, these sudden moves to online by so many institutions could seal the perception of online learning as a weak option. When in truth, nobody making the

transition to online teaching under these circumstances will truly be designing to take full advantage of the affordances and possibilities of the online teaching format.

Challenges Facing EFL Teachers Teaching Online Over COVID-1

The threat of COVID-19 has presented some unique challenges for institutions of higher education. All parties, including students, faculty, and staff, are asked to do extraordinary things regarding course delivery and learning. Teachers encountered many difficulties and challenges in preparing for online teaching. Bayan reported: *We faced many problems, the most important one is the technical problems like the sound quality and the high-speed internet connection, which was stressful for us as teachers and students.* This report is in keeping with Hodges' (2020) proposition that many instructors will understandably find improvising quick solutions in less-than-ideal circumstances process highly stressful.

Ruba said that the beginning of the pandemic crisis in the first semester of last year (2020) was difficult for both EFL teachers and learners as there were no flipbooks or tools. So we used only PDF files of the books' chapters till the end of the term. This statement concurs with Hodge et al. (2020), who noted that the rapid approach necessary for emergency remote teaching might diminish the quality of the courses delivered. A whole- online course development project can take months when done appropriately. However, the need to "just get it online" directly contradicts the time and effort generally dedicated to developing a quality online course. Online courses created in this way should be accepted as a temporary solution to an immediate problem. It especially concerned the accessibility of learning materials that might not be considered during this emergency remote teaching.

Rana also added that some teaching methods were difficult to be implemented through online sessions, as the group work, due to technical issues and weak internet signals. Further, students find it easy to cheat and copy assignments or ask someone to do their homework, making it difficult for the teacher to assess their progress. Hala also noted that the level of most of the students is a bit low. Many of them take answers from the answer keys, which are available everywhere. Hala added: *When I ask them to write in the chat box, they copy answers from google and paste them without knowing the meaning.*

Another challenge some teachers encountered in their preparation for online teaching was uploading the teaching materials onto the Blackboard platform. One of them mentioned why it was challenging for her by saying: *I was clueless and frustrated.* Later, she consulted her colleagues and learned how to upload the materials to Blackboard, an online platform run by

the university. Thus, the materials can be inserted into the content section and be ready for the students to access and download.

In addition, some teachers might also have struggled to adapt to online teaching abruptly due to a lack of adequate digital skills, possibly contributing to a great diversity in the quality of online education across universities. An antecedent result in the literature is that the effectiveness of online teaching and learning depends considerably on the digital competencies of learners and teachers and on whether technology is effectively incorporated into pedagogical practices. Therefore, all of them participated in a lot of autonomous learning and exploration of relevant elements and technological skills. As a result, they found the solutions and became ready for online teaching.

EFL Teacher's Readiness to Deliver Online Teaching to Tide Over COVID-19

Teachers also need support to rapidly adapt their instructional practices to distance learning, whether regular or ad hoc. In this respect, France has mobilized its network of local digital education advisers to support the transition from face-to-face to distant learning. The network of digital education advisers has supported teachers by providing them with online training about the availability and use of digital resources for pedagogical practice and promoting teaching practices adapted to educational continuity (Vincent-Lancrin, 2020). In the same vein, Saudi Arabian universities' deanships of information technology took the same procedures to support their teachers through intensive online training workshops about the use of WebEx meetings, E-learning Blackboard, and Microsoft teams.

Bayan assured that the university offered many online courses, videos, and links to help instructors learn how to effectively use the E-Learning Blackboard and the WebEx. Hala also reported that at the initial stage of Covid-19, The English Language Center (ELC) provided intensive online workshops (such as designing online exams, digital grading, and uploading materials) for teachers. Along the same line Mayer (2002) pointed out that one aspect of teacher professional development is online learning, which occurs when professional knowledge is constructed from multiple modes of digital information videos and interactive tools.

Concerning the teacher training, Espino-Díaz et al. (2020) revealed that the different levels of preparation that teachers can achieve for their competence of the use of ICT are: basic, referring to those competencies that are necessary for the performance to be developed; advanced, referring to the required competencies for work with greater autonomy and creativity; and specific, referring to the level of competence necessary for the performance of specific teaching positions and that requires mastering specific applications. Hala also mentioned self-study and

asking colleagues to solve some digital problems. Hala's report supports Borko's (2004) assumption that teachers learn in many different aspects of practice, including their classrooms, school communities, professional development courses, and online environments. Online learning is a favored approach to professional development because it creates accessible opportunities. It takes place within platforms that deliver information in ways that remove time, location, and situational barriers (Utami, 2016).

On the other hand, Rana said: *I already know how to deal with technology and how to play around with it, but I acquire the essential information through the continuous tutorials organized by the technical support department. I also started to use different ideas to prepare my lessons, use slides and pre-prepared materials to avoid any delay or issues during the virtual classes.*

Rana's continuous update of her ICT skills shows that because ICTs are constantly being updated. Thus, a review of online learning methodology is necessary for combining technological advances with the principles of education focused on students, which can stimulate motivational processes toward meaningful teaching and learning (Espino-Díaz et al. 2020). Bayan, Hala, and Rana did a lot of autonomous learning and exploration of relevant elements and technological skills to prepare their online teaching materials.

Material Preparation and Activity Implementation for Online EFL Teaching Over Covid-19

This section offers an essential discussion of the types of instruction being delivered in these pressing circumstances. Bayan said: *The most common and effective way to prepare for a class is by using PowerPoint to increase learners' focus, especially in explaining the grammar rules and introducing the new vocabulary.* Furthermore, Ruba reported: *Electronic preparation takes a longer time than face-to-face preparation. I like to use the board to explain grammar and vocabulary and the colored pens in traditional teaching, and I also send videos in face-to-face classes. Still, online I have to prepare PowerPoint presentations in advance and upload them on the content section of the blackboard platform a day before the class to enable students to study them to be ready for the next virtual lesson. Online lesson preparation takes a long time for teachers to be able to teach online.*

On the same line, Rana said: *Unlike face-to-face classes, preparation for online sessions takes a lot of time. Teachers need to invest in their preparation for the virtual lessons to be successful and comprehensible. I, personally, depend on organizing the content on slides, presenting the activities, giving students some time to do them, explaining the materials and the language-*

related matters, and then presenting the answer-key for the students. Also, assessing students using quizzes is different from traditional classes because the questions should not be straightforward or taken from the examples in the book, and performing the exams takes a lot of time to export them to the platform.

Ruba and Rana's expressions about the time-consuming of online material preparation are consistent with Hodge et al.'s (2020) assumption that a full-course development project can take months when done adequately. The need to "just get it online" directly contradicts the time and effort of developing a quality online course. On the other hand, Hala expressed: *Due to technology and all the available facilities, I found that preparing online lessons is more comfortable than preparing them for face-to-face classes. I prepare slides, then all I need is to click on (share screen) to display everything. It is a lot easier compared to the sharing of the content by using projectors in the classrooms. I also use tools and applications which provide students with interactive exercises. All in all, everything is available, and all I need is to make use of it.*

Concerning activity implementation, Ruba voiced: *Blackboard platform helped us share online tests, divide students into groups, and play games online. I had no difficulty now compared with the beginning of the year when teachers and students did not accept online teaching, and they were not convinced that it is an effective way of language teaching.* This statement was supported by Hodge et al.'s (2020) assertion that Online learning carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise. These sudden moves online by so many institutions could seal the perception of online learning as a weak option.

Hala pointed out: *E-Learning Blackboard tools are helping me a lot. I use Wikis (collaborative devices that allow students to work together on the same material) to encourage students to work together and organize the content. I use the discussion board to allow students to share their answers and ideas. I also use Blackboard tools to collaborate (polls & chat box) during our classes to motivate students. Plus, the two activities they have to do during this semester (giving presentations and recording new vocabulary).*

Rana: *I use discussion forums to engage students more in the learning and give them a chance to reflect on the materials that have been covered in class. I also try to use breakout rooms as much as possible to allow students to discuss with their peers. One of the useful activities that I use is dividing the class into groups, assigning a leader for each group, giving them a writing task, and writing a paragraph using the whiteboard in the E-learning Blackboard platform. Then I go to each group, correct their section on the board and explain their mistakes. I also use the polling tool for comprehension questions during the online sessions.*

Bayan: *My favorite way to organize speaking activities is dividing the students into small groups by using the online breakout sessions. Also, I manage a forum in the E-learning Blackboard platform to encourage students to discuss some topics or give their opinions and share them with their classmates.*

The positive cognition of these four teachers about the ICT and education facilitates meaningful learning by creating interactive learning spaces. The presentation of content through the innovative possibilities, offered by ICT in online teaching, offers teacher-student interactivity that arouses the students' interest. This situation causes the connection between teachers' cognition, preparation, activity application, and the transmission of information from teachers to learners to obtain effective results when explaining the new content. In short, the use of the ICT approach would allow greater profitability in terms of learning in the current context of the crisis caused by Covid-19. Online training is proving to be a feasible solution in the context of the closure of educational institutions. The integration of ICT and the contributions of educational technology help teachers build their teaching strategies through new paradigms that facilitate learning processes in online teaching (Espino-Díaz et al. 2020).

Students' Participation and Performance in The Context of Online Teaching and Learning Over Covid-19

Bayan indicated that students' responses are related to many reasons; one is their comprehension of what was discussed and the teacher's way to deliver and simplify the peace of information. The second reason is related to internet connection problems. They hinder students from communicating online; hopefully, this matter will be solved as the internet became one of the most critical learning requirements. Generally, the level of students' participation in online classes was good, only a few students weren't active, and they did not interact effectively. Bayan said *I also found that the level of confidence and comfort became higher in online classes as students could speak English and participate without feeling embarrassed, unlike in face-to-face courses where they have to talk in front of many students.*

Rana also expressed: *Since most of the materials are interactive, I feel students should engage in the class most of the time because teaching a language is not like lecturing. It needs many supplemented materials and interactive activities to practice producing the language and to acquire the skills. Students like the organization of the content in slides. They also want to have recorded sessions for their reference. However, they don't prefer the breakout rooms due to the technical issues they face during them.* In such cases, researchers need to make teachers aware

that this applies to the technologies in the classroom and can be an innovative and communicative agent to create various communication scenarios (Espino-Díaz et al. 2020).

Ruba clarified *that students' responses are different. But the number of students in the class affects their responses. I have from 95 to 100 students in each group. It was challenging to communicate with each of them in one class and help them acquire the language skills or see each learner's week points. This issue was my suffering. Sometimes I didn't pay attention that one student did not participate for a week or two. Students know that I could not cover all of them in each class. However, I had a summer training course with only seven students. It was exciting and effective as I communicate with all of them in each class. Finally, I see a large number of groups as the biggest problem in online teaching.*

Hala: *I'm teaching four groups with huge numbers of 100 students. In my opinion, a massive number for a language learning class is problematic.*

Hala: *Anyway, students respond differently. Some of them are very active; they attend classes, participate, ask, respond to my questions, and study for the exams. On the other hand, some don't take part until I tell them that they will lose marks. Unfortunately, online teaching, in my opinion, is not efficient in the context where I'm teaching, as the level of most of the students is a bit low. Only about 20 or 30 students out of 100 students type in the chat box when I ask them. So, I always pick names randomly to force the rest to be prepared and attentive. In Ruba and Hala's cases, they cannot act as mentors, encouraging active learning and motivation and checking that nobody falls behind. Such interventions can considerably contribute to making online learning more effective.*

Hala: *To sum up, online language teaching will be more successful if it's adopted partially. Some classes are online, but others, mainly when focusing on productive skills like speaking and writing, should be in-class teaching. Blended courses would be more efficient because students need realistic, authentic practice.*

Ruba's and Hala's large size classes discussions coincide with Hodge's (2020) belief that decisions around class size will significantly restrict what strategies instructors can use. Practice and feedback, for example, are well established in the literature. Still, it's harder to implement them as class size grows, eventually reaching a point where it's just not possible for an instructor to provide quality feedback.

After discussing all the issues mentioned earlier, the author noticed that there is still much to do in teacher training in ICT, providing strategies for developing their online teaching quality. The teacher's role in the effective use of ICT tools in the teaching-learning process after the COVID-19 crisis is essential. For this, teachers have to have training that leads them to assimilate the

pedagogical uses of ICT. In this way, the generation of new online learning styles would change teachers' negative cognition. Considering teacher online training opportunities has also been shown to affect and even change teachers' pedagogical and content knowledge positively, classroom practice, and student outcomes (Weschke & Barclay, 2011).

Conclusion

This study was set up to examine a group of Saudi female EFL teachers' cognitions about online teaching in response to their disrupted teaching plans and how they acquired their ICT in the initial stage of the COVID-19 outbreak. This research on teachers' cognition about online teaching during COVID-19 has theoretical implications for online EFL teaching practice and teacher cognition research. It has partially expanded the knowledge about online EFL teaching by focusing on what Saudi teachers think and believe about online EFL teaching during the pandemic situation. This study has also provided a shred of new empirical evidence for Saudi teacher cognition about online EFL teaching research. The findings related to teachers' cognitions about the features, advantages, and weaknesses of online EFL teaching in Saudi Arabia are a new field in EFL teacher cognition research. These findings might also have pedagogical implications for EFL teachers. These are contextually relevant and meaningful findings in this trying time, as they illustrate that research on EFL teacher cognition needs to be further investigated regarding specific contexts. Hopefully, these findings can help EFL teachers in the Saudi context or any other similar context in other parts of the world to understand that language teaching is a job full of complexities and unexpected events. EFL teachers need to be adaptable, resilient, and ready to learn new skills for tiding over unforeseen challenges such as COVID-19.

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Strategy of Improvising Drama in Education: Praxis of Pedagogy in EFL/ESL Context

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Abstract

Teaching techniques and strategies are changing nowadays and new approaches are evolving with the influence of virtual phenomena which is the only way to continue the teaching-learning process in the current pandemic. The previous teaching strategies have not been able to develop the productive and receptive skills of language as students still lacking in producing language skills in a spontaneous situation. Drama in Education and Educational Drama is

capable of developing confidence, creativity, non-verbal skills, and critical thinking skills through the use of different drama components in language classrooms.

Drama techniques are always effective and can have a positive effect on the learners' outcomes in terms of learning any language. The challenge of incorporation in the actual classroom is a tough task for an individual teacher. The present study focuses to investigate the efficacy of Drama in Education in the real classroom. The research methodology uses the quantitative method to collect the data through the research instrument developed by the researchers. The study uses the purposive sampling method for data collection. The present study uses drama techniques and activities based on role-play, enactment, and extended role play to foster language skills. The results of the study show that the approach of using drama techniques in real classroom settings is promising and it could impact the learning outcomes of the individual students.

Introduction

Language teaching comprises challenges and difficulties since it has started. The reason for the issues faced by teachers and students is the unavailability of the exchange of ideas in the same language. Additionally, let's take the example of English where it is not spoken by masses, the contextual use of language is not possible because students are not exposed to the language they are learning in their day-to-day life. Pedagogical theories evolve from time to time and suggest changes in approach, technique, and method of language teaching. Moreover, the dynamics of classroom teaching are changing from every day and during the pandemic, it has completely changed from physical to virtual or online. Similarly, the strategy of having activity-based teaching in the language classroom is more effective and has shown efficacy during online teaching. The question is how to learn the language quickly and be able to use it in daily life.

Second language acquisition is a complex theory that can be understood from different perspectives. Over the last several decades, scholars have been writing, discussing, and giving their opinions about SLA but there is no one theory that can describe the concept. First of all, we have to understand what is a theory? "A theory is a set of statements about natural phenomena that explains why these phenomena occur the way they do" (VanPatten & Williams, 2020, p. 1). It also predicts what would happen in the future under certain circumstances. Second language acquisition also scrutinizes why certain individuals learn so faster and better than comparing to others. The question here is what is about SLA that persuades the diffusion on the parameter of theoretical perspectives? Second language

acquisition must be clear in including as many significant factors as feasible while at the same time it must have a useful implication in the real world.

Theories have to be very clear on what does it mean, for example, what does it mean by second language acquisition. Otherwise, the person who reads may not fully understand what it is about, or what does it assert, or even maybe he/she may misunderstand the exact idea behind it. It is very much clear that there is no single approach that clearly defines or we can rely on it about what is SLA. Moreover, it should include what is language, what is learning, and how it should take place, and in the context of the classroom, what is teaching? Despite there are different perspectives of SLA, it has been discussed by scholars like Noam Chomsky, Stephen Pit Corder, Robert Lado, Selinker, Stephen Krashen, Micheal Long, Vygotsky, and so on. These scholars have worked extensively to develop the theory and concept of SLA.

Language learning has some basic concepts and theories about how language is learnt, acquired, and taught. Behaviourism is basically a psychology theory that is concerned with the behaviors of the individual. It has dominated the field of second language acquisition until the end of the 1960s. The approach is focused on the external individual's environment. Behaviorist says language learning is a habit formation, the procedure of linking stimulus and responses. This process is regarded as a learning instrument, has to be reinforced, practiced, observed, and corrected. Behaviorists emphasize imitation of stimulus as the process of learning. The central idea is dependent upon the observation, measurement, and verification of the subject i.e. is a language learner. The principles of the theory rely on observation, repetition, drill practice, and stimulus-response. The present study discusses DIE which is a mixed approach of traditional and modern approaches of pedagogy.

Literature Review

The literature review comprises limited pertinent literature available on different aspects of drama in education strategies used in language classrooms. The traces of the approach can be easily found in the works of Slade's (1956) "*Child Drama*" and Way's (1967) "*Development through Drama*". The works of the following targeted the primary level rather than tertiary or adolescents. The phenomenon of using drama techniques came in fashion when Dorothy Heathcote started working in the UK with the children. The work of Heathcote and Bolton (2011) is known as "*Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education*" (2010) and "*So You Want to Use Role-play? A New Approach in how to Plan*" (1999). This work has revolutionized the idea of using drama and theatre techniques in the classroom to teach the language with ease. *Educational Drama and Language Arts: What*

Research Shows (2007) by Betty Jane Wagner is an important book that gives the panoramic view of recent research on drama as a classroom strategy for language arts learning. The book emphasizes understanding the particular field of theatre and drama in education, and how to become more effective with this approach (Bulusan, 2019; Kölemen, 2021).

Building Moral Communities Through Educational Drama (1999) by Wagner elaborates activities in which participants work together to improvise a fictional encounter to understand something better. Educational drama or improvisational drama is termed drama in education (DIE), or process drama. The purpose of DIE is to educate. *Words into Words: Learning a Second Language through Process Drama* (1998) by Kao and O'Neill is a landmark book that argues through theoretical background in favour of using 'process drama' in second language teaching and learning. *Creative Drama for Emotional Support: Activities and Exercises for Use in the Classroom* (2012) by McFarlane gives a kind of support to the teachers who want to use drama and theatre techniques in language classroom at a low level. Basically, the book has various activities, uses different techniques of drama incorporating the values like anger, anxiety, attachment, depression, and many more, (Saud & Weda, 2019).

Duff and Maley's *Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers* (1982) extensively discusses drama activities that can be used in the actual classrooms. However, the nature of classrooms is different in every context, so teachers have to improvise the activities accordingly. *Literature and Language Teaching: A Guide for Teachers Trainers* (2013), by Lazar provides the foundational underpinnings of this area i.e. 'learning by doing'. It is a milestone work which provides ideas and suggestions regarding how literature can be used by teachers in the classroom to teach the language. *Teaching Drama in Classroom: A Toolbox for Teachers* by Dowdy and Kaplan (2011) undertakes an enriching analysis by enumerating the importance of drama and theatre in language teaching and learning. The authors furnish interviews of the school teachers that explain the importance of drama as a tool in pedagogy especially in Second Language Acquisition (SLA).

Furthermore, the above-mentioned works are the most important works that have been carried out to enrich the approach and strategy of using drama and theatre techniques in language classrooms. Although, number of works have been done by the scholars neither they discuss how actual use of the approach can be implemented in the classroom nor they discuss something new that can add a new dimension to it. And the fact is heterogeneous classrooms need improvisation accordingly in a sense that something can work in ESL classrooms that is

irrelevant in the EFL context. As the approach is a mixture of traditional and modern teaching techniques.

Aims and Objectives of the Study

The present study aims to assess and check the efficacy of utilizing drama in education in ESL/EFL classrooms. The primary objective of the study is to check the components of drama which can be used to teach English language in the real classrooms. It is necessary for assessing the appropriacy and correctness of language used in context to provide real life situations in the classroom pedagogy. The study focuses on how one can provide real-life conversation in the classroom and motivates students to involve, speak, and practice by using the different components of drama. However, the emphasis of the approach is to target the enhancement of productive skills rather than receptive skills.

Research Methodology, Hypothesis, and Sample Population

The present study follows the quantitative method to obtain the data from the respondents who were chosen through the purposive sampling method. It aims to collect the information from students of ESL/EFL classrooms where drama techniques have not been used to teach the receptive and productive skills of language. Although, the fact is students are lacking in producing language skills in different situations. The study focuses on three components of drama techniques i.e. role-play, enactment, and extended role play. Moreover, the idea behind the study is how one can develop the productive and receptive skills of language using these techniques. The hypothesis of the study is to use drama techniques in a more interesting way along with the holistic process of language learning in EFL/ESL classrooms. Additionally, the rationale of the present study is to use the rich background of drama techniques and English language pedagogy, and taking this into consideration the study proposes to analyze aspects of drama techniques in language classrooms at the level of practice which can add more dimensions to and facilitate EFL/ESL pedagogy.

The questionnaire was developed by the researchers to collect the data from the undergraduate students who are in the different courses. As English is compulsory at the undergraduate level and if they are trained enough to the level of correctness and accuracy, the gap of communicative competence will be minimized. The questions were based on a five-point Likert scale ranging from strongly disagree, disagree, neutral, agree, and strongly agree. A total of thirteen questions were asked after the use of six drama activities (based on each component)

in the actual classrooms. Apart from these some demographic questions were asked to gather information about the respondents.

The targeted sample size was 1250 students from different streams and faculty were chosen for the study, but due to some circumstantial problems the study could not reach and the researchers stop data collection on the figure of 1003. To check the validity and reliability of the questionnaire, a pilot study was carried out and Cronbach Alpha test was done to check the reliability. It was done to check the shortcomings and effectiveness of the research instrument. SPSS version 20 was used to analyze the data collected through the questionnaire.

Detailed Analysis and Inference of the Study

Analysis of the study is done with the tabulation of data and statistical tools were used to analyze the data. There were thirteen (13) questions that were asked after the activity session was done by the researchers. The activities comprise role play (3 statements), enactment (5 statements), and extended role play (5 statements).

The first statement of the questionnaire is based on role-play statements (RP1). The first (1) statement based on role-play appears in the questionnaire as statement one (1). This statement intends to inquire about developing oral skills of the English language through role-play. Is practicing dialogue through role-play affect the speaking skills of the learners?

The question targets to inquire about the receptive productive skills of language which gives confidence in developing communicative competence. Below is the table represented for statement two which was based on role play targeting listening skills.

Table 1

I think practicing dialogues through role-playing improves my speaking skill (RP-1)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	21	2.1	2.1
Disagree	37	3.7	5.8
Neutral	118	11.8	17.5
Agree	442	44.1	61.6
Strongly Agree	385	38.4	100.0
Total	1003	100.0	

Table 1 (above) shows the data after tabulation that twenty-one (21) students responded 'strongly disagree', thirty-seven (37) students responded 'disagree'. One hundred eighteen (118) students responded 'neutral', four hundred forty-two (442) responded 'agree', and three hundred eighty-five (385) students responded 'strongly agree'. With reference to data shown above, only 5.8% of students responded negatively to this statement whereas approximately 82% of students responded positively.

The next statement RP2 based on role-play appears in the questionnaire as statement two (2). This statement enquires about enhancing the listening skills of students through role-play activities. The question targets to inquire about the receptive skills of the language which is essential in developing mutual intelligibility and communicative competence among peers and others. Below is the table represented for statement two which was based on role play targeting listening skills.

Table 2

I think practicing dialogues through role-playing also improves my listening Skill (RP-2)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	28	2.8	2.8
Disagree	36	3.6	6.4
Neutral	179	17.8	24.2
Agree	476	47.5	71.7
Strongly Agree	284	28.3	100.0
Total	1003	100.0	

Data collected and tabulated are shown in table 2 which says that twenty-eight (28) students selected the option 'strongly disagree', thirty-six (36) students selected the option 'disagree', one hundred seventy-nine (179) students selected the option 'neutral', four hundred seventy-six (476) students selected the option 'agree', and two hundred eighty-four (284) students selected the option 'strongly agree'. As it is shown above, only 6.4% of students responded negatively to this statement whereas seventy-six (76) percent of students responded positively. So, with these responses, one can generalize that using role-play in the English classroom does help students to improve their listening skills.

The next statement is RP3 which appears in the questionnaire as statement three (3). This statement intends to ask about the enhancement of language proficiency through role-play activities in the language classroom.

Table 3

Role-play enhances English language proficiency (RP-3)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	25	2.5	2.5
Disagree	35	3.5	6.0
Neutral	208	20.7	26.7
Agree	455	45.4	72.1
Strongly Agree	280	27.9	100.0
Total	1003	100.0	

It enquires about the overall development of language among learners through role-play. Tabulated data shown in table 3 (above) says that twenty-five (25) students selected option 'strongly disagree', thirty-five (35) students selected the option 'disagree', two hundred eight (208) students selected the option 'neutral', four hundred fifty-five (455) students selected the option 'agree', and two hundred eighty (280) student selected the option 'strongly agree'. Data shown in table 3, shows (below) that only six (6) percent of students responded negatively to the statement whereas 73.5% of students responded positively.

The next set of statements is based on enactment and coded as E1. The first statement is based on enactment that appears in the questionnaire as statement four (4). It intends to ask about the hesitation that learners face while speaking inside and outside the classroom. The particular statement proposes enactment decreases the hesitation among learners. It is often observed in English classrooms especially in the second language classroom; students are very shy and hesitate to participate in classroom activities.

Table 4

Enacting is very helpful in decreasing hesitation in the classroom and outside (E-1)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	17	1.7	1.7

Disagree	31	3.1	4.8
Neutral	129	12.9	17.6
Agree	384	38.3	55.9
Strongly Agree	442	44.1	100.0
Total	1003	100.0	

As shown in table 4, seventeen (17) students selected the option 'strongly disagree', thirty-one (31) students selected the option 'disagree', one hundred twenty-nine (129) students selected the option 'neutral', three hundred eighty-four (384) students selected the option 'agree', and four hundred forty-two (442) selected the option 'strongly agree'. As shown in table 4 (above), reveals that only 4.8% of students responded negatively to the statement whereas 82.6% of students responded positively. The data demonstrate that enactment does have a role in minimizing the hesitation among the learners in English classrooms. The only challenge is to provide learners with enough time and materials to practice these roles in the classroom.

The next statement of enactment is E2 and it appears in the questionnaire as statement five (5). The particular statement asks about the motivation and energy inculcated by the enactment in the English classroom through warm-up activities. Language classrooms require learners to be more enthusiastic and ample motivation to learn the new semantics and syntax.

Data shown in table 5 (below), twenty-two (22) students responded 'strongly disagree', fifty-four (54) students responded 'disagree', two hundred forty-eight (248) students responded 'neutral', four hundred sixty-five (465) students responded 'agree', and two hundred fourteen responded 'strongly agree'. Table 5 says only 7.65 students responded negatively to the statement whereas 67.9% of students responded positively. The percentage of students who responded 'neutral' is 24.8%. The conclusion derives from the data is clear that warm-up activities minimize the hesitation of the students and maximize the energy level for active participation in the classroom.

Table 5

Warm-up activities motivate and energize learners (E-2)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	22	2.2	2.2
Disagree	54	5.4	7.6

Neutral	248	24.7	32.3
Agree	465	46.4	78.7
Strongly Agree	214	21.3	100.0
Total	1003	100.0	

The next statement of enactment E3 appears in the questionnaire as statement six (6). This particular statement asks about how easy it is to remember words, phrases, and sentences while using drama activities. The responses recorded after tabulation of data is shown in table 6 (below).

Table 6

Drama activities are easy ways to remember words, phrases, and sentences (E-3)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	23	2.3	2.3
Disagree	50	5.0	7.3
Neutral	209	20.8	28.1
Agree	462	46.1	74.2
Strongly Agree	259	25.8	100.0
Total	1003	100.0	

Table 6 shows that twenty-three (23) students selected option 'strongly disagree', fifty students (50) selected option 'disagree', two hundred nine (209) students selected option 'neutral', four hundred sixty-two (462) students selected the option 'agree', and two hundred fifty-nine (259) students selected option 'strongly agree'. Table 6 shows, only 7.35 students responded negatively whereas 72.1% of students responded positively. As the data shows, most of the participants do agree that drama activities are helpful in remembering words and sentences as compared to other strategies used in the classroom.

The next statement is E4 which appears in the questionnaire as statement seven (7). The intention of the statement is to inquire about the learning process and its enhancement through drama. It intends to collect response on how the participants feel when the drama is being used in the classroom whether they feel their learning process get enhanced or not through drama exercises.

Table 7

Drama activities initiate or enhance the learning process (E-4)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	12	1.2	1.2
Disagree	39	3.9	5.1
Neutral	219	21.8	26.9
Agree	492	49.1	76.0
Strongly Agree	241	24.0	100.0
Total	1003	100.0	

The responses recorded after tabulation of data were, twelve (12) students responded 'strongly disagree' to the statement, thirty-nine (39) student responded 'disagree', two hundred nineteen (219) students responded 'neutral', four hundred ninety-two (492) responded 'agree', and two hundred forty-one (241) students responded 'strongly agree'. It has been observed in the second language classroom that initiating a language item becomes problematic for a teacher as learners cannot grasp easily. In this situation, drama can be a vital resource through which inductive teaching is possible.

The next statement is E5 which appears in the questionnaire as statement eight (8). This statement asks about the authenticity of the language used while using drama as a resource in the classroom. The responses recorded were (see table 8 below), twelve (12) students responded 'strongly disagree', forty-seven (47) students responded 'disagree', one hundred seventy-three (173) responded 'neutral', five hundred ten (510) responded 'agree', and two hundred sixty-one (261) responded 'strongly agree'. As shown in table 8 (below), only 5.9% of students responded negatively to the statement whereas 77.1% of students responded positively. So the participants are quite sure that drama activities enrich the classroom interaction by using authentic language and incorporating real-life situations.

Table 8

Drama activities enrich classroom interaction (E-5)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	12	1.2	1.2
Disagree	47	4.7	5.9
Neutral	173	17.2	23.1

Agree	510	50.8	74.0
Strongly Agree	261	26.0	100.0
Total	1003	100.0	

The next statements are based on extended role-play (ERP) which appears in the questionnaire as statement nine (9) i.e. ERP-1. This statement intends to ask about how students feel when they use drama activities within their group. The activities which are applied in the group are generally open communication activities, not the scripted one.

Table 9

I find it very interesting and useful to practice drama activities among my group (ERP-1)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	43	4.3	4.3
Disagree	78	7.8	12.1
Neutral	284	28.3	40.4
Agree	387	38.6	79.0
Strongly Agree	211	21.0	100.0
Total	1003	100.0	

The responses recorded for this statement as shown in table 9, forty-three (43) students chose the option 'strongly disagree', seventy-eight (78) students chose the option 'disagree', two hundred eighty-four (284) students chose the option 'neutral', three hundred eighty-seven (387) students choose the option 'agree', and two hundred eleven (211) students chose the option 'strongly agree'. This statement has got mixed responses from the participants of the study. As demonstrated in table 9, only 12% of students responded negatively to this statement whereas 59.8% of students responded positively. The option neutral has been chosen by 28.3% participants.

The next statement in this category (ERP-2) appears in the questionnaire as statement ten (10). The statement asks about the motivation that drama as an approach provides especially in a second language classroom where neglected skills can be incorporated through its activities, lessons, and exercises.

Table 10

Drama activities motivate you towards the learning process (ERP-2)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	25	2.5	2.5
Disagree	47	4.7	7.2
Neutral	242	24.1	31.3
Agree	455	45.4	76.7
Strongly Agree	234	23.3	100.0
Total	1003	100.0	

Responses recorded after tabulation of data shows that twenty-five (25) students selected the option 'strongly disagree', forty-seven (47) students selected the option 'disagree', two hundred forty-two (242) students selected the option 'neutral', four hundred fifty-five (455) students selected the option 'agree', and two hundred thirty-four (234) students selected the option 'strongly agree'. As shown in table 10, only 7.2% of students responded negatively to this statement whereas 68.9% of students positively. From the data, it is quite clear that drama as an instructional method does provide motivation towards learning the English language.

The next statement is ERP-3 that appears in the questionnaire as statement eleven (11). This particular statement intends to ask about how interactively students engage in classroom activities while performing drama activities and can use language structure more accurately.

Table 11

While performing drama activities in the English language classroom you are able to actively interact and use English more (ERP-3)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	16	1.6	1.6
Disagree	51	5.1	6.7
Neutral	237	23.6	30.3
Agree	447	44.6	74.9
Strongly Agree	252	25.1	100.0
Total	1003	100.0	

Recorded responses for this statement after tabulation of data were sixteen (16) students selected the option 'strongly disagree', fifty-one (51) students selected the option 'disagree', two hundred thirty-seven (237) students selected the option 'neutral', four hundred forty-seven (447)

students selected the option 'agree', two hundred fifty-two (252) students selected the option 'strongly agree'.

The next statement of ERP-4 and it appears in the questionnaire as statement twelve (12). This statement intends to ask about enhancing the imaginative power of students with the help of drama activities.

Table 12

These activities help to enhance your imagination (ERP-4)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	21	2.1	2.1
Disagree	38	3.8	5.9
Neutral	217	21.6	27.5
Agree	460	45.9	73.4
Strongly Agree	267	26.6	100.0
Total	1003	100.0	

Responses tabulated indicate that twenty-one (21) students selected the option 'strongly disagree', thirty-eight (38) students selected the option 'disagree', two hundred seventeen (217) students selected the option 'neutral', four hundred sixty (460) students selected the option 'agree', and two hundred sixty-seven (267) students selected the option 'strongly agree'. Drama in education promotes imagination through an artificial situation or fictional characters in the classroom to inculcate language structures among students. Giving particular situation or roles to acts out in the classroom in pairs or groups help students to grasp the situation structures or enable them to use language in a social situation.

The particular exercises enable students to participate actively among their peers and develop collaborative learning. Imagination is an essential element of using drama as a strategy in the second language classroom. As it is clear from the table (above), only 5.9% of students responded negatively to this statement whereas 72.7% of students responded positively.

The next statement in this segment is ERP-5 which appears in the questionnaire as statement thirteen (13). This statement intends to gather information about the approach of using drama and theatre as an instruction in the classroom promoting group work, pair work, and collaborative learning. As drama activities actively promote group work and pair works in the classroom, it also develops the tendency to work in small and large groups. As in most cases, language classrooms are big in ESL/EFL context. Therefore, it is easier for the teacher to use

activities in the actual classroom by using the pair and group work strategy. The studies have also proved that working in big and small groups is very fruitful in language classrooms.

Table 13

Drama in English classroom trains you into pair-work, group work, and cooperative learning (ERP-5)			
Options	Frequency	Percent	Cumulative Percent
Strongly Disagree	13	1.3	1.3
Disagree	34	3.4	4.7
Neutral	205	20.4	25.1
Agree	478	47.7	72.8
Strongly Agree	273	27.2	100.0
Total	1003	100.0	

The responses recorded were thirteen (13) students selected the option 'strongly disagree', thirty-four (34) students selected the option 'disagree', two hundred five (205) students selected the option 'neutral', four hundred seventy-eight (478) students selected the option 'agree', and two hundred seventy-three (273) students selected the option 'strongly agree'.

Traditional teaching does not provide much space for pair work, group work, and collaborative learning. Drama as an approach trains learners towards working in a group for effective learning outcomes. Table 13, shows only 4.7% of students denied this statement whereas 75% of students responded positively. Most of the participants think that drama promotes collaborative learning and group work.

Results and Discussion of the Study

The findings of the study are discussed in detail below based on the data received through the research instrument developed by the researchers.

1. It is observed that students at the undergraduate level are deficient in language proficiency especially when it comes to delivering oral skills in a spontaneous real-life situation. Students have a problem in expressing their opinions, feelings, and they are lacking in conversation skills. The existing syllabus and curriculum do not promote and develop competence in English language when it comes to deliver it in real-life situation that is students' aims and objective of choosing English language.

2. The findings reveal that the syllabus is not accommodating the drama and theatre components and activities hence it is unable to fulfill the enhancement of oral and written skills of the English language.
3. With reference to the classroom observation, it was revealed that the syllabus and curriculum do not give space to the authentic materials which can be used by students and teachers to work on oral skills. Materials which have been supplied through the syllabus are not able to develop the productive and receptive skills of the students.
4. The findings reveal that praxis of drama and theatre techniques is not used in the classrooms rather deductive approach is the most sought after for teaching English language and lecture with discussion method is applied and used at undergraduate levels.
5. The approach, method, and technique should be revised regularly to create coordination in the teaching process and the syllabi should be designed according to the needs of the students following on the specific skills to be developed in an integrated manner.
6. On the basis of analysis of the questionnaire, one can say that although drama techniques are capable of enhancing language skills as well as developing confidence and creativity. There is a need to adopt a new approach towards teaching that will involve the students in the learning process and make the students true stakeholders.
7. It can also be said that the existing practice of teaching does not promote cooperative learning and designify the importance of group cohesion. So it needs to develop a student-centered classroom, where group work is present.
8. The findings reveal that drama promotes participation and motivation among students and provides autonomy in the learning process. It was observed that the syllabus and curriculum do not promote the kinesthetic skills of the students that result in the hesitant and reluctant body language of students.
9. Educational drama as an approach enhances supra-segmental features through activity-based learning which is unfortunately neglected in the curriculum.
10. Drama activities make students competent when it comes to delivering the non-verbal skills of language because the syllabus does not give space to improve or develop the nonverbal skills of the language.
11. Drama and theatre techniques are capable of enhancing the four skills and two aspects of English language (listening, speaking, reading, writing, vocabulary, and grammar), there is a need for the syllabus designer and material developer to suggest drama

activities as an alternative and holistic approach which covers all the important components of the language.

12. It has been observed that the pedagogical system does not provide space for instructive strategies i.e. doing and applying teaching techniques.

13. It can be inferred that the existing teaching techniques and methods are not competent enough to develop spoken and written skills of English language.

Conclusion

Taking cognizance of the above results and discussions of the study, it is quite evident that the approach of drama in education is effective in ESL/EFL classrooms. Moreover, the use of activities based on drama in education is efficacious in developing the creativity and critical skills of the learners. It is also helpful in fostering non-verbal skills of learners in real life situation. Additionally, if the approach is used in the right way it can have a positive impact on learning outcomes of the students in ESL and EFL classrooms. The challenge is to devise the activities according to the classroom nature and the level of the students. The limitation of the present study is that it is done on a limited number of students from ESL and EFL classrooms and for policymaking the research can be done on large sample size. It also has the potential for future scope of the study as it targets only a few aspects of drama techniques.

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Knowledge, Practices and Observations in the Outcomes-Based Education Implementation and Standards

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Abstract

The implementation of Outcomes -based Education is the main concern of different Colleges and Universities of the Philippines. The present study aimed to assess the extent of knowledge and practices of the ISU faculty members on the Outcomes Based Education implementation at Isabela State University during the second semester, S.Y. 2019-2020. The mixed method approach was used in the study by combining quantitative and qualitative research techniques. For data gathering, the questionnaire and semi-structured interview were utilized as instruments. For the quantitative data, 28 faculty members were chosen as respondents while five were selected through purposive sampling for the qualitative data. On the qualitative part of the study, data was analyzed using thematic analysis while weighted mean was used to interpret the extent of understanding in terms of knowledge and the extent of actual practices

in OBE. The data gleaned from the survey and the interview indicates that the faculty members in Isabela State University Cauayan Campus are well-versed in the implementation and practice of Outcomes-based education. They have a working knowledge of the standards and practices as illustrated in the results of the survey. This was further corroborated during the interview when they were asked to expound on how they perceived and applied OBE in instruction, monitoring and assessment.

Keywords: *Knowledge, practices and observations, Outcomes-Based Education*

Introduction

Modern society has evolved so much that it now demands new skill sets from the workforce. This can be attributed to globalization and the advancements in science and technology. To adjust to this, the educational sector needed to modify and improve its thrusts as well as initiate relevant and affordable education for learners. According to Reyes (2013) curriculum planners analyzed and planned innovative ways to improve educational system in order to attain and meet the demand of educational institutions that will help and prepare learners for life and work in the 21st century.

Recent reforms in Philippine educational system show an emphasis on learner-centered methods, giving them the chance to share what they learn, to express their thoughts and ideas and to develop their abilities as a whole. Morcke (2013) stated that one major change that promotes this is the use and implementation of Outcomes-Based Education (OBE) which advocated for over 50 years which can contribute usefully to defining requisite knowledge, assessment and skills. In the Philippines according to Valdez (2012), the implementation of outcomes-based education has been one of the foremost priorities of colleges and universities for a long time now. In addition, higher education institutions were mandated to modify their curricular offerings to match international standard. In fact, Hejazi (2011) stressed that many HEIs already made this shift to these innovations for global competitiveness. Shamshudin (2015) emphasized that the demand for graduates capable of fulfilling industrial needs have also contributed a lot to this change.

Aside from being learner-centered, outcomes-based education is also favored because it empirically measures student performance. Phuca (2020) reiterate that the output, performance and students achievement are the main focus of OBE. Camello (2014) also emphasized that OBE focuses on what students learn rather than what they are taught. In relation to this, Javier (2012) explained that educational institutions have to serve learners in such a way that the

outcomes they aim to produce are achieved. The impact of OBE is most perceived on the behavior of students during instruction and their performance afterwards. This implies the benefits of continuing OBE utilization especially with regards to the productivity of the learners according to An (2014).

Four basic principles define OBE: clarity of focus, which targets what students need to know, understand and be able to accomplish; designing down, which specifies that the curriculum should be designed in such a way that the desired end result is achieved; high expectations, which designates teachers to raise the standards of performance and therefore, challenge and encourage students to engage more with what they are learning; and expanded opportunities, which focuses on the idea that not all learners learn the same way and at the same time hence they should be provided with appropriate opportunities according to Center for Education Innovation (2016). Since this is the case, according to Rao (2020) all decisions about curriculum, assessment and instruction are motivated by students' exit learning outcome. In using the model of OBE, Zang (2019) revealed that in using the model of OBE and utilizing student centered approach, teachers can improve teaching methods and create good and conducive teaching and learning environment.

Like other HEIs, the Isabela State University is constantly pursuing the improvement of quality education for its students. In 2012, the Commission on Higher Education put into effect Memorandum Order No. 46 which stipulated the policies and standards aimed towards enhancing the quality assurance of HEIs through an outcomes-based and typology-based design. Furthermore, a CHED Administrative Order in 2014 also called for a shift towards learning competency based standards. With this, the Isabela State University adopted and implemented OBE not only for the sake of compliance but also to improve the competitiveness of its graduates both in the local and global arena as accorded in the university's mission and vision.

To achieve the positive effects of OBE utilization however, those who are in charge of instruction should be fully invested. As Laguado and Dotong (2014) specified, faculty members with an in-depth knowledge and understanding of OBE implementation tend to contribute more to the realization of OBE objectives in their practice.

With regards to the knowledge, practices, experiences, application and observations of outcomes-based education in the different universities and colleges of the Philippines studies conducted by Llanes (2014), De Guzman (2017), Borsoto (2014) Laguador & Dotong (2014), Sana (2017) revealed the positive impact and positive initial experience despite some problems like lack of knowledge of the nuances of its operation. There are other studies however that

contradict the aforementioned findings. Donnely, and Lui & Shum (2007) revealed that OBE implementation and application in some areas of the United States, Australia, and South Africa have mixed results and some assessed their implementation as failures and was revoked after implementation. OBE was also perceived to have placed extra burden on limited school resources. On the other hand, OBE implementation in other fields and disciplines such as medicine, information technology and managerial accounting were successful as indicated by Lansari (2007), Harden (2009) and Lui & Shum (2012).

With the different results in the assessment in the implementation of OBE in the Philippines and in other countries, this study was conducted to determine the extent of knowledge and practices of the ISU faculty members on the Outcomes Based Education implementation at Isabela State University during the second semester of the school year 2019-2020. Specifically, it aimed to: (1) evaluate the extent of knowledge on the Outcomes-based Education implementation, (2) determine the extent of actual practice on the implementation of OBE, and (3) describe the teachers' observations and experiences in applying outcomes-based education in the teaching and learning. With this, the researcher believes that in so doing, would give the administrators and teachers a clear picture of how well OBE is being applied in instruction and assessment. This would enable them to address and remedy difficulties as well as improve OBE implementation in the institution.

Methodology

This study utilized a mixed method approach by combining quantitative and qualitative research techniques. The quantitative part of this study consists of data about the extent of knowledge and practices of the faculty members on Outcomes-based Education. To validate the findings on the quantitative data, a semi-structured interview was utilized in the study. Interview was conducted to some faculty members to determine their experiences and observations in terms of abilities in applying outcomes-based education to the standards in the teaching and learning process.

This study was conducted at the Isabela State University, Cauayan City Campus during the 2nd semester of S.Y. 2019-2020. The respondents for the quantitative data were the 28 faculty members of the four programs while 5 respondents for qualitative data chosen through purposive sampling.

The quantitative data was collected through a research-made questionnaire to assess the extent of knowledge and practices towards OBE standards. The questionnaire deals with the knowledge and practice of the OBE standard. Content validation was conducted wherein

experts were asked to evaluate the indicators in the survey questionnaire and was piloted to selected faculty members from other campuses to confirm the interpretation of the questions and the validity of the survey. Each statement was interpreted using the following interval scale as follows: 4:20 -5:0 (very great extent); 3:40-4:19; (great extent); 2:60-3:39 (moderate extent); 1:80-2:59 (less extent); 1:00-1:79 (no extent).

Qualitative data was collected using an interview to describe the experience and observations of the faculty in an Outcomes-based teaching and learning framework. Five questions were asked to the 5 faculty members, faculty in each program was guided by a semi-structured interview guide. Five questions were asked during the interview: 1) Have you ever heard of the terms outcomes-based learning and outcomes based education? How did you know by such information? 2) How will you describe your perception of outcomes-based learning? 3) What OBE teaching and learning strategies you utilized for effective delivery of instruction? 4) Based on your answer in question no. 3, how would you monitor, assess, and report your student progress and performance? 5) What are to be considered when designing an OBE syllabus?

On the qualitative part of the study, data was analyzed using thematic analysis. The transcripts of the interview were organized, synthesized, and search for the common statements and ways of thinking. The data then was arranged according to themes. On the quantitative part of the study, weighted mean was used to interpret the extent of understanding in terms of knowledge and the extent of actual practice of the faculty members.

Results and Discussion

Knowledge and Practices in Outcomes -Based Education

Table 1. Faculty Members Extent of Knowledge in OBE

Knowledge	Mean	Verbal Interpretation
1. I understand the alignment of Intended learning outcomes to the University's mission and vision.	3.90	Great Extent
2. I can figure out how institutional or graduate attributes are formulated.	4.20	Very Great Extent
3. I have a clear understanding of Outcomes-based Teaching and Learning framework.	4.15	Great Extent

4. I am familiar with the alignment of intended learning outcomes to Teaching & Learning Activities (TLA's) and Assessment Tasks (ATs).	3.85	Great Extent
5. I understand how the OBTL approach is being facilitated in the class.	4.15	Great Extent
6. I know how to deliver instructions through a student-centered approach.	4.35	Very Great Extent
7. I have knowledge on constructing course intended outcomes using Bloom's taxonomy.	4.0	Great Extent
8. I am aware of the difference between the traditional method of teaching and Outcomes-based Teaching and Learning framework.	4.20	Very Great Extent
9. I have knowledge on the assessment techniques for OBE and OBTL.	4.10	Great Extent
10. I understand the principle of designing rubrics for outcome-based assessment.	4.10	Great Extent
11. I am aware of the different teaching methods that will best facilitate in achieving the learning outcomes.	4.05	Great Extent
12. I am familiar with the alignment of learning outcomes with assessment tasks.	4.0	Great Extent
13. I know and understand that training on OBE is effective in the delivery of instruction.	4.20	Very Great Extent
14. I know where to start with an Outcomes-based Teaching and Learning approach in the classroom.	4.20	Very Great Extent
15. I am aware that Outcomes-based Teaching and Learning necessitates teachers to devise teaching and learning activities.	4.25	Very Great Extent
Grand Mean	4.11	Great Extent

The table above indicates the knowledge of OBE implementation and standards. As shown in the table, there is a very great extent in the awareness among faculty on the delivery of instructions through student-centered approach with the highest mean of 4.35. This means that most of the faculty used various teaching methods that are student-centered that help students

develop, demonstrate and learned the required skills and content needed in their course. Rajae et al. (2013) argued that while the teaching approach appropriate for OBE is learner-centered, utilization of its methods and strategies depend on the teacher's preference who implements and does the direct instruction and dissemination of knowledge to learners.

Awareness that Outcomes-based Teaching and Learning necessitates teachers to devise teaching and learning activities ranked 2 with the weighted mean of 4.25 with verbal interpretation of very great extent. Guico & Dolor (2013) emphasized that teachers are highly concerned with the time element in the implementation of the OBE considering the quantity and quality of students to align the intended learning outcomes and learning activities which require time, effort and resources. In OBE, varied teaching strategies and designed teaching and learning activities have to be utilized so as to solicit more student engagement.

On the other hand, familiarity with the alignment of intended outcomes to teaching and Learning Activities (LA) and Assessment Tasks (ATs) obtained the least weighted mean score of 3.90 with great extent for its verbal interpretation. Overall, the faculty members have a great extent of the knowledge in OBE implementation and standards with a grand mean of 4.11. This can be attributed to the different series of seminars and training sessions conducted in the University in preparation for the full implementation of OBE in different fields and disciplines therein.

Table 2. Faculty Members' Extent of Practices in OBE

Practices	Mean	Verbal Interpretation
1. I was involved in the formulation of program outcomes of the College/Institute	3.40	Great Extent
2. I prepared syllabi that shows the alignment of institutional/graduate attributes to the intended learning outcomes.	3.85	Great Extent
I conducted teaching and learning activities that are highly student-centered.	4.05	Great Extent
I utilized teaching methods and strategies that are most applicable for implementing the learning outcomes and aligned with the assessment task.	3.90	Great Extent

I utilized authentic assessment activities to determine student learning.	3.85	Great Extent
I provided opportunities for collaborative learning.	3.95	Great Extent
I used appropriate verbs in my syllabi to express the desired learning outcomes.	3.65	Great Extent
I designed teaching and learning activities to facilitate students in achieving the outcomes.	3.90	Great Extent
I provided feedback on my student performance.	3.90	Great Extent
I employed rubrics to assess the degree of learning that has taken place in a given course.	3.85	Great Extent
I employed innovative and interactive teaching and learning activities that will stimulate the minds of the students and help them create and integrate knowledge about the course content and intended learning outcomes.	3.85	Great Extent
I evaluated my students' performance based on the outcomes that they are required to demonstrate.	4.0	Great Extent
I attended series of OBE trainings and seminars to improve my instruction.	3.95	Great Extent
I utilized constructive alignment that starts with clearly stating the learning outcomes which are statements of what the learner is supposed to be able to do at what standard.	3.95	Great Extent
I employed several teaching and learning activities that make my students apply, invent, generate new ideas, diagnose and solve problems.	3.95	Great Extent
Grand Mean	3.87	Great Extent

Table 2 presents the OBE practices and standards of the faculty member of College of Business and Management. The conduct of highly student-centered teaching and learning activities was a common OBE practice among the CBM faculty members with the highest mean of 4.05 and a verbal interpretation to great extent. In relation to this, Ramoroka (2007) stressed that one of the aims of OBE is to make teaching more learner-centered. Laguador (2014) recommended student centered approach as teaching pedagogy where teachers will served as facilitator in teaching and learning. Evaluated students' performance based on the outcomes that they are

required to demonstrate have the second highest mean of 4.0 with a verbal interpretation of great extent. Caguimbal et al. (2013) emphasized that both teachers and students should be aware on how to evaluate students' performance and they should be knowledgeable on how assessment are utilized because this is one of ultimate gains of outcomes-based education. According to Bansal, et.al (2015), the course and output assessment are connected and related to course and learning objectives , hence, assessment of output is very important to determine whether the learning objectives are attained.

On the other hand, involving the faculty in the formulation of program outcome of the College/Institute have the lowest mean of 3.40 interpreted as to a moderate extent. Hence, there is a need to consult the different stakeholders such as the parents, students, and especially teachers in the formulation of the program outcomes.

Faculty members' Experiences and Observations in OBE Implementation and Standards

To support the data gleaned from the survey questionnaire, a semi-structured interview was conducted in which selected faculty members of Isabela State University Cauayan Campus were asked questions about their experiences and observations of the OBE implementation and standards in the institution.

When asked about their familiarity regarding OBE and its concepts, it was revealed that a majority of them first encountered these during the year that the Commission on Higher Education required HEIs to transform their curriculum and align this according to the principles of OBE.

I remember that it was around 2013 when OBE became buzzwords in ISU. It was 2014 I think, when the university required instructors to develop what was called OBEdized syllabi for the courses being taught. By then, there were also some in-house seminars to help the instructors understand OBE and how to implement it in syllabus-writing, instruction planning and assessment (Respondent 1)

Similarly, Respondent 4 also mentioned that he first encountered OBE in 2014:

ISU introduced the OBE curriculum and standards in 2014. If I remember it right, there were directives from CHED that particular year which called for HEIs' compliance that is why we had to undergo training to prepare ourselves for it (Respondent 4)

The respondents' statements can be substantiated by the fact that the Commission on Higher Education did release a memorandum order in 2012 which specified transitory provisions for

developing outcomes-based and typology-based quality assurance (QA) in Philippine Higher Education Institutions for 2014.

In Article III, Sections 11 to 13 the said CHED memorandum order indicated CHED's rationale for adopting an outcomes-based QA monitoring and evaluation: the shift of educational discourse from transmission of expert knowledge to building learner competencies for lifelong learning; this being the key to adapt to the evolving requirements of the 21st Century; and CHED's belief in OBE's effectiveness in improving the quality, efficiency and effectiveness of higher education.

Moreover, all of the respondents also talked about syllabi-revision and writing in relation to OBE. For example, Respondents 2 and 3 indicated respectively:

*I first encountered the terms when we were required to construct syllabi using OBE principles. It was a new concept but the school made sure we would be adequately equipped to deal with the directive
e from CHED regarding OBE by providing us trainings and seminars. (Respondent 2)*

I distinctly remember that the first time I directly dealt with the terms were when we were asked to convert our syllabi to this new format. Though in my postgrad studies, the concepts of OBE were already discussed in some of my classes therein. (Respondent 3)

The aforementioned statements from the respondents showed that Isabela State University was undergoing transformation as directed by CHED's directive and one way of complying was for the instructors to revise and write their syllabi in accordance to the principles of OBE. As Biglete (2018) pointed out, selected core course syllabi had to be updated to ensure that experiential learning is emphasized in the curriculum. Hence, the respondents' remarks about syllabi-revision.

It can also be noted from the respondents' statements that they also underwent seminars and training sessions for them to learn more about OBE and how to implement it not only in instruction but in assessing students' performance.

As for the **perceptions of the respondents**, the interview proved that they have a positive impression regarding OBE. All of them pointed out OBE's advantages over the traditional approaches used in the past.

Ideally of course, it's a very good concept. I appreciate its aim since it's very student-centered. Furthermore, I think it prepares students for the real world compared to the traditional approaches in teaching which focused too much in the inculcation of facts. OBE allows students to develop skills that would help them actualize themselves later on as a part of the workforce. They are not merely taking in information; they learn how to use information for practical purposes. (respondent 1)

Also, Respondents 2,3,4 and 5 opined the same positive outlooks respectively as follows:

I have a positive outlook about OBE as a whole especially since students are assessed more authentically compared to traditional approaches. (Respondent 2)

OBE makes learners productive in the sense that they are applying the concepts they have learned. OBE makes them active participants in the learning process. (Respondent 3)

Performance is the focus in OBE and I believe that this makes a big difference. Traditional approaches lacked that perspective as the focus was in giving information to students who, although would take it all in, had no clear idea what all that information meant. In OBE however, they are given information and are trained to use that information on a practical scale. (respondent 4)

What is great about OBE is that it ensures a kind of continuity from school to work. It is to be recalled that one of the main problems of Philippine education is the mismatch between what was taught in school and what is needed in the workplace. OBE helps address that. (Respondent 5)

The positive perception of teachers on the implementation of OBE in their university is indicative of an effective implementation. As mentioned in the study of Giessen-Hood (2014), if teachers' attitudes towards OBE are unfavorable or resistant, its implementation might encounter serious issues.

The aforementioned statements of the respondents also showed that they possessed the basic knowledge about the generalities of OBE.

When the respondents **were questioned about the particular aspects of OBE implementation**, they enumerated the strategies they use to implement OBE in terms of instruction.

Respondent 1 talked about the emphasis on outcomes: one of the core principles of OBE:

Since OBE is focused on the outcomes, I like to pattern my teaching this way: I state the objectives for each lesson so that the learners will have an idea what they should achieve; then I teach the theory or background for understanding; what comes next is the practical part in which the learners are required to exemplify skills. (respondent 1)

In the statement above, the respondent stated that the objectives are presented to the students at the beginning of every lesson. This is characteristic of OBE because the ‘end’ or expected outcomes are already specified at the beginning, thus promoting a macro-view of the learning process as stated by Espiritu & Budhrani (2015).

As for Respondent 2, he said:

OBE is all about active learning so as much as possible, I see to it that the lessons have a lot of room for application and not merely parroting of concepts. Group works are especially popular with my classes and it helps the weaker learners to cope and learn more when they are grouped together with better-performing ones. (Respondent 2)

Respondent 2 applies what is known as ‘project-based learning’ in which the projects assigned to students aim to promote discovery, sense-making and application of what should be learned. This is one strategy in OBE as indicated by Espiritu & Budhrani (2015).

Respondent 3 also makes use of project-based learning and he explained one of the important principles of this strategy: that the tasks (short term) culminate to a single big project or output (long-term) which targets a real-world experience for the learners:

Assigning short-term and long-term projects that use what students learn is a favorite strategy of mine especially since the subjects I teach deal with business and entrepreneurship. We start off with in-school projects and then try to expand later on with real-world setups as we do linkages outside the school. (Respondent 3)

Moreover, Respondent 3 also talked about real-world setups and linkages off campus. This, once again, is indicative of project-based learning as this particular OBE strategy calls for mixed venues in the teaching-learning process.

Respondent 4, on the other hand, highlighted the importance of performance:

I think making performance as the central concept in lessons is what defines OBE so as much as possible, I tell students to participate actively in activities such as group discussions and presentations as well as projects in which they apply what they have learned. This is especially useful in HRM courses where practical knowledge is a necessary construct. (Respondent 4)

In relation to her statement, the respondents **were also asked about how they monitor, assess and report student progress and performance**. Respondent 1 touched on one particular concept that is indicative of OBE assessment tool, which is the rubric. She said:

The tricky part about OBE is the assessment. I make use of rubrics for monitoring and assessment. Rubrics make the entire process more objective. (Respondent 1)

Similarly, Respondent 2 also talked about rubrics and how these help in the objectiveness of the performance assessment:

Since my strategies are all about application of skills learned, I see to it that the students know how they are performing. I do this using performance logs. Rubrics are also helpful since they ensure that I am grading the performances in an objective way. Constant updating helps students gauge their progress and allows them to make amends in the areas they are lacking in. (Respondent 2)

Respondent 5 also mentioned rubrics and she was able to explain why rubrics are effective as an assessment tool for measuring progress and performance. She said:

Rubrics are great in assessing performance-based exams. I think it's very helpful that students are informed of the criteria for what they are expected to do in these practical exams—they perform better when they know what is expected of them. (Respondent 5)

While Respondents 1,2 and 5 focused their discussions on assessing practical performance, Respondent 3 talked about written examinations. She explained:

While we cannot completely do away with written examinations still, I see to it at least that the written tests I give do not focus on pure memorization of facts and concepts. I construct the items in such a way that higher order thinking skills are given more priority. I like making test

items that allow students to think critically and to use the knowledge they have learned.
(Respondent 5)

In her statement, Respondent 3 touched on the two sets of skills students gain: the lower order thinking skills and the higher order thinking skills. Chabeli (2006) stated that higher order thinking skills are emphasized by OBE since these enable students to construct their own knowledge and skills.

Meanwhile, Respondent 4 explained that he recognizes the importance of combining practical and written examinations in assessing his students. He points out:

I like to combine written examinations with practical ones. In doing so, I am addressing both the understanding and comprehension of students about the lessons and measuring their skills and capabilities in applying concepts they have learned.

Respondent 5 also shared the same perspective:

Although OBE focuses on performance, let us be candid about the fact that written exams still take up much of our assessment. I try to temper this though by alternating major exams from written to performance-based ones. Also, projects are practical.

In the interview, the respondents were also asked **about the considerations in designing an OBE syllabus**, each of the respondents were able to share important points on what an outcomes-based syllabus should have as they all enumerated the defining characteristics and principles of OBE which can be manifested in the syllabus as follows:

An OBE syllabus should specify what the students need to achieve, what are the ways of enabling students to achieve these goals and how to measure what the students have achieved after the teaching and learning process.

OBE is learner-centered and outcomes-centered. Because of this, teachers should be careful to specify the outcomes expected from the students after the teaching of the course. This is of utmost importance since all the other parts of the syllabus will depend on the objectives. Also the syllabus should allow for diverse learning activities in consideration to the individual differences of learners.

The higher order thinking skills of students should be a primary consideration in designing a syllabus under OBE. This is in accordance to the idea that OBE aims to empower students to

become productive members of society later on. Since this is the case, the teaching and learning activities must focus on the HOTS as well.

The teacher should ensure that application of skills is prioritized. This is achieved by formulating objectives that target skill development as well as learning activities that will help students hone these skills. Assessment should be varied as well so as to accurately measure not only the abstract learning of students but also the practical ones.

An OBE syllabus' objectives, teaching-learning activities and assessment tools must focus on higher order thinking skills which emphasize application. After all, the principles of OBE point to empowering learners to gain knowledge and skills that would make them competitive in the workplace.

Conclusion

The data gleaned from the survey and the interview indicates that the faculty members of the Isabela State University Cauayan Campus are well-versed in the implementation and practice of Outcomes-based education. They have a working knowledge of the standards and practices as illustrated in the results of the survey. This was further corroborated during the interview when they were asked to expound on how they perceived and apply OBE in instruction, monitoring and assessment.

While the qualitative data proved the findings of the quantitative data, it can also be perceived that there are some points about OBE practice and implementation in the college that can still be improved. This is particularly apparent in terms of the monitoring and assessment that the respondents enumerated and explained during the interview.

This just shows that there is always room for growth and improvement for the faculty members as they continue to learn and improve their capabilities in utilizing OBE in the university.

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Improving English Language Receptive Skills through Mobile Assisted Language Learning: Perceptions and Practices of Undergraduate Students

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Abstract

Mobile-assisted language learning (MALL) is defined as language learning that is assisted and enhanced by the use of mobile technology. It is a subset of mobile learning and Computer-assisted language learning (CALL). This research explored the perceptions and practices of Mobile-assisted language learning for the improvement of English language receptive skills at the undergraduate level. The practices and perceptions for using mobile phones for English language receptive skills are explored through questionnaires and interviews. The results collected from the questionnaires are analyzed in the form of frequencies and percentages and the interviews are thematically analyzed. The male and female research participants shared their opinions and concerns regarding the use of mobile devices for English language learning at the undergraduate level. The findings revealed that the research participants positively prefer to practice English language receptive skills through their mobile phones. In terms of the discrete English language receptive skills, the research participants revealed that they prefer to use mobile devices to practice reading skills as compared to listening skills. Moreover, as compared to female research participants, the male research participants showed their inclination towards mobile assisted language learning to a greater extent for improving their receptive language skills.

Keywords: *Mobile-assisted language learning (MALL), mobile learning, English language receptive skills, survey-based study, questionnaire, interview.*

Introduction

Mobile phones are portable devices that are frequently used for language learning purposes due to their features of accessibility and convenience (Yassin et al., 2019). Owing to the use of mobile devices in learning and teaching activities, the term “M-learning or Mobile Learning” has emerged (Crompton, 2013). The term ‘Mobile learning’ focuses on the use of mobile devices as a tool for enhancing and developing access to the learning material for integrating the process of gaining knowledge in a realistic context (Sharples et al., 2010). McQuiggan, et al., (2015) defined mobile learning as prompt and optionally accessible, anywhere, and anytime

learning, that helps to create learner's knowledge; satisfy curiosity, collaborate with others, and enriching experiences.

Mobile-assisted language learning (MALL) in general is a subdivision of Computer-assisted language learning (CALL). Mobile-assisted language learning (MALL) can be defined as the use of mobile technologies in language learning, especially in conditions where device portability offers specific benefits to the language learners to experience an interactive use of target language (Kukulski & Traxler, 2005). Mobile-assisted language learning (MALL) includes devices ranging from MP3/MP4 players, smart phones, and e-book readers through laptop and tablet computers (Burston, 2013).

Mobile-assisted language learning (MALL) offers language learners access to a collaborative means of learning 'anywhere and at 'any time' (Stockwell & Hubbard, 2013, p.351). The pedagogical practices associated with Mobile-assisted language learning distinguish itself as it emphasizes the learner significantly. According to Ozan (2013), the level of interest and motivation of learners is improved by mobile learning. The use of mobile devices in learning environments encourages students to participate in language learning activities. Therefore, it can be assumed that the use of mobile devices may become a necessity for students and educators (Yilmaz & Akpınar, 2011; Jamiai, 2021).

Keeping in view, a survey-based study is conducted that focused on the perceptions and practices for English language receptive skills through mobile-assisted language learning at the undergraduate level.

Aims and Objectives of Research

The main aim behind this survey-based study was to explore the assistance of mobile phones in the improvement of receptive language skills of male and female research participants at the undergraduate level.

The research objectives are as follows:

To identify the Mobile-assisted language learning (MALL) practices and perceptions of the research participants for English language receptive skills at the undergraduate level.

To analyze the Mobile-assisted language learning (MALL) practices and perceptions of the male and female research participants for English language receptive skills at the undergraduate level.

Research Questions

The research questions are as follows:

Question no.1:

What are the Mobile-Assisted Language Learning (MALL) practices of the research participants for the improvement of English language receptive skills at the undergraduate level?

Question no.2:

What are the perceptions of the research participants for the improvement of English language receptive skills through Mobile-Assisted Language Learning (MALL) at the undergraduate level?

Significance of the study

In academic practices, the integration of technology has been used as a bridge between the learners' experience and existing knowledge with the new knowledge taught and learned (Hashim, et al., 2018; Kurniawan & Tanone, 2018; Alfallaj, 2020).

The significance of this research is that it comprehensively studies the Mobile-assisted language learning (MALL) perceptions and practices for the English language receptive skills of listening and reading at the undergraduate level. The term 'Receptive Language skills' can be described as 'the skills that focus on the child's comprehension or understanding of language'. This study explored the input of Mobile-assisted language learning (MALL) in the improvement of English language listening skills and reading skills of male and female research participants. The importance of the survey-based study is that it will suggest a theoretical basis on which prospective experimental investigation can be conducted on gender differences and the Mobile-assisted language learning practices for the elevation of English language skills.

Problem Statement

The integration of mobile devices such as smart phones and tablets in pedagogical practices can transform the way of learning and teaching procedures innovatively. Mobile phones are considered as an impactful tool for enhancing the language skills of English language learners (Nalliveettil & Alenazi, 2016). However, it needs to be noted that mobile learning cannot substitute with formal education but it can recommend procedures to favor and supplement learning outside of the classroom setting (Sharples, et al., 2010).

Moreover, it is observed that most of the studies conducted previously on the topic of Mobile-assisted language learning essentially focused on the influence of Mobile Assisted Language Learning in the performance of English language skills inclusive of English language' macro

skills as well as micro-skills. The English language comprises four macro skills of listening, speaking, reading, and writing along with the four micro-skills of grammar, pronunciation vocabulary, and spelling. The studies on the subject of Mobile-assisted language learning and its influence on English language learners' receptive skills are limited in number. Likewise, the term 'learners' implicates both; male and female learners that use mobile phones as an aid to gain competence in their English language receptive skills. Also, several studies emphasized the perceptions of the teachers and English language learners concerning Mobile-assisted language learning for English language learning. Therefore, the main purpose of this research is to find and analyze the practices, perceptions, and impacts of Mobile-assisted language learning on the improvement of English language receptive skills of both, male and female research participants at the undergraduate level.

Research Methodology

This study has used a survey-based design as a research methodology to explore the practices and perceptions on learning of English language receptive skills through Mobile-assisted language learning.

Population and Sampling

The population for this research is taken from a private co-ed university. A non-probability sampling technique is used in this research. Moreover, the sample is selected through a purposive and convenience sampling technique.

For the survey-based study on the Mobile-assisted language learning (MALL) practices and perception for English language receptive skills, n=100 research participants are selected. The selected sample comprises n=50 male and n=50 female research participants. Furthermore, for the collection of qualitative data, interviews were conducted from 10 research participants respectively.

The process of conducting a survey-based study is executed through the use of the research tools of closed-ended questionnaires and structured interviews.

Research Tools

In this study, the research tools of questionnaires and interviews are used. The results collected from the questionnaires are evaluated quantitatively in the form of frequencies and percentages, whereas, the thematic analysis is presented of the data collected from the interviews.

Questionnaire

The questionnaire is adapted from the research paper by Jovanović (2017), ‘Learning foreign languages via Mobile Devices: Attitude and experience of students of Higher Business School of Professional Studies in Leskovac.’

The term ‘adaptation’ refers to the deliberate modification of a question or questionnaire to create a new question or questionnaire. To adapt the questionnaire, the researcher has followed the overall design of the instrument. The reason to adapt to that particular questionnaire is that it focused on the undergraduate university students’ approach towards mobile learning.

The adapted questionnaire comprises of the questions that investigated the Mobile-assisted language learning practices. As a modification, the researcher has added and altered the content of each item. For instance, the measure of the Likert scale; headings, and items from the questionnaire are adapted.

The adapted questionnaire used in the survey comprised closed-ended questions and opinion-based statements associated with mobile phone usage for English language receptive skills practice. Moreover, the measuring gauge of the Likert scale is used to rate the research participants’ frequency of responses.

Section ‘A’ of the questionnaire focused on the mobile phone practices for English language learning. This section comprised 12 questions. To rate the responses of this section the Likert scale is used with options of Yes /No / I Don’t Know (IDK).

Likewise, in Section ‘B’ of the questionnaire, the perception regarding mobile phone usage of English language skills improvement is requested. This section comprised 10 viewpoints /opinion-based questions associated with the perceptions regarding mobile phone usage for language skills improvement. This section comprises of five-point Likert scale to measure the perception of research participants with the following options of Strongly Agree /Agree / Neutral / Disagree / Strongly Disagree.

Interview

In this research, an interview guide is used as a qualitative research tool for the survey-based study. The purpose behind interviewing the research participants is primarily to study the lived-in experiences and perceptions regarding the use of mobile phones for the improvement of English language receptive skills. Primarily, all the interview questions are designed concerning the objectives of the survey-based study.

Results Collected from Questionnaire

The frequencies and percentages of the research participants' responses are generated through Frequency Distribution in IBM SPSS Statistics 23. The results are as follows:

Section A

The Section A of the questionnaire focused on the 'Mobile Phone Practices for English Language Learning'. This section of the questionnaire is assessed on the Likert scale. The research participants responded to the question by selecting these options Yes, No, and IDK (I Don't Know).

Table 1 Do you own a smart mobile phone?

Gender of participants			Frequency	Percent
Male	Valid	YES	50	100.0
Female	Valid	YES	50	100.0

The results show that both 50 male and 50 female research participants own a smart mobile phone.

Table 2 Do you use a mobile phone for educational purposes?

Gender of participants			Frequency	Percent
Male	Valid	YES	47	94.0
		NO	3	6.0
		Total	50	100.0
Female	Valid	YES	49	98.0
		NO	1	2.0
		Total	50	100.0

The results imply that the majority of the research participants use mobile phones for educational purposes.

Table 3 Do you use different mobile applications for the improvement of English language skills (reading and listening)?

Gender of participants	Frequency	Percent
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Male	Valid	YES	33	66.0
		NO	17	34.0
		Total	50	100.0
Female	Valid	YES	36	72.0
		NO	14	28.0
		Total	50	100.0

The responses indicate that the majority of the research participants use different mobile applications for the improvement of English language skills of reading and listening.

Table 4 Do you record class lectures on mobile phones for listening comprehension?

Gender of participants			Frequency	Percent
Male	Valid	YES	20	40.0
		NO	29	58.0
		IDK	1	2.0
		Total	50	100.0
Female	Valid	YES	26	52.0
		NO	24	48.0
		Total	50	100.0

The results revealed that the majority of the research participants do not record class lectures on mobile phones for listening comprehension.

Table 5 Do you listen to English songs for listening skills improvement?

Gender of participants			Frequency	Percent
Male	Valid	YES	40	80.0
		NO	10	20.0
		Total	50	100.0
Female	Valid	YES	26	52.0
		NO	23	46.0
		IDK	1	2.0
		Total	50	100.0

The responses indicate that the majority of the research participants do listen to English songs for listening skills improvement.

Table 6 Do you listen to audiobooks for English language listening skills improvement?

Gender of participants			Frequency	Percent
Male	Valid	YES	30	60.0
		NO	20	40.0
		Total	50	100.0
Female	Valid	YES	14	28.0
		NO	33	66.0
		IDK	3	6.0
		Total	50	100.0

The results revealed that that the majority of the research participants do not listen to audio books for the improvement of English language listening skills.

Table 7 Do you read e-books on the mobile phone?

Gender of participants			Frequency	Percent
Male	Valid	YES	38	76.0
		NO	10	20.0
		IDK	2	4.0
		Total	50	100.0
Female	Valid	YES	32	64.0
		NO	17	34.0
		IDK	1	2.0
		Total	50	100.0

The results imply that the majority of the research participants do read e-books on mobile phones

Table 8 Does reading e-books on mobile phones improve reading skills strategies (e.g. skimming/ scanning)?

Gender of participants			Frequency	Percent
Male	Valid	YES	43	86.0
		NO	6	12.0
		IDK	1	2.0
		Total	50	100.0
Female	Valid	YES	36	72.0
		NO	9	18.0
		IDK	5	10.0
		Total	50	100.0

The results imply that the majority of the research participants do read e-books on mobile phones improves reading skills strategies.

Table 9 Do you use online dictionary apps to look up the meaning of English language words?

Gender of participants			Frequency	Percent
Male	Valid	YES	36	72.0
		NO	13	26.0
		IDK	1	2.0
		Total	50	100.0
Female	Valid	YES	49	98.0
		NO	1	2.0
		Total	50	100.0

The results imply that the majority of the research participants do use the mobile application of an online dictionary to look up the meaning of English language words

Table 10 Do you use online dictionary apps to know the accurate pronunciation of English language words?

Gender of participants			Frequency	Percent
Male	Valid	YES	37	74.0
		NO	12	24.0
		IDK	1	2.0
Female	Valid	YES	49	98.0
		NO	1	2.0
		Total	50	100.0

The responses imply that the majority of the research participants use online dictionary apps to know the accurate pronunciation of English language words.

Table 11 Do you play games on a mobile phone for the improvement of your English language skills (listening /reading *skills*)?

Gender of participants			Frequency	Percent
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Male	Valid	YES	26	52.0
		NO	24	48.0
		Total	50	100.0
Female	Valid	YES	25	50.0
		NO	25	50.0
		Total	50	100.0

The result implies that an equal number of research participants play games on mobile phones for the improvement of their English language skills.

Table 12 Do you use social media sites on mobile phones for educational purposes? (E.g. Facebook groups/pages, WhatsApp, Instagram, and Twitter, etc.)?

Gender of participants			Frequency	Percent
Male	Valid	YES	37	74.0
		NO	11	22.0
		IDK	2	4.0
		Total	50	100.0
Female	Valid	YES	42	84.0
		NO	8	16.0
		Total	50	100.0

The responses showed that the majority of the research participants do use social media sites on mobile phones for educational purposes.

Section B

Section B of the questionnaire investigated ‘the Perceptions and views regarding the mobile phone usage for English language skills improvement’.

For that purpose, the Likert scale of **Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree** is used to gauge the perceptions of the research participants for using mobile phones for English language receptive skills.

The results collected from the questionnaire are as follows:

Table 13 Mobile devices are an effective tool for language learning purposes

Gender of participants			Frequency	Percent
Male	Valid	Strongly Agree	22	44.0
		Agree	20	40.0
		Neutral	7	14.0
		Disagree	1	2.0
		Total	50	100.0
Female	Valid	Strongly Agree	20	40.0
		Agree	20	40.0
		Neutral	10	20.0
		Total	50	100.0

The responses showed that the majority of the research participants agreed that Mobile devices are an effective tool for language learning purposes.

Table 14 English language learning through mobile phone is cost-effective and affordable

Gender of participants			Frequency	Percent
Male	Valid	Strongly Agree	24	48.0
		Agree	18	36.0
		Neutral	5	10.0
		Disagree	3	6.0
		Total	50	100.0
Female	Valid	Strongly Agree	21	42.0
		Agree	16	32.0
		Neutral	11	22.0
		Disagree	2	4.0
		Total	50	100.0

The responses depicted that the majority of the research participants strongly agreed that English language learning through mobile phones is cost-effective and affordable.

Table 15 English language learning through mobile phones helps to utilize time effectively

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	21	42.0
	Agree	19	38.0
	Neutral	8	16.0
	Disagree	2	4.0
	Total	50	100.0
Female	Valid Strongly Agree	21	42.0
	Agree	16	32.0
	Neutral	11	22.0
	Disagree	2	4.0
	Total	50	100.0

The responses imply that the majority of the research participants agreed that English language learning through mobile phones helps to utilize time effectively.

Table 16 Online test via mobile phones for English Language Learning is an effective way of improving reading skills

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	17	34.0
	Agree	21	42.0
	Neutral	9	18.0
	Disagree	3	6.0
	Total	50	100.0
Female	Valid Strongly Agree	13	26.0
	Agree	23	46.0
	Neutral	10	20.0
	Disagree	4	8.0
	Total	50	100.0

The responses imply that the majority of the research participants agreed that online tests via mobile phones for English Language Learning are an effective way of improving reading skills.

Table 17 Mobile devices are suitable tools for language skills improvement as compared to the printed material/textbooks

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	18	36.0
	Agree	14	28.0
	Neutral	8	16.0
	Disagree	7	14.0
	Strongly Disagree	3	6.0
	Total	50	100.0
Female	Valid Strongly Agree	12	24.0
	Agree	18	36.0
	Neutral	9	18.0
	Disagree	10	20.0
	Strongly Disagree	1	2.0
	Total	50	100.0

The feedback revealed that the majority of the research participants agreed that Mobile devices are suitable tools for language skills

Table 18 Reading digital text on mobile phones is a convenient way for improving reading skills

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	6	12.0
	Agree	31	62.0
	Neutral	11	22.0
	Disagree	2	4.0
	Total	50	100.0
Female Valid Strongly Agree		12	24.0

Agree	18	36.0
Neutral	12	24.0
Disagree	8	16.0
Total	50	100.0

The responses imply that the majority of the research participants strongly agreed that reading digital text on mobile phones is a convenient way for improving reading skills.

Table 19 The reading strategies of skimming and scanning, inference, and note-taking can be effectively practiced through reading on mobile phones

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	11	22.0
	Agree	22	44.0
	Neutral	12	24.0
	Disagree	4	8.0
	Strongly Disagree	1	2.0
	Total	50	100.0
Female	Valid Strongly Agree	11	22.0
	Agree	13	26.0
	Neutral	18	36.0
	Disagree	8	16.0
	Total	50	100.0

The results show that the majority of the research participants agreed that the reading strategies of skimming and scanning, inference, and note-taking can be effectively practiced through reading on mobile phones.

Table 20 Listening to recorded class lectures through mobile phone helps to improve listening comprehension

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	12	24.0

Agree	19	38.0
Neutral	16	32.0
Disagree	2	4.0
Strongly Disagree	1	2.0
Total	50	100.0
Female Valid Strongly Agree	14	28.0
Agree	11	22.0
Neutral	19	38.0
Disagree	5	10.0
Strongly Disagree	1	2.0
Total	50	100.0

Thus, it can be observed from the results that the majority of the research participants agreed that listening to recorded class lectures through mobile phones helps to improve listening comprehension.

Table 21 Watching online videos on YouTube through a mobile phone can help in the improvement of listening skills

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	22	44.0
	Agree	22	44.0
	Neutral	6	12.0
	Total	50	100.0
Female	Valid Strongly Agree	17	34.0
	Agree	24	48.0
	Neutral	9	18.0
	Total	50	100.0

The results showed that the majority of the research participants agreed that watching online videos on YouTube through mobile phones can help in the improvement of listening skills.

Table 22 English Language Learning through mobile phones can be considered as a replacement for class lectures and teaching

Gender of participants		Frequency	Percent
Male	Valid Strongly Agree	14	28.0
	Agree	19	38.0
	Neutral	12	24.0
	Disagree	5	10.0
	Total	50	100.0
Female	Valid Strongly Agree	10	20.0
	Agree	18	36.0
	Neutral	8	16.0
	Disagree	9	18.0
	Strongly Disagree	5	10.0
	Total	50	100.0

The results revealed that the majority of the research participants agreed that teaching through mobile phones can be considered as a replacement for class lectures and teaching.

Result collected from interviews

The qualitative data collected from the interviews is thematically analyzed. Based on the responses collected from the research participants, the themes are deduced. The thematic analysis of the interviews is presented after coding the responses of the interviewees. The thematic analysis along with the verbatim of the research participants is as follows:

Mobile-assisted language learning (MALL) practices for English language learning

The research participants briefed about their preferences and objectives regarding the usage of mobile phones for English language learning purposes. They elucidated the advantages of using Mobile-assisted language learning (MALL) for the improvement of receptive language skills.

The research participants answered that competence in English language skills is associated with career prerequisites. For that reason, the usage of mobile phones does assist in the improvement of English language skills. The research participants responded that the

acquisition of English language proficiency is one of the reasons mobile phones are used for the improvement of English language skills. The research participants related to English language proficiency as a significant aspect of professional qualification.

One of the male research participants stated his opinion in the following words.

“If we go for job-interviews then English language fluency is one of the essential factors. Therefore, I use it (mobile phones) for language learning to make sure I do not make mistakes while speaking English in public or any job interview in the future. My intention behind using it (mobile phones) for language learning purposes is to improve my confidence”

The research participants responded that one of the reasons for using mobile phones for language learning is it helps in involuntary learning. While using mobile phones they adopt and acquire different English language words and structures unconsciously. As mobile phones operate mostly in the English language, therefore, one can learn some new information unintentionally as well.

The research participants responded about the involuntary learning through mobile devices in the following words

“I do not learn from it intentionally, but it is natural that while using it, I adopt things that can automatically increase my English vocabulary or comprehension”

“It somehow helps in language proficiency and fluency as we mostly use the English language while working on mobile phones so we incidentally and unconsciously become aware of how the English language is used.”

The research participants shared their practice that they have installed the dictionary app on their mobile phones. They use it to look up the meaning and to check the correct pronunciation of the unfamiliar English words.

The research participant responded in the following words,

“For finding meaning I only rely on my dictionary app and it’s my regular practice”

Mobile phone applications for Receptive Language Skills

The research participants are asked about the mobile applications they generally use for developing their English language listening skills and reading skills. They responded that they use mobile applications such as YouTube to watch the online tutorials and materials related to their course. Some of the participants responded that they use mp3 players for listening to English songs that help in developing their listening skills. Also, few research participants claimed that they use audiobooks as well.

Likewise, one of the research participants shared her experience. For her English language course on ‘Phonetics and Phonology,’ she had downloaded the mobile application on English phonetics to listen and practice the articulation and production of phonetic sounds.

The female research participant responded in the following words:

“For phonetics, I have downloaded different mobile apps to know how to produce different phonetics sounds. I felt that sometimes our teachers could not pronounce certain phonetics sounds properly because they are not native speakers. Therefore, we need to have these kinds of applications.”

For reading skills, the majority of the research participants responded that they use pdf readers on their mobile phones to read downloaded eBooks.

Use of Social Media for Listening and Reading Skills

The research participants responded that they frequently use social media applications on mobile phones such as Facebook and WhatsApp to improve their receptive language skills. The research participants elucidated the benefits of using social media on mobile phones for improving their receptive language skills. They said that they follow many educational and motivational pages on the social media site of Facebook to build English language vocabulary and to learn English quotations.

The research participants shared the following responses:

“It is very helpful and we can learn good vocabulary via social media like for example, I learn the word ‘tortilla’ through a Facebook post.”

“Yes through Facebook we can learn and practice language learning as there are certain FB (Facebook) pages these days which are beneficial for English language learning”

The majority of the research participants also acknowledged that they use the mobile application of ‘WhatsApp’ to receive and share the reading material of their course work and they rely on it the most for educational purposes.

Integration of English language skills

The acquisition and practice of English language skills cannot take place in isolation. Receptive language skills i.e. Listening and Reading skills are interrelated with productive language skills of speaking and writing skills. The research participants shared their views that they prefer to use mobile phones to listen to English natives like accents and dialects of Scottish and American English so that they can speak like native speakers. Moreover, the research participants also shared how they prepare their aptitude tests at the national and international level utilizing mobile phones. These aptitude tests involve all four English language skills practices.

“In my A-levels, I downloaded an app for English Language writing and idiomatic expressions. It helped me a lot at that time because that what I revised right before my exam”

Opportunities and Challenges

The majority of the research participants preferred to use mobile phones for the improvement of English language skills because it is easily accessible to them anywhere without any hurdles. The research participants asserted their objectives behind the users of mobile phones for the improvement of their receptive language skills in the following words:

“I can use it (mobile phones) anywhere I want...Sometimes if I have downloaded books I can read without the limitations of internet connectivity and electricity. Even I can read in night mode as well”

Similarly, the research participants are asked about the advantages of mobile phones for the improvement of their English language skills. The male research participants responded in the following words:

“If we want to read anything, it (mobile phones) can be accessed anytime and anywhere.”

“It is a helpful device for language learning purposes in terms of convenience and availability”

The characteristic of time saving is one of the reasons that research participants stated in their responses as their objective behind the usage of mobile phones for improving English language skills.

One of the research participants responded:

“It is time-saving to use mobile phones for language learning, for instance, you don’t have to go to the library or an instructor constantly. We can get the knowledge ourselves through using browsers on our phones”

The research participants also responded that one of the reasons to use mobile phones for improving English language skills is that it is cost-effective. It helps in saving money as the reading material can be downloaded and read on mobile phones. Mobile phones provide free-of-cost reading and listening material in the form of pdf files and YouTube videos.

One of the male research participants responded in the following words.

“It is cost-effective; I don’t need to purchase a dictionary now or any book (in printed form) that is available online for free”

Furthermore, the research participants responded about the drawbacks and challenges while using mobile phones for improving English language receptive skills that certain disadvantages need to be kept into consideration.

For instance, access to standardized language and learning material available online needs to be monitored while using mobile phones for language learning. The content related to English

language learning available online can be modified by anyone. Furthermore, it also can contain grammatical or spelling errors that can result in faulty learning of the English language skills.

For example, one of the research participants responded:

“I do follow different Facebook groups and pages for language learning but then there is a need to make sure that the spellings and the sentence structures are not wrong because sometimes we accept them the way it is mentioned. Therefore, this is one of the disadvantages that we need to keep in mind while using social media for language learning purposes”.

Furthermore, the role of the learner or mobile user also needs to be considered as one of the research participants added that the use of social media for improving English language skills depends on the choice of the user that how it is being used, and why it is being used.

For example, the research participants responded in the following way:

“Well, it depends on how we are using, if for instance, I have liked certain Facebook pages and groups that are meant for language learning and educational purposes then only I can get benefit out of it, otherwise it will only be beneficial for socializing and staying updated.”

Moreover, the research participants responded that reading online for a longer period can weaken eyesight and can exhaust the users physically due to holding mobile phones or plugging earphones for a longer duration.

For example, the male research participant responded:

“Too much mobile phone usage for reading notes and books online or pdf especially can weaken eyesight”

The research participants also responded that one can get distracted while using mobile phones because different notifications pop-up and appear while reading online on mobile phones. Moreover, if one is multitasking on a mobile phone; it can cause a loss of focus while reading an eBook or watching online tutorials. Few female research participants highlighted content monitoring such as graphical images; inappropriate content, and digital privacy concerns as well.

For example, the research participants responded in the following way:

‘Sometimes while reading something online, a certain window pops-up. It sometimes contains a graphical image or not suitable for the sensitive viewer. Therefore, content selection is a serious issue that needs to be considered.’

‘I have a concern regarding online privacy as different applications and websites require email verifications. Some sites also require to log in through Facebook to connect the mobile application. Therefore, the personal data of the user is shared on many online platforms’

Discussion

Through the survey-based study, the responses regarding Mobile-assisted language learning (MALL) practices and perceptions for the improvement of their receptive language skills at the undergraduate level are collected. The research participants, both male and female English language learners, reported that they actively use mobile phones to enhance their performance and gain competence in the receptive skill of the English language.

To practice the English language listening skills, the research participants integrate the use of mobile phone apps such as YouTube, audiobooks, dictionaries, Mp3 player, and voice recorder. To know the correct pronunciation of English language words and gain confidence in the articulation of words, they watch different English TV series and documentaries on their mobile phones' YouTube app. Similarly, they frequently use mobile phone applications and Mp3 players to listen to English language songs that assist in English language listening skills. It is also reported that a limited number of research participants use mobile phone' voice recorders to record the class lectures.

Some of the research participants reported that they use certain mobile phone applications for studying phonetics that helps them in the accurate speech of English language phonetic transcription sounds and symbols.

Moreover, the research participants expressed their positive attitudes towards the usage of mobile dictionary apps. They reported that to practice English language receptive skills, mobile applications of online dictionaries and thesaurus assist them in listening to accurate pronunciation and guide them to know the meanings of the unfamiliar words and build English language vocabulary. For practicing the reading skills, the research participants stated that they extensively read on-screen through mobile phones. Likewise, some of the research participants use mobile phones to prepare their aptitude tests that essentially evaluate the proficiency of English language skills.

Both male and female research participants reported that they play online games on their mobile phones for the improvement of English language receptive skills.

Furthermore, social media sites, namely, 'Facebook' and 'WhatsApp' are also used as a medium of communication in regular English language learning activities. The research participants elaborated in their responses that they have joined numerous Facebook pages and groups that are related to English language pedagogical activities and motivational pages. Moreover, through the application of WhatsApp, they receive reading material associated with their course content. Hence, it can be concluded that the research participants utilize Mobile-

assisted language learning (MALL) practices in a multifarious way to improve their English language receptive skills.

In the same way, the perceptions for using Mobile-assisted language learning (MALL) to improve English language receptive skills by the research participants are reported.

The male research participants reflected readiness and acceptance to use mobile phones for English language learning. They indicated that language learning through mobile phones can considerably assist in the improvement of their vocabulary effortlessly. Likewise, they stated that the integration of Mobile-assisted language learning (MALL) can assist them in their professional life as well by inculcating confidence and competence in their English language skills as it can be beneficial in the development of their social and communication skills. Also, the male research participants expressed an inclination towards the use of mobile phones as a replacement for conventional means of studying English language receptive skills and can also replace the traditional means of printed material for reading purposes.

Some of the male research participants said that they perceive certain disadvantages of using mobile phones for English language learning. For instance, the excessive use of mobile phones for reading purposes can cause weakening of eyesight and physical exhaustion. Besides, in terms of using social media for the improvement of receptive language skills; few male research participants believed that it merely depends on the mobile users how they are using social media resources to improve their language skills. Otherwise, it is meant for socializing and entertainment purposes.

However, after the analysis of female research participants' responses, it is revealed that they perceive language learning through mobile phones as an accessible and convenient way of improving their English language receptive language skills. They believed that it is a cost-effective means of learning through which they can download free-of-cost reading content. In terms of listening skills, the female research participants viewed Mobile-assisted language learning (MALL) as an effective way to access the content created by English language native speakers. In this way, they can experience authentic English language use while using mobile phones for listening purposes.

The female research participants also have reported their reservations while using mobile phones for the improvement of their receptive language skills. For instance, they believed that while practicing reading skills and using social media through mobile phones, there are chances of orthographical and grammatical mistakes in the online content. Therefore, according to their perception, there is a need for content standardization and content selection while using mobile phones, especially, for the improvement of English language receptive skills.

Furthermore, the research participants also believed that there are certain privacy concerns in using mobile apps for academic purposes and English language learning. As some mobile phone applications and websites require users' profiles and personal digital data like the Facebook login and email address to access the learning content.

Findings and Conclusion

Hence, it can be concluded that research participants at the undergraduate level have diverse perceptions based on their experience of using mobile devices for practicing English language receptive language skills.

It is revealed through the findings of the survey-based study that the research participants that included both male and female participants, preferred to use mobile phones for English language learning purposes to improve their English language receptive skills.

The integration of mobile devices to practice English language reading skills more as compared to listening skills is preferred more in comparison. This is because reading skills are formally assessed in academia. In general practice, the English language learners are trained from the beginning to improve their English language reading and writing skills. Whereas, listening skills are developed through the individual efforts of the learners. Correspondingly, English language instructors in the Pakistani context of pedagogical practices as well, do not usually stress the improvement of the listening skills.

In terms of gender-based comparison, the male research participants showed their preference towards Mobile-assisted language learning (MALL) largely as compared to the female research participants.

The research participants reported their opinion that the use of mobile phones can be regarded as an effective tool for language learning purposes and can be considered a replacement for conventional language learning practices. They further shared their concerns regarding the challenging factors associated with mobile learning.

They highlighted issues such as access to standardized language and content monitoring. Likewise, they also shared their health concerns regarding the use of mobile phones. They stated that due to excessive usage while reading on screen can cause tiredness and exhaustion. The mobile screens are mostly small in size that can affect the eyesight while reading for a longer duration. The connectivity issues and the technical variables are also the challenging factors associated with mobile learning.

Despite the challenges, Mobile-assisted language learning (MALL) practices for the improvement of English language receptive skills are positively perceived and regarded mobile phones as an effective tool for language learning purposes.

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Squandering Formative Assessment: Quality Issues in English Language Teaching

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Abstract

Unlike summative assessment, formative assessment is intrinsically supposed to raise the quality of students' learning. However, the two types of assessment seem to be confused quite often on an operational level. This study was an attempt to determine how formative assessment practices reflected in Pakistani undergraduates learning strategies. 368 English-major learners from a public university participated in the survey. Their responses to the five-point Likert scale were analyzed through SPSS for frequencies, mean and standard deviation. The results indicated that the participants treated both formative and summative assessments in the same manner. The formative assessment did not trigger any constructive feedback to help the students improve their learning outcomes. Formative assessment was reported to be narrowing down the syllabi. Therefore, it suggested that the use of formative assessment for administrative purposes should cease. Changes in the approach to formative assessment on the institutional level may positively impact students' learning outcomes.

Keywords: *English Language, Teaching, Formative Assessment, Summative Assessment*

Introduction

Formative assessment is known as assessment for learning, for it raises students' learning. Assessment for learning achieves this purpose when constructive feedback is provided to students. However, observations suggest that in Pakistani higher education institutions, teachers' feedback is not given to students after formative assessment due to weak assessment literacy. This article reports how formative assessment is practised in higher education institutions and its role in improving students' learning levels. Previous research suggests that formative assessment proves instrumental in improving the standard of teaching and learning (Fisher & Frey, 2007; Patil, 2008). For that purpose, assessment methods of many advanced countries have gone formative, for example, in the United States, U.K., New Zealand, and Malaysia, among others (see Stiggins, 2002; Cauley, K. M., & McMillan, 2010; Rushton, 2005; Black, 2007; Bell & Cowie, 2000; Othman, et al., 2013). In addition, assessment for learning

helps teachers know students' achievement of the course learning outcomes and spot the gap between what they have learned and where they have to be, and how to get there. Thus, one of the principal characteristics of semester-system education is the prospect it offers both teachers and students to know their progress and endeavor to be where they are supposed to achieve the intended learning outcomes.

Black and William (1998, p. 7-8), in their seminal work, refer to formative assessment as the activities that both teachers and students are involved in and the feedback generated that allows teachers and students to modify their activities if needed. For Stiggins (2002), it is an assessment for learning because it provides teachers with information to revise their teaching techniques and involve students better in the learning process. The present study was designed to determine if formative assessment functioned in higher education's current style. It attempted to find out the extent to which formative assessment functioned differently from a summative assessment. Thus, the following questions guided this research.

Research Questions

1. Does the formative assessment function as an assessment for learning in the context of this research?
2. Is there any significant difference in the undergraduates' approach towards formative assessment and its summative counterpart?

Literature Review

Assessment experts attach immense importance to the assessment regime of curricula. The assessment, whether summative or formative, governs the curriculum (Archbald & Newmann, 1988). Rowntree (1987) remarked that the assessment procedures of a curriculum reflect how an education system is. McEwen (1995a, c.f. Cheng & Curtis, 2004, p. 3) said, "What is assessed becomes what is valued, which becomes what is taught." Thus, a strong correlation between assessment and classroom activities has been pointed out, indicating the significance of assessment in a curriculum. Nonetheless, this relationship between assessment and classroom activities is not that simple to explain. Different modes of assessment bear different effects.

Assessment in teaching-learning contexts is divided into two types: summative and formative. The former is assessing students' learning for administrative reasons such as giving marks, promoting students from one class to another, and awarding degrees or certificates. Examples of such assessments are final exams, placement, proficiency, and entry tests. The major

criticism levelled against summative assessment is its inefficiency to inform students about their learning deficiencies and suggesting ways to improve their weaknesses (Archbald & Newmann, 1988). The latter implies small-scale assessment methods employed to improve both teaching and learning (Archbald & Newmann, 1988; Lynch, 2003). Fisher and Frey (2007, p.4) have highlighted four major differences between the two assessment types. They differ in purpose, administration, use of the results by both students and teachers.

For Stobart (2006), formative assessment improves the standard of learning, the extent to which it produces an interactive learning environment in the classroom, how clearly learners know what they have learnt and what is yet to be learnt, and how effective the feedback given to students is. However, from McMillan's (2004) point of view, formative assessment can be either of low quality or high quality subject to the time of assessment and the nature of feedback. The latter is more crucial and incremental, and the qualitative feedback in formative assessment is stressed more than its quantity (McMillan, 2004; Sadler, 1998). Through feedback, formative assessment clarifies good performance, promotes self-assessment techniques, informs students about their achievements, generates teacher-student meaningful interaction, closes the gap between existing and required performance, and improves their instructions (Bose & Rengel, 2009).

The success of formative assessment is largely a consequence of a shared understanding and efforts of both teachers and students. Cowie and Bell (2000) based on their two-year research project in New Zealand, have concluded that both students and teachers carry out a formative assessment. Teachers use it for their professional development and increasing the academic achievements of their students. Teachers' positive beliefs about formative assessment play a vital role in making formative assessment activities highly effective. Students' trust in formative assessment encourages them to make informed decisions about their own learning. On the other hand, Gijbels, Segers, and Struyf (2008) found that surface-level learning can also be caused by formative assessment, especially if teachers and students are unaware of its subtleties. Besides, according to researchers, the nature of assessment tasks in formative assessment is critical in ascertaining the positive impact of assessment on student learning. Selected response questions (SRQs) are not the best choice of assessment tasks to trigger deep learning (Gijbels, et al., 2008; Akki & Larouz, 2021). Gijbels and Dochy (2006) found that learners' perceptions of formative assessment tasks have a greater role in determining their learning strategies. They found that SRQs did not prompt deep learning. For this purpose, back in 1993, Washington education reform was introduced at the school level (Stecher, et al., 2004; Bin-Tahir, 2019; Imsa-ard, 2020) with the aim to introduce positive changes in both school and

classroom practices. The results showed that replacing or supplementing MCQs with more authentic tests led to a dramatic increase in students' involvement in studies. To conclude, formative assessment effects may vary from context to context because of multiple factors (McMillan, 2004; Rinantanti, 2019).

Research Design

This research attempted to determine how formative assessment benefited undergraduates in a public university more than its summative counterpart. The population of the study included undergraduates studying in higher education institutions. However, the students of a public sector university based in Peshawar, the capital city of Khyber Pakhtunkhwa, were selected as a convenience sample (N=380). The research instrument was piloted for a reliability check and was found satisfactory. Cronbach's alpha was 0.72, which is considered acceptable Wieland et al., (2017). The data were subjected to quantitative analysis through SPSS for frequencies, mean and standard deviation. The responses to the open-ended questions of the survey went through thematic analysis for categories and patterns.

Results and discussion

The first three tables include the most significant findings. The first table shows how the students learnt for formative assessment tasks. With the mean of three and a half, the students have agreed that they used memorization as a major learning strategy, but at the same time, they strongly agreed that they could not memorize longer texts. Furthermore, they memorized because they wanted to get good grades.

Table. 1 Learning strategies

Statement to agree or disagree with	N	Min	Max	Mean	Std. Deviation
Memorizing content without understanding	380	1	5	3.4839	1.29166
Cannot memorize text with more than 75 word	380	1	5	3.2301	1.31009
I lose grades if I write the answer in my own words	380	1	5	2.6581	1.39475
Getting better grades through memorization	380	1	5	3.8473	1.08095

Getting a good job is difficult with low grades	380	1	5	3.7419	1.28069
More worried about the final assessment	380	1	5	2.3011	1.31786

Formative assessment is supposed to trigger higher-order learning, which can take place through comprehension and application of the content being taught. Their study results indicate that the respondents used a single recommended book instead of using multiple sources. Only half of them tried to understand topics deeply. Furthermore, they agreed that they preferred only a few pages or even paragraphs.

Table 2. Scope of learning materials

Statement to agree or disagree with	N	Minimum	Maximum	Mean	Std. Deviation
Using recommended or text books only	380	1.00	5.00	4.2817	.96724
Trying to understand topics deeply	380	1.00	5.00	2.7849	1.36655
Preferring to know the pages or paragraphs to be covered	380	1.00	5.00	4.5290	.77939
Cannot write an essay due to lack of content	380	1.00	5.00	3.0086	1.33743

In the context of this research, both summative and formative assessments were used. However, as Table 3 indicates, most of the participants attached more importance to the final examinations. They undermined the formative assessment practices.

Table 3. Views about during the course and end-of-course assessment

Statement to agree or disagree with	N	Minimum	Maximum	Mean	Std. Deviation
The final exam is more important to me.	380	1.00	5.00	3.5849	1.35260
I use similar strategies for midterm and final exams.	380	1.00	5.00	3.7806	1.01245

In an education system with formative assessment, deep learning, conceptual development, and application of knowledge occur due to the constructive feedback students receive from

teachers. Feedback is part and parcel of formative assessment. This is where teachers and students share their understanding of the issues involved in all relevant learning and teaching areas. Problems are diagnosed, and solutions are discussed.

Table 4 includes the items that measured the participants' perceptions of the level of interaction with their teachers and the extent to which this interaction helped them build their future actions in accordance with their appreciation of the problems they came to know through assessment, i.e., quizzes, mid-term exams, and research assignments, etc.

Table 4. The level of interaction between teachers and students

Statement to agree or disagree with	N	Minimum	Maximum	Mean	Std.
					Deviation
I try to know from teachers how to overcome my mistakes	380	1.00	5.00	2.3011	1.31786
Understand my teachers' comments on my answers	380	1.00	32.00	3.9419	1.69140
Knowing my mistakes help me in the next tests	380	1.00	5.00	4.3118	.86326
I prefer to know my grades instead of teachers' comments	380	1.00	5.00	4.4538	.84493
I discuss difficult points with my teachers	380	1.00	5.00	3.7763	1.23066
I discuss my graded answers with all teachers	380	1.00	5.00	3.4022	1.25756
Teachers show me graded works	380	1.00	5.00	3.5419	1.24865
Consulting teachers to know my weaknesses and surmount them	380	1.00	5.00	3.7011	1.25555
I try to know from my teachers how to improve myself.	380	1.00	5.00	4.1613	.96368
I expect my teachers to pass me even if my answers are wrong.	380	1.00	5.00	2.7957	1.21378

The students' responses to the open-ended questions revealed extreme teacher-centeredness. Formative assessment events, according to the respondents, were mostly meant for administrative purposes. They agreed that qualitative feedback was given by none of the teachers. The graded quizzes or midterm examinations were showed to the students very late

without teacher comments. No unified approach to formative assessment activates was reported. However, the findings did show that every teacher practiced formative assessment as almost every student mentioned quizzes, presentations, research assignments, and midterm examinations.

Table 4 below comprises selected responses of eight participants: four males and four females. The most prominent point shared by all of them was no interaction between teachers and students. They were of the view that teachers did not give feedback. They also admitted that they did not attempt to communicate with their teachers to know their weaknesses and surmount them. Most teachers disliked discussions with students regarding their grades and performance. However, some of the students expressed keen interest in knowing their mistakes, though.

Table 4: Students responses to the open-ended questions

N	Gender	Opinions and comments
1	M	I hope all teachers communicate with us with smiling faces. Do not make us worried and or depress. They should help us in grades. What is the benefit of graduating without understanding anything?
2	F	We don't know if our writing is plagiarized or not.
3	M	Teachers don't like to discuss mid-term or assignment grades with us. They don't show us our graded papers, assignments or exams. Teaching in Saudi is based on a single book, and this is an old way without any benefit.
4	F	I contact my teachers to know about my mistakes, but they don't give us good responses. We don't get enough time from teachers.
5	M	We want our teachers to discuss our graded assignments, homework and exams.
6	F	Our teachers don't show us our mistakes so that we can improve ourselves.
7	M	Our teachers develop a negative impression of us if we discuss our grades with them, so it's unfair to students.
8	F	I don't discuss my grade with my teachers because they don't like it.

The responses revealed that most of the students avoided interaction with teachers about their performance on assessment tasks. One of the participants explained the major reason behind this attitude. He argued that some of their teachers' did not want any discussion with students regarding graded tasks and tests. In addition, the student described teachers' behavior in bad

words. Nevertheless, one student said he liked discussion with teachers as he believed it provided him with the opportunity to learn more and raise his grades. Most of the participants showed little interest in looking at their marked assignments. For them, it was useless. In fact, most teachers, they said, did not return marked assignments at all. A senior student criticized the education system of the institution and labelled it as very traditional where students only listened to teachers and never had the opportunity for meaningful interaction and discussion with teachers.

Discussion and Conclusion

This research attempted to determine if formative assessment functioned as an assessment for learning in higher education institutions and how the formative assessment was dealt with differently from its summative counterpart. The results are disappointing. As recommended in previous research conducted in educationally advanced contexts, formative assessment is not practised in the context of this research. The most alarming finding of the study is the non-existence of interaction between teachers and students concerning the students' performance in formative assessment tests. Empirical research reviewed and reported in this paper has indicated variations in the level of formative assessment. Its level could be low or high (McMillan, 2004; Cauley, K. M., & McMillan, 2010). It is the high-level variety of formative assessment that powerfully motivates students and increases their achievement of learning outcomes. In this type of formative assessment, the role of students is integral, and the nature of the interaction between teacher and students is informal, extensive, and based on trust. In addition, feedback is given immediately and during instructions. The results of the current study indicate a very low- level of interaction between teacher and students. Furthermore, feedback is not given at all or delayed and is not incorporated into classroom instructions. This appears to be one of the most critical link missing. In addition, the results suggest a relationship of mistrust between students and teachers. The respondents reported a very formal relationship with teachers. A strong overlap can be found in the statistical data and the open-ended question data of the survey. Both forms confirm that formative assessment seems to have ceased to form learning or teaching. Put in other words, formative assessment methods function like summative assessment. Therefore, in order to allow formative assessment practices to be actually formative in the given context or elsewhere, more instructional adaptations are required, instructions that in turn equip students with self-learning and self-assessment skills. However, changing instructional approaches may not be possible without adequate formative assessment literacy imparted to both teachers and students. Hence, only an informed formative

assessment approach can inculcate self-learning and self-assessment skills in students, the skills that will facilitate students in decision making about the content they study, the way they study and how to learn (Cauley, K. M., & McMillan, 2010).

The usefulness of formative assessment is dependent on teachers' and students' level of awareness and implementation of formative assessment procedures. The findings of this study revealed that low-level teacher awareness invalidated the reported significance of formative assessment in the literature published worldwide. The success of formative assessment is not self-guaranteed; it is a highly dependent variable. Last but not least, the findings of this study are based on data from a small number of students of a single university and may not be generalizable to other settings unless further substantial evidence in a similar setting is gathered.

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The Implementation of Students Affairs Services of Ifugao State University-Potia Campus: A Formative Evaluation

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Abstract

The main purpose of this study is to evaluate the implementation of Students Affairs Services of Ifugao State University Potia Campus using formative evaluation and conceptualized an institutional program related to SAS. Mixed Methods of Research (MMR) design was employed to determine the level of satisfaction of the students in the existing DSSD programs, to identify the significant difference on the perception of the students per college on student welfare and student development, to identify the students' satisfaction in terms of the different students' services and development, and to find out the grassroots initiatives of administrators to improve the implementation of students services and development. All the official students from the five different colleges were served as respondents of this study using total enumeration technique. Weighted mean and spearman rank were used to determine the level of satisfaction of the students in terms of student welfare and development and its significant difference. On the other hand, descriptive analysis was used to identify the grassroots initiatives of the administrators on how to improve the services. Based from the findings, students were satisfied along with these areas of: student organization and activities, admission, student council, campus ministry, services for students with special needs and guidance counseling. However, the university has to pay closer attention to food services and international student services. The university specifically the Department of Student Services and Development (DSSD) of has made efforts, determination and strength of mind to offer and provide students with purposeful and functional student services program both welfare and development holistically. Hence, the administrator shall conduct evaluation to all the other stakeholders to have a holistic point of view on the evaluation of the Student Affairs Services.

Keywords: *implementation, services, student welfare and development, satisfaction*

Introduction

The student services conception is often used to designate the departments which provide services and student support in tertiary education. The main objective is to guarantee the students growth, advancement and development during their experiences both in the academic and co-curricular experiences (NASPA, 2102).

Student support services are the ways and means to provide additional help to the students. These comprise a cluster of facilities and activities that are intended to make the learning process easier and more interesting to the learners (Rashid, 1998).

In 2006, conscious to the conditions of Student Affairs and Services (SAS), the Commission on Higher Education (CHED) issued CMO No. 21 or otherwise known as Guidelines on Student Affairs and Services Program. The said policy orders all HEIs to adopt in their institutions the implementing standard for Student Affairs and Services Program. Moreover, the CHED, on its part, set the guidelines aims to set the minimum standards on student services among Higher Education Institutions (HEIs) in order to improve the quality of Student Affairs and Services Programs among HEIs to promote access to excellence, appropriate, well-organized and operative student affairs and services, support student development and welfare, and safeguard that all HEIs provide all-inclusive, holistic and rounded approach for Student Affairs and Services and conform with the minimum standard requirements for student affairs and services.

Bounding a division of student services specialists is very well defined in some nation, but in others remains an embryonic spectacle. Amongst aggregate diversity of students admitted to college, there has evolved additional prop-up services that have contributed to the academic and personal growth of students, including academic skills development programs and specific support to students who have difficulty learning or adapting to university life. Such services contribute to the quality of the academic experience and help students to achieve learning potential.

Student support and services shape and model to the quality of students' wisdom and experience related to their academic success. Studies show that the most important factors in education quality assurance are: quality of teaching / learning and service systems and support for students (Hill et al, 2003). Therefore, the significance of support activities for the students is obvious but with the present difficulties in the academe because of the increasing student population the management of the student services may affected. It is very hard to cater their needs because of the diversity of students in the university.

A collaborative effort of teachers and non-governmental organizations they contribute to increase learning opportunities and community involvement by organizing or promoting practicums, first-hand units or short-term experiences, incorporated into the curricula among the students. A very significant role of student services is to involve students for active and noteworthy participation in community (UNESCO, 2002).

In order to develop the personality of the student, the school has the full blanket responsibility to work with and cooperate with the family, other social institution and the stakeholders. It is an integral part of the educational institution to plan and monitor the operation of the programs of student services. To make the students become effective in the social environment, the

program of the SAS in the university should assist and support the maximum self-realization of the students. Indeed, the institution program of the student services should in line and complement with the academic standards (PAASCU Standards).

At Ifugao State University-Potia Campus, the Department of Student Services and Development has its significant role in molding and shaping the students holistically. This is the department which has the crucial role since students are the main clientele in the academe. In the university, student services are observed as major mechanisms of many educational institutions. Thus, the student services and development play a vital role in shaping the students' potential. The student's continuing concern is therefore necessary to ensure success in current higher education.

The framework of this study shows that Student Affairs and Services (SAS) is an avenue to rally out services by transferring significant decision-making authority from department, units and office to individual colleges of the university. SAS provides instructors, students, staff and parents with greater control over the education process by giving them responsibility with decision-making vis-à-vis budget, personnel and the school programs. Through the involvement of teachers, parents and other community members, in these key decisions in the involvement of students, SAS programs, practices and other student development endeavor can create more effective school governance; thus, it heightens the leadership of the students within the different colleges in Ifugao State University-Potia Campus.

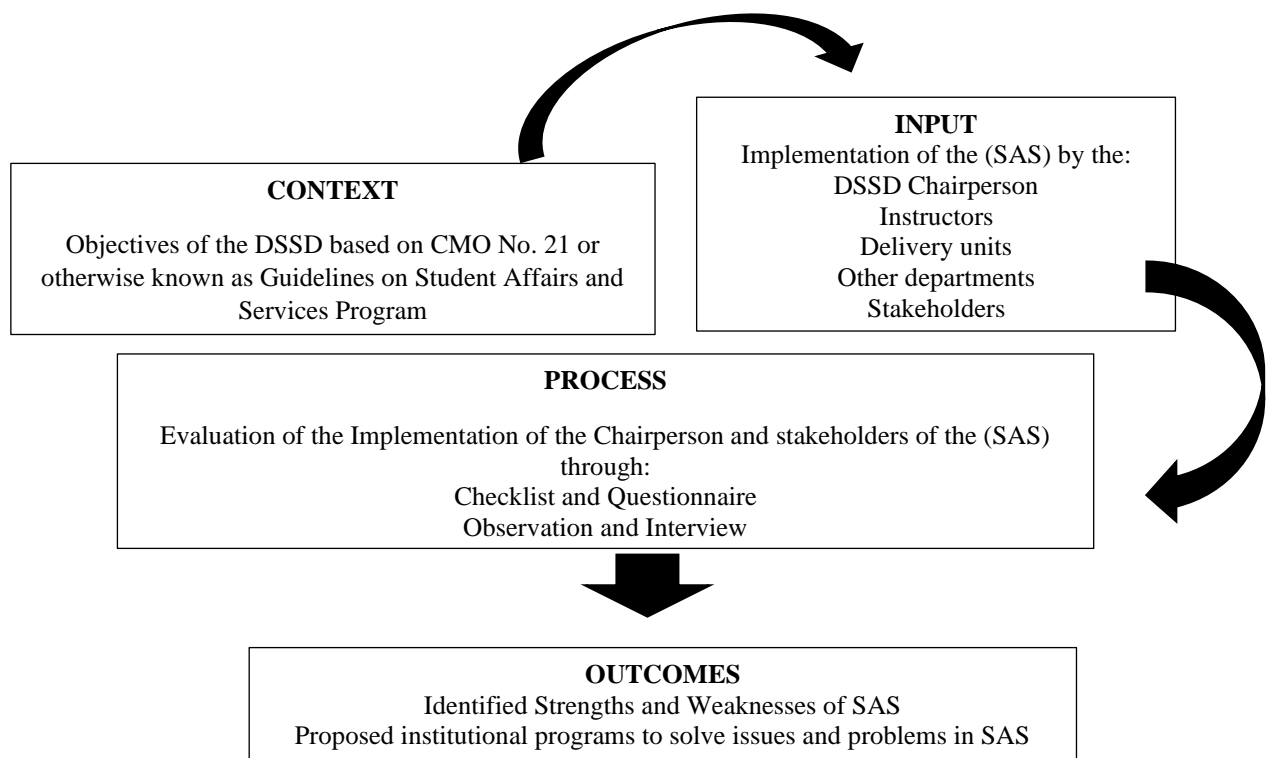


Figure 1. The paradigm of the study utilizing the Context, Input and Process (CIP) model

To understand the underlying concepts better, the formative evaluation and Context, Input and Process (CIP) were used in this study. These provide a methodical way of identifying at varied components of the implementation of the Student Affairs and Services (SAS) and its quality of services among the students.

The first stage stressed on the context. In this stage, the Department of Student Services and Development (DSSD) in IFSU Potia Campus adhered or conformed to the, CHED circulars and orders, university thrust, objectives and policies in the implementation of the SAS.

Second stage underscored on the input. In this stage, the output must be achieved on the highest optimum level. The input is the implementation of SAS among the DSSD chairperson instructors, delivery units and other departments in the university. On the other hand, the colleges rigorously abide by the policies with regard to the implementation of the SAS.

Then, the other component of the paradigm of the study also centered on the process. In this stage, the evaluation to be undertaken in order to determine the extent of implementation of the SAS using systematic steps were observation, interview, questionnaire and checklist among the implementers of the SAS.

Finally, the last component of the paradigm pointed out on the beneficial outcomes of the research study which investigated into crafting the grassroots initiatives by the DSSD chairperson and the administrators after implementing and evaluating the SAS.

Given all the citations, it is in dire need also to conduct this study since based from the previous status and performance of the DSSD for five consecutive years it obtained satisfactory. Likewise, it is also necessary to identify the extent of implementation of SAS based from the level of satisfaction of the students in the student welfare and development. Thus, this study helps to develop the skills of the chairperson in terms of the supervision, leadership and monitoring styles. This would also an instrument to develop the monitoring practices in the services and programs to increase the students' achievement on the non-academic of the university. Likewise, this study would also be beneficial to know the level of satisfaction of the students of Ifugao State University-Potia Campus of the Student Services. Hence, this study.

Statement of the Problem

Given all the cited details, the researchers were encouraged to conduct this study with the end view of evaluating the student services of Ifugao State University Potia Campus using formative evaluation. Specifically, this study sought answers to the following questions:

What is the level of satisfaction of the students in the existing DSSD programs?

Is there a significant difference on the perception of the students per college on student welfare and student development?

What is the level of the students' satisfaction in terms of the different students' services and development?

What is the grassroots initiatives of administrators to improve the implementation of students services and development?

Significance of the Study

This study would be of substantial interest to *DSAS Chairperson and administrator* because of the potentially negative impact of services, not only on the various domains of performance, but also on students' attitudes and perceptions of management and services of the chairperson and the administrators in general.

The *administrators* used the output of this study to determine the influence of feedbacks and suggestions, efficient way of serving students in interesting way.

Administrators and DSSD Chairperson could use the findings to help the university to enhance the services and programs to maintain high standard of student services in the university based from the policies and guidelines issued by the Commission on Higher Education.

Along with the vital findings of the study, the output would serve as an eye opener among the *university officials* to enhance and improve the services rendered to the students.

The result of the formative evaluation of SAS might serve as a guide in planning projects and interventions among the *policy makers* that would improve the implementation of this program in the educational system specifically the Higher Education Institutions(HEIs).

For the *university*, the findings of this study are necessary for the creation and operation of an effective school culture for them to operate effectively.

For the *instructors and the faculty members*, this would be provided with a more helpful/effective management skill which would surely enhance their competency in handling problems and making decisions in the student welfare and development.

Scope and Delimitation of the Study

This study delves on the implementation of the Student Affairs and Services at Ifugao State University Potia Campus. The study delimits on the adherence of the university in the issuances and mandates on the Commission on Higher Education memorandum order. Moreover, this study focused on how to determine the level of satisfaction of the students in the existing DSSD programs; identify the significant difference on the perception of the students per college on student welfare and student development; identify the students' satisfaction in terms of the different students' services and development; and to find out the grassroots initiatives of administrators to improve the implementation of students services and development.

Moreover, the study limits only on the guidelines of the CMO 21 series of 2006 in the implementation of Student Affairs and Services. Likewise, one limitation to the study is the small sample size. Though there were only fifteen (15) participants, due to the qualitative nature of the study the sample size was sufficient. Another limitation was the lack of additional focus groups. Supplementary focus groups that concentrate specifically on the more frequently used services of the student experience with Student Services. Due to time constraints, additional focus groups were not possible.

Review of Related Literature

In the context of multicultural academic diversity, stimulated by globalization, it is necessary for all aspects of university life student services included, to meet these new challenges. Many aspects of student life, on an academic, social or cultural level, become more difficult to understand and manage with a population that finds itself in a state of continual growth and diversification (Audin and Davy, 2003). To this effect, the creation of efficient student services that are focused on its necessities, in order to provide the required support for academic activity and stimulate personal, social, cultural and cognitive development, is needed. The role of these student services is influenced by the beliefs and values of the employed staff, by the manner in which the policies are elaborated, by the content of curriculum and services, and by the degree of knowledge regarding the development of the students and the way in which the environment outlines their behavior. Supporting and enhancing the student experience (academic, social, welfare and support) from first contact through to becoming alumni is critical to success in higher education today for both the student and the institution.

Hill et al. (2003) emphasized that student support and services contribute academic success of the students. Therefore, the importance of support activities for the students must be considered. They help to decrease the university dropout rate and increase the diversity of

students' experience. (Tinto, 1993). Without effective student services, students that do not have an academic, emotional and social connection with the institution at cultural level are more likely to give up their studies.

These services take a major role in encouraging and establishing open methods of making decisions and rationally resolving conflicts. The manner in which the policies are created, with which the decisions are made and controversial topics are addressed, is as important as the results. The institution gives students a series of values by the way of addressing policies, decisions and problems. (Benckendorff, et al., 2009).

Among the services available to students, the most important are those which meet their academic, personal development and emotional needs (McInnis, 2004). Studies have shown that a discrepancy exists between the range of services for students officially declared and their accessibility and practical use (Dhillon, McGowan and Wang, 2006). For example, there is an ambiguity regarding the role of the tutor and an inconsistency in terms of its support, which suggests that there is a need to review the practical role that it plays.

Schulz and Szekeres (2008) insist that the development of service provision be more compatible to the institution's organizational structure and budgetary and physical limitations. The authors state that developers of service provisions should take these constraints into account rather than create a formulaic process for how services are provided.

Based on Vincent Tinto's theory of student engagement (1987), Flanagan (2006) outlines three principles that can be used when building a comprehensive student affairs program and proposes the Student Life and Retention Model. This model takes into consideration three key principles. First, the integration of academic and social takes time for students. It can take up to two or more years for some students. Second, the needs and challenges of students must be identified and taken into consideration when developing programs, policies, and strategies to address these needs. This is especially important during the first two years. Third, as students grow, develop, and move toward graduation, their needs and challenges will change and they may have different expectations of their college institution.

Before the early 1900s, the concept of separate academic and student affairs did not exist (Colwell, 2006). What is now viewed as student affairs was then seen as a part of a whole, single educational experience. In the academic collaboration model, student services professionals must become partners in order to serve the student community effectively.

Brock (2010) poses that students arrive at college unknowledgeable about what needs to be done to achieve their goals. Students need assistance with everything from figuring out which courses they have to take, how to register for classes and apply for financial aid, and what

social resources they can use to help them during this period of transition. Brock postulates that as students' progress through their college career, they may need help resolving personal or academic problems that hinder their goals.

What can be done to ensure that students are receiving the help that they may need? Culp (2005) writes that it's important for student affairs practitioners to use resources allocated to them more effectively to meet the needs of today's students. In terms of traditional student support services like advising, assessment, counseling, orientation and student activities, there is a great need to focus on encouraging the pursuit of higher education, transforming applicants into successful students, connecting students to their school and helping them to make sense of their experiences and promoting autonomy.

Another student service that presents a growing need is personal counseling. According Mier, Boone, and Shropshire (2009), the number of students with severe psychological problems has increased. Students are presenting with issues such as depression, suicidal ideation, and sexual assault.

Given all the citations above, most of the studies focused on the impact of the student services and development. It also underscores on the experiences of the implementers of the program. Moreover, the previous studies presented the factors that may affect the performance of the students related to the programs and other welfare and development programs initiated by the academe. In contrast to the other this recent study, it delved on the evaluation of the implementation of SAS related to the student welfare and development.

Methodology

Research Design

The study employed descriptive methods of research by utilizing formative evaluation. Likewise, Mixed Methods of Research (MMR) was utilized to validate the responses of the students from the given survey questionnaire through interviews and observation. The descriptive method was employed to characterize the implementation of student services and development to determine the level of satisfaction of the students in the existing DSSD programs identify the students' satisfaction in terms of the different students' services and development; and to find out the grassroots initiatives of administrators to improve the implementation of students services and development.

Moreover, descriptive-correlational was employed to determine the significant difference on the perception of the students per college on student welfare and student development.

In addition, formative evaluation was used to determine the level of satisfaction of the students in the varied student programs and development. Lastly, The Stufflebeam's Context, Input and Process (CIP) evaluation model was used to evaluate the extent of implementation of Student Affairs and Services. Triangulation of data was undertaken in gathering the data and information from students, teachers and administrators.

Locale of the Study

The study was conducted at Ifugao State University Potia Campus last School Year 2019-2020. The Ifugao State University is a government owned and funded university in the Philippines. It was originally established in 1920 as 'Nayon Settlement Farm School' by American educators. It gained its university status under Republic Act 9720 passed by the Philippine Congress and the Senate of the Philippines and duly approved. Specifically, IFSU Potia Campus noted that it has the largest land area. During the school year 2019-2020 it obtained 1, 040 students from the different five colleges in the campus.

Respondents and Sampling Procedure

Respondents of this study were the students from the different colleges of the university namely; College of Agriculture and Forestry (CAF), College of Education (CoE), College of Business, Management and Health Sciences (CBMHS), College of Computing Sciences (CCS), and College of Criminal Justice Education (CCJE). There were a total of 1, 040 respondents from the 5 colleges of the university. Likewise, the respondents were chosen using total enumeration technique. On the other hand, purposive random sampling was utilized in the interview. The distribution of respondents per college is shown in Figure 2.

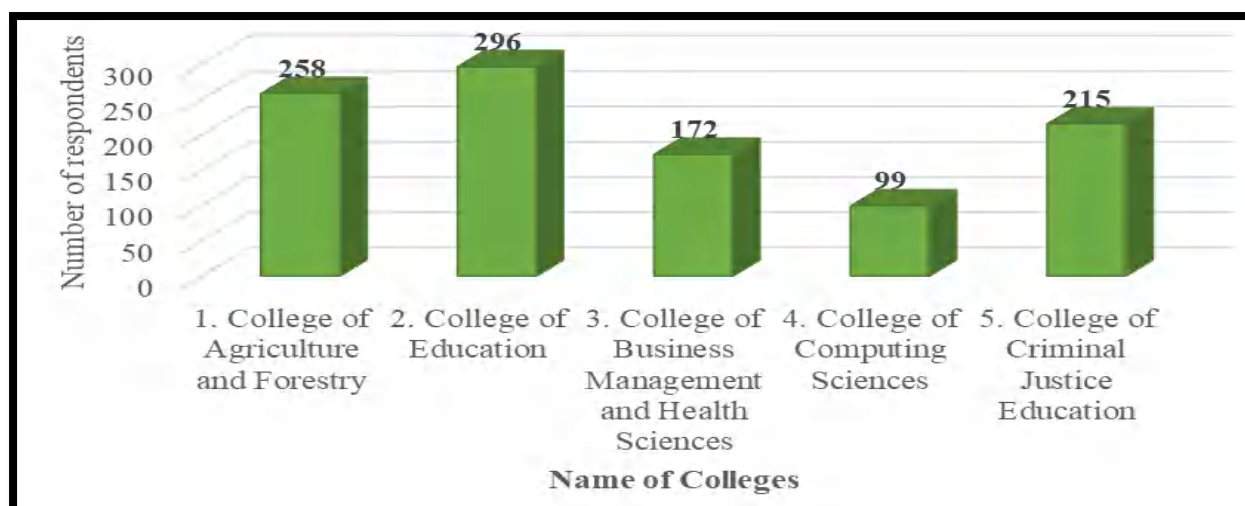


Figure 2. Distribution of Student-Respondents per college

Moreover, the students in the qualitative part were selected through convenience sampling technique. In order to validate the responses of the students, teachers and administrators were also selected through random sampling technique using purposive sampling. There were 15 students who were randomly selected during the retrieval of the questionnaires. On the other hand, selected administrators were chosen as key informants during the interview to identify the grassroots initiative on how to implement the SAS in the campus. Purposive sampling, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgement of the researcher.

Instrumentation

The survey questionnaire was used as the primary instrument to gather the needed data from the respondents. The questionnaire contained questions which the respondents answered freely and openly; it also contained items which the respondents filled in or through checking the appropriate items that corresponds to their answer. The instrument made use of the Likert point scale.

The researcher-made questionnaire served as the primary data gathering instrument of the study based on the guidelines of CMO 21, series 2006. The said questionnaire sought to evaluate the extent of implementation of Student Affairs and Services (SAS).

There were 2 sets of questionnaires which consisted of the following: one for the student-respondents; and one for the interview guide questions. In particular, the first part of the questionnaire consisted of the level of satisfaction of the students in the existing DSSD

programs. The second part included the students' satisfaction in terms of the different students' services and development.

The items of the interview questionnaire were randomly arranged so as not to preempt the results of the survey. However, different codes were utilized to guide and help the researcher in determining the strengths and weaknesses, major problems and issues and grassroots initiatives and remedial measure to solve problems in implementing the SAS.

With regard to the validation of the instruments, research experts were consulted. They evaluated whether the questions effectively captured the information needed for the topic under investigation. A copy of the instrument was provided to language experts as well to scrutinize the questions, comment on and suggest improvements in terms of form and substance.

Further, the instrument underwent pre-testing from among the selected deans, chairpersons, teachers and stakeholders who can look into the questionnaires, fill them out, and comment on the applicability and clarity of the questions contained therein. The participants of the pre-testing were not included in the actual study. The results of the said pre-test were subjected to the reliability testing and coefficient of 0.78 was obtained using Cronbach alpha which signifies that the instrument is reliable. The final instrument for actual administration was revised based on the comments, feedback and suggestions of language and content experts.

On the other hand, to determine the grassroots initiatives of the administrators and personnel assigned in the DSSD office were interviewed using an unstructured survey questionnaire.

Data Gathering Procedure

The researchers asked permission from the office of the Campus Executive Director to conduct the study. Upon approval, the researchers asked permission from the college deans to allow their students as respondents of the study. Then, students were informed about the study. Prior to administration of the questionnaire, validity test was established through ensuring expert and face validity of the questionnaire. Further, the reliability of the test was established through the test-retest method by utilizing from the other campus of the university. It obtained 0.78 reliability test result using Cronbach Alpha which signifies that the instrument is highly reliable.

For the data gathering, the researchers administered the survey questionnaire. Moreover, the researchers informed consent to all the respondents prior to the administration of this study. The researchers conducted an informal interview to the respondents of the study to further gather information and to check and counter check the validity and reliability of the data gathered through the questionnaire. The interview was done during the retrieval of the

questionnaire and in other instances as the case maybe. It was randomly conducted. After the gathering data, the researcher summarized, tallied and computed the result as basis for analysis and discussion.

Data Analysis

On one hand, the weighted mean was used to determine the level of satisfaction of the students in the implementation on the student services in the existing Department of Student Services and Development (DSSD) in terms of in terms of student welfare and development while Spearman rank was used to identify the significant difference on the perception of the students per college on student welfare and student development.

Further, descriptive analysis was employed in order to determine the responses in terms of the grassroots initiatives of the implementers of the student services for student welfare and development.

For the purpose of data analysis and qualitative interpretation, Five- Likert scale was used with corresponding values from 1 to 5 scales, one being the lowest and five being the highest. The computed mean ratings were evaluated according to the interval scale as shown in Table 1.

Table 1
The Rating Point, Scale and Qualitative Description

Point	Scale	Qualitative Descriptions
5	4.51-5.00	Very High/Very Very satisfied
4	3.51-4.50	High/very satisfied
3	2.51-3.50	low/ Satisfied
2	1.51-2.50	very low/Not Satisfied
1	1.00-1.50	very very low/very Not satisfied

Results and Discussion

This segment underscores the analyses and discussions of the data gathered. The analyses covered the major components based on the presented problems of the study namely: (1) the level of satisfaction of the students in the existing DSSD programs; (2) significant difference on the perception of the students per college on student welfare and student development (3) the students' satisfaction in terms of the different students' services and development; and (4)

the grassroots initiatives of administrators to improve the implementation of students services and development.

The level of satisfaction of the students in the existing DSSD programs

Table 2 shows the mean and overall weighted mean of the level of satisfaction of the students in the existing DSSD programs per college. It shows that the overall mean for student welfare and services was 4.30 while student development programs and services was rated 4.32. This implies that the students from the different colleges were very satisfied in terms of the existing DSSD programs.

For student welfare programs and services, College of Computing Sciences obtained the highest mean while College of Education obtained the lowest mean of 4.41 and 4.15, respectively. On the other hand, College of Agriculture, College of Criminal Justice Education, College of Business Management and Health Sciences obtained the means of 4.37, 4.33, and 4.19, correspondingly. The result implicates that all the students from the different colleges were very satisfied in terms of student welfare programs and services. However, this calls for an issue that it is expected that students must satisfied in the students' welfare in the highest optimum level.

In terms of student development programs and services, College of Agriculture and Forestry obtained the highest mean of 4.40 while College of Business Management and Health Sciences obtained the lowest mean. This implies that the level of satisfaction of students in terms of student development was very satisfied based from the result of the survey. Further, College of Criminal Justice Education obtained the mean of 4.38 while College of Computing Sciences obtained the mean of 4.33 and College of Education with 4.31. This implicates that students were very satisfied on student development programs and services as reflected in table 2.

The result corroborates in the statements of Astin (1984) cited by Cadag (2017) that the students have developed self-efficacy and self-esteem; and learned to live if they satisfied with the different programs of the university. In college, positive effects or impacts for learning and development for students may come from any type of student involvement in the university.

Moreover, the findings supported the study of Thayer (2000) noted that first-generation college students are likely to enter college with less academic preparation and have limited access to information about the college experience either firsthand or from other services of the university. But still, they were satisfied to the student development and welfare programs of the university.

Table 2.

The mean and over-all mean of the level of satisfaction of the students in the DSSD programs per college

Colleges	Student Welfare		Student Development	
	Mean	QD	Mean	QD
1. College of Agriculture and Forestry	4.37	Very Satisfied	4.40	Very Satisfied
2. College of Education	4.15	Very Satisfied	4.31	Very Satisfied
3. College of Business Management and Health Sciences	4.19	Very Satisfied	4.24	Very Satisfied
4. College of Computing Sciences	4.41	Very Satisfied	4.33	Very Satisfied
5. College of Criminal Justice Education	4.33	Very Satisfied	4.38	Very Satisfied
Over-all Mean	4.30	Very Satisfied	4.32	Very Satisfied

Significant difference between the perception of the students per college on the level of satisfaction of student welfare and student development

Table 3 shows the significant difference between the perception of the students per college on the level of satisfaction of student welfare and student development. It shows that there is no significant difference of the perception of the students per college in terms of the programs and activities related to student welfare and student development. This means that all the students have similar perception and the same level of satisfaction as to the programs of the university in relation with the students' welfare and development. Thus implies that the governing bodies of Ifugao State University prioritized the needs of the whole student entry.

As reflected in the table, College of Agriculture and Forestry obtained the t-value of 0.557 and p-value of 0.589 in terms of differences on their perception between student welfare and student development activities. On the other hand, College of Education perceived that there is no significant difference between student welfare and student development which obtained t-value and p-value of 0.256 and 0.803, respectively.

Further, College of Business Management and Health Sciences obtained the t-value and p-value of 0.873 and 0.400, correspondingly while College of Computing Sciences obtained the t-value and p-value of 0.114 and 0.911, respectively. Moreover, College of Criminal Justice Education obtained t-value of 0.824 and p-value of 0.426.

The result implies that all the students from the different colleges have no significant difference between their perception on student welfare and student development programs and activities in the academe. This result is paralleled to the findings of Collet (2006) that student learning and success is the common philosophical ground area for the partnership between academic and student affairs. The centrality of the focus of student learning is clearly evident for academic affairs. All academic resources, such as classrooms and libraries, focus on student learning. This means that regardless of the status of the students there are significant difference in the perception in terms of the level of satisfaction in the student welfare and development.

Table 3.

Result of the significant difference between the perception of the students per college on the level of satisfaction of student welfare and student development

College	Area	Mean	QD	t-value	p-value	Remarks
College of Agriculture and Forestry	SW	4.37	VS	0.557	0.589	No Significant Difference
	SD	4.40	VS			
College of Education	SW	4.15	VS	0.256	0.803	No Significant Difference
	SD	4.31	VS			
College of Business Management and Health Sciences	SW	4.19	VS	0.873	0.400	No Significant Difference
	SD	4.24	VS			
College of Computing Sciences	SW	4.41	VS	0.114	0.911	No Significant Difference
	SD	4.33	VS			
College of Criminal Justice Education	SW	4.33	VS	0.824	0.426	No Significant Difference
	SD	4.38				

Legend: *VS- Very Satisfied *SW- Student Welfare *SD-Student Development

The students' satisfaction in terms of the different students' services and development

Table 4 shows the mean and overall mean of the students' satisfaction in terms of the different students' services development. It reflects that the overall mean was 4.21 which means students were very satisfied in the different student services and development program of the university. As gleaned from the table, student organizations and activities obtained the highest mean of 4.63 which indicates very very satisfied. This implicates that the involvement of the students in the different organization and activities was very high. This means that the designated personnel in this section actively initiated different activities for students. This was confirmed by some of the students that,

Student Moon: "Here in IFSU, I have experienced how to become a model in our college, I love the way how our instructors motivate us to participate in the different activities. Every month, I am very excited to witness the different activities being implemented by the office of the student affairs and services."

Student Sun: "Since my first year as a college, I have an interest in joining activities in IFSU, the university is very particular about our attendance in the different activities. We are obliged to attend the activities spearhead by the different organization. With that, I have learned many things through student activities by organization."

Based on the statements of the students, these activities may be the avenue for the students to exhibit their potentials and abilities based from their field of interests. The findings are in line with the statements of Akbariyeh (2012) that student services contribute to the quality of students learning experience and their academic success, contribute as well at university dropout rate decrease and to the increase of students life diversity, encouraging and establishing open method of making rational decisions and also resolving conflicts and prepare students for active involvement in society

On the other hand, international student services obtained the lowest mean of 3.19. This associates that involvement of the students in the international arena is limited as rated by the students. This calls for the chairperson of the department shall increase the involvement of the students in the international activities. This was magnified by one of the respondents that,

Student Star: "I expect that next year; we will also experience activities internationally. I observed that only the fourth year students from the College of Agriculture and Forestry experienced the trainings in other country. But, this only during their On-the-Job Training (OJT). So, in order for us to be trained internationally not only within the locality."

As student star mentioned in her statements, one of the faculty members highlighted her statement that joining activities in the international level helps the students cope with the trends in education nowadays. This implies that students with exposure in the international aspect know how to compete with the other students in the world. Their exposure would serve as a basis on how to deal with problems in the fast changing world. In this aspect, this also in relation to the statements of UNESCO (2009) that among the main problems and challenges facing student services are included: internationalization in higher education, lack of network resource professionals, lack of funds and insufficient funding, and especially student's diverse needs and growth requirements due to increased mass recruitment into of higher education.

As gleaned in the table, admission and student council/government were both obtained the mean of 4.44. On the other hand, services for students with special needs and campus ministry were both obtained the mean of 4.41. Based from the interview, most of the students were satisfied in the admission of the university. This was confirmed by one of the respondents that, *Student Satellite: "Admission in the university is very good. The personnel were very approachable and they know how to prioritize the students with disabilities. I was amazed that they give an opportunity to those students with special needs to accommodate as their first clientele during admission. I observed that they are professional in dealing with that situation."*

Further, health services and guidance and counseling services were both obtained the mean of 4.37. In terms of student publication students were satisfied with the mean of 4.33. Likewise, as to information and orientation, career and placement and student housing the students were also satisfied as they rated with these services with the mean of 4.30.

Student Galaxy: "We have our very good installed health clinic in the university with registered nurse. I observed that most of our school mates were satisfied because of the service rendered of the health services. But sometimes, our school nurse was not around that may cause problem when some of my schoolmates may suffer from any health problems."

In the aspect of security and cultural programs, the students were very satisfied with the mean of 4.26. Also, the students were very satisfied in terms of leadership trainings and sports development were obtained the means of mean of 4.22 and 4.19, respectively. In terms of leadership trainings, the students were satisfied based on the result. This was testified by one of the officers during the interview that,

Student Leader X: "I am so lucky, I involved with the different activities, leadership trainings in school. As a school leader in this campus, I strongly believe that through

leadership training, I was able to improve my leadership skills and able to improve my potential in line with my chosen career.”

It is clearly depicted that in terms of leadership training, students were satisfied. It means that leadership training helps the students grow and develop one's skills and potential in leadership. The result is attuned with the study of Yanto (2000) that to be an effective leader, one must ensure that the distinct areas of need are satisfied from the previous experiences. The good leader has the ability to help all his staff members to recognize the organization's big picture and not just its part based from the trainings he experienced.

Further, in relation with the food services, students were satisfied with the mean of 3.28. This denotes that students were only satisfied in catering the student needs in terms of physiological aspect.

The result of the study is in line with the university goal of Ifugao State University that student involvement must be given prioritized to enhance the skills and oozing potential of the students amidst challenges and diversity of learners.

Table 4.

Mean and Overall Mean of the students' satisfaction in terms of the different student services and development

Student Services and Development	Mean	QD
1 Information and Orientation Service	4.30	Very Satisfied
2. Health Services	4.37	Very Satisfied
3. Guidance and Counseling Service	4.37	Very Satisfied
4. Food Service	3.28	Satisfied
5. Career and Placement Service	4.30	Very Satisfied
6. Safety and Security Services	4.26	Very Satisfied
7. Student Housing	4.30	Very Satisfied
8. Services for Students with Special Needs	4.41	Very Satisfied
9. International Student Services	3.19	Satisfied
10. Admission	4.44	Very Satisfied
11. Student Council/ Government	4.44	Very Satisfied
12. Leadership Training Programs	4.22	Very Satisfied
13. Student Publication	4.33	Very Satisfied
14. Sports Development Programs	4.19	Very Satisfied

15. Cultural Programs	4.26	Very Satisfied
16. Multi-Faith Services/ Campus Ministry	4.41	Very Satisfied
17. Student Organizations and Activities	4.63	Very Very Satisfied
Overall Mean	4.21	Very Satisfied

The grassroots initiatives of administrators to improve the implementation of students services and development

It is necessary to ensure the quality services of the Higher Education Institutions (HEIs) in terms of students' welfare and development. The governing bodies represented by the student federated president should know the main concerns of the students in terms of their rights and privileges in the university. Indeed, student support and services to the students may contribute their learning experiences, learning endeavor and even in their academic success. To improve the services of the university in the DSSD, the teachers, parents, administrators and even the stakeholders would work together and cooperate in line with the university trusts and goals.

Based from the interviews from the students, the analyses on the sharing of the respondents regarding their collective description of their experiences on the implementation of Student Affairs and Services in terms of grassroots initiatives of the administrators to improve their services are shown in table 5.

Table 5.

The grassroots initiatives of the administrators to improve student services in the university

I. Student Organization and Activities
1. Varied activities in the university and other student services programs be known and informed to the community through production of leaflets, brochures, newsletter and posters posted in the bulletin boards.
2. The administrators hired student services personnel which have the experiences in the student development and welfare activities. Likewise, all personnel in the DSSD unit are licensed specially the guidance counselor and the chairperson obtained the master's degree related to the administration and supervision related to student welfare and development.
3. Students' activities of the academe were properly disseminated through advertisement, posting in the official IFSU web page, announcement in the bulletin boards and distribution of brochures per college.

4. The university allotted budget per unit in terms of student activities for sports, socio-cultural, academic competitions, seminars and workshops, trainings and even travel of the students for international activities.
II. Admissions
In terms of improvement of the admission procedures, the registrar's office or the Department of Registrar and Admission Services (DRAS) updated the bulletin board announcement regularly and updating the systems in admission.
III. Guidance Program and Services
1. Students' data in the guidance office were updated by using information data bank and individual development form.
2. In relation with the dissemination of relevant educational, occupational, and social information to students and their parents, the administrator intensified the parents' assembly by forming Parents Teachers Association (PTA). Likewise, the distribution of brochures was done regularly.
3. The guidance counselor religiously scheduled the individual and group counseling for students.
4. In relation with the involvement of alumni in engagement, unending education, and community involvement programs, the university designated alumni chairperson and involve the officers of the Alumni Association in planning different activities.
IV. Student Assistance Program
1. The university intensified the information dissemination campaign through social media and bulletins
2. The DSSD chairperson oriented the students on how to avail the financial assistance of the students. Also, the scholarship coordinator religiously monitored the students with scholarship both internally and externally funded.
3. Students' health records were updated since the university has the residence school nurse. Dentist and physician were appointed by schedule to check the medical and dental status of the students.

4. Health programs are available in the university by providing the students with brochures and bulletin boards display near and in front of the clinic.
5. Dorm Matrons properly monitored the living quarters of the students in the dormitories both for males and females. To make the living quarters peaceful and organized, dorm matrons set rules and regulations patterned in the student manual.

As gleaned in the table, in the different areas the university had employed different initiatives for the benefits of the students. This implies that the Student Affairs and Services personnel religiously performed their tasks for student welfare and development. This means that with these grassroots initiatives the students assuredly satisfied with the implementation of the Student Affairs and Services.

The study reveals that the students were very satisfied in terms of the different areas of student welfare and development. Based from the findings, students were satisfied along with these areas of: student organization and activities, admission, student council, campus ministry, services for students with special needs and guidance counseling. However, the university has to pay closer attention to food services, health services and international student services.

Proposed Programs for Ifugao State University Potia Campus-Department of Student Services and Development

Based from the result, the following programs were conceptualized in order to improve the implementation of Student Services and Development in the campus. These programs adhere to the issuances of the CMO 21 series of 2006.

Project MATT (Maintaining Activities through Talents and Time)- The aim of this program is to maintain the activities in order to explore the talents and skills of the students. This program will be employed to motivate students to actively participate in the varied activities in the campus. Moreover, the program will help the students develop their potential and skills in performing arts, skills in socio-cultural and sustaining the programs through the help of the different organization.

Project STAR (Student Teachers Alumni and Retirees)- This program aims to increase the participation of the students, teachers, alumni and retirees in the implementation of Student Services in the campus in terms of linkages, partnership and networking. Likewise, the participation of these stakeholders will be increase if they will be given a chance to be a part

of planning, decision-making and implementing programs, policies and other related activities in the campus.

Project LEADS (Leadership Enthusiasm Active and Dedicated Service)-This project aims to help the student leaders value the leadership, active participation and positive outlook in leading people by attending activities spearheaded by the organization, campus ministry and socio-cultural activities. Moreover, the DSSD chairperson will initiate leadership trainings to enhance the leadership skills of the student leaders.

I-Link Program. This program aims to increase the participation of the students in an international perspective. Likewise, the DSSD shall coordinate and link with the other institution to increase the partnership and linkages to other SUCs not only in the region but to the national.

Project ARMS (Alleviating Religious and Medical Services)- This program aims to improve the health and medical services of the campus. In addition, this program helps the students increase the faith, belief and trust to the Almighty Lord by conducting activities spearheaded by the Campus Ministry.

ProHealth Canteen Program. This project aims to improve the food services of the school canteen. Breakfast, Lunch and Dinner will be provided to cater the needs of the students. In this program, the foods will be sold with minimal prizes but probably nutritious.

The aforementioned programs aim to improve the implementation of Student Services in the university. These proposed programs are in line with the main objective of the UNESCO, PASUC and the CHED about the proper implementation of the student services.

Conclusions

The university specifically the Department of Student Services and Development (DSSD) of has made efforts, determination and strength of mind to offer and provide students with purposeful and functional student services program both welfare and development holistically. Therefore, the student affairs and services is an avenue for the students to experience a noteworthy learning experiences in line with their chosen career.

Based from the findings, it is necessary to ensure the quality services of the Higher Education Institutions (HEIs) in terms of students' welfare and development. The governing bodies represented by the student federated president should know the main concerns of the students in terms of their rights and privileges in the university. Indeed, student support and services to the students may contribute their learning experiences, learning endeavor and even in their academic success. To improve the services of the university in the DSSD, the teachers, parents,

administrators and even the stakeholders would work together and cooperate in line with the university trusts and goals.

In light of the findings and conclusion, it is further recommended that the university shall consider the food services and international student services in planning. In order to increase the level of satisfaction of the students, the administrator shall create office of the personnel in the Student Affairs and Services. Likewise, the administrator shall conduct evaluation to all the other stakeholders to have a holistic point of view on the evaluation of the Student Affairs Services. Moreover, the programs crafted in this study is recommended to be implemented to improve the implementation of Student Services in the university.

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Factors Affecting the Indonesian EFL Students' Willingness to Communicate

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Abstract

The current review study tried to analyze the literature about various factors affecting the students' willingness potential to communicate in the process of EFL learning activities at some schools in Indonesia. Some previous researches have found the factors giving negative effects on the students' willingness potential to communicate in the EFL classrooms in Indonesia. The findings of the current review study showed that some factors made the students' willingness to communicate decrease significantly. They were linguistic competence, anxiety, apprehension to communicate, low motivation, lack of confidence, and bad culture forming the learning social situation of students' low participation in the class. Some recommendations to improve and increase the students' willingness potential to communicate encompassed (1) providing various and interesting learning activities to the students, (2) familiarizing the learning activities which can entail the students' performances through communication and interaction, (3) providing the familiar learning materials to easily entail some ideas and opinions from the students, and (4) doing the intervention and having some approaches to create the students' maximum confidence, motivation, and active participation in the class.

Keywords: *willingness to communicate, EFL classroom*

Background

One of the most common problems often faced by students in the EFL classrooms is their willingness to communicate. Willingness in this context refers to the readiness of EFL learners in using English to communicate (Arafah, B., & Kaharuddin, 2019). Willingness is crucial since learning English is not only a matter of knowing what English is through understanding

various concepts and theories learned, but also mastering how English can be used as a means of communication through performing the language skills and building the interactions in the class. Such as phenomenon is recognized as a communicative competence that is the EFL learners knowledge of knowing the language skills and their ability to use the skills socially or culturally appropriate (Andi, & Arafah, 2017; Arafah et al, 2020). However, it is not easy to do because many students feel nervous or unwilling to communicate or speak English. Even, they tend to keep silent in the EFL classroom activities which makes their willingness to communicate very low. The fact is mainly caused by several factors such as the learners' familiarity with the topic, interest, motivation, personality, as well as EFL teachers' role (Arafah& Hasyim, 2019; Kaharuddin, et al.,. 2020; Mekael & Yavuz, 2020).

The students' silence during the English lessons is commonly found in many EFL classrooms in many Asiatic regions (Hasjim et al., 2020). In this regard, Zhou (2015) revealed that the English learners in Asian countries tended to keep silent and be passive. They preferred to be the viewers instead of participating to share ideas or opinions in the discussion of activities held. This learning behavior caused them to be unwilling to communicate with the teachers and peers during the process of the EFL classrooms.

Such as condition has been a challenge to many EFL learners. As widely known that the learners' activeness in sharing ideas or opinions, responding to every question given, and building the interactions is very important to support their success in joining the learning activities (Arafah, et al., 2020). Nevertheless, this will be difficult to be achieved when the majority of the students do not have awareness of the importance of activating themselves in the pedagogical instructions which makes them tend to keep silent and no willingness to be active in communicating and interacting in the class (Hasyim, et al., 2019).

The willingness to communicate in the EFL classrooms becomes an effort that must be done by the English teachers to reach the success of the EFL classrooms. However, it is also concerned with the students' preparation to be able to communicate maximumly in the class. MacIntyre, et al., (1998, p.547) state that the willingness to communicate refers to the students' preparation to participate or get involved in communicating and building the interactions by using the foreign language learned. It shows that the willingness to communicate for the students needs to be supported by their maximum preparation to be able to join or include themselves in a discussion held by the teacher or peer to discuss one topic during the EFL learning activities.

Furthermore, nowadays the willingness to communicate has become special attention of some researchers. It is because the problems related to the willingness to communicate in the EFL

classrooms which are caused by various factors such as the influence of the existing culture in a country (Yashima, 2002; Yashima et al., 2004; Peng & Woodrow, 2010; Jung, 2011; Liu, 2017, Yaghoubi, 2017), students' nervousness (Clement, et al., 2003; Peng, 2007), and students' learning motivation (Hashimoto, 2002; MacIntyre, 2007).

In Indonesia, the phenomena of the students' willingness to communicate are also urgent. It is because Indonesia is supposed to be the country with its specific characteristics that can influence or lead the students to be passive and are ashamed or reluctant to communicate during the EFL learning activities. This is, of course, gives some negative effects on the students' development and achievements in learning English.

Review of Related Literature

Willingness to Communicate Concepts

The issue of the students' willingness to communicate is not something new. The phenomena are issued since they are assumed to be one of the important things that need to be paid attention to in the EFL learning activities. It was based on the findings gained in the field concerning some existing obstacles coming from the students during the English learning activities.

The concept of the students' willingness to communicate in the EFL classrooms has been exclaimed by MacIntyre et al. (1998). The concept of the students' willingness to communicate is elaborated in the form of a pyramid containing various factors or variables influencing their willingness to communicate. Those variables are put within some layers describing the up and down levels concerned with the students' potential in mastering the foreign language learned through understanding their own individual characters of each student. The lower level the variable is located, the more complicated problems the variable has.

The first layer or level is concerned with the communication behavior in learning English as a foreign language. In this case, the students who are learning English are claimed to be able to get the access to master it through various ways such as watching films, listening to music, and reading novels, magazines, newspapers, books, or journals to improve and increase their competence. At this level, the students' activeness as the access to reach the willingness to communicate is only measured their efforts to correlate their lives with their activities related to the way of mastering English. Therefore, the students who are supposed to have good characters will perform their actions to get access to mastering English through various activities mentioned previously.

The second layer or level goes to the students' intention to increase their competence in learning and mastering the foreign language learned. This intention is connected with their

willingness to use foreign language learning not only as of the existence of the access provided or found but also the actions to make foreign language learning a means of communication and interactions. Compton (2002) states that a student who tends to preclude him/herself from using the foreign language learned as a means of communication and interaction will not be successful in mastering the foreign language learned.

The third layer or level touches with the description of the certain situation which leads the students to use foreign language learning as a means of communication and interaction. In addition, a certain situation expected refers to the existence of certain people who can use the foreign language and give the opportunities to the learners to communicate. This situation is also known as apprehension to communicate. This means that the students are expected to show their bravery and need to find and meet the people who can give them access to practice communicating and interacting as the depiction of their seriousness to improve the mastery of the foreign language.

The fourth layer or level is related to motivation and self-confidence. After they are confident to find and meet certain people who can give them the access to practice performing their language skills through communicating and interacting, they still need motivation and self-confidence to prevent their worries about the mistakes they will make. The mistakes made by the students during the EFL learning activities are normal to occur. However, whether they realize it or not, this can give a bad influence and entail the feeling of being ashamed. Consequently, many students may be disappointed with themselves, give up, and feel shame to perform again. Then, they tend to keep silent and be passive. Therefore, self-confidence and motivation are crucial to be owned by the students to keep their willingness to perform and communicate (Dornyei, 2005; Ortega, 2009).

The fifth layer or level contains the social situations which affect the emergence of the communicative competence or skill. The social situation has a great contribution to make the students willing to communicate. The most important thing is that the students are expected to create good social situations to get access for performing the language skills through communication and interaction (Matsuoka, et al., 2014). Furthermore, the existence of the social situations can be various and that's why the students are expected to be able to see and understand what they need in forming the varieties of the social situations found.

The last layer or level contains the most basic source derived from the students themselves. As a human, they have personal characters showing their feeling, emotion, and psychological conditions. Concerning supporting the EFL classrooms, every student is expected to build good personal characters. In turn, some bad characters like laziness, boredom, and giving up must

be avoided (Yashima, et al., 2004). Besides, there is also learning culture and climate derived from the surrounding environment. In this case, the students must be able to prevent or preclude themselves from the bad influence coming from the bad learning culture or climate which can make it difficult to build their potential of willingness to communicate during the EFL classrooms. The existence of the variables of each layer or level can be seen in the following figure.

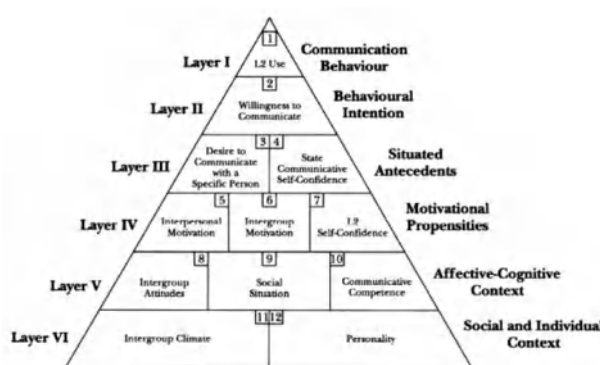


Figure 1. Heuristic model of WTC in L2 (cited in MacIntyre, Clement, Dornyei, & Noels, 1998:547)

Factors Influencing the Willingness to Communicate (WTC)

Linguistic Competence

The efforts to get involved in communicating in the discussion held cannot be done unintentionally. This means that there must be supporting intention and competence for the students to get involved in the discussion. In speaking English, a learner will face two main problems: the ability to understand what to say and how to say it well.

The understanding about what to say is concerned with the background knowledge they have. In this case, the more background knowledge they have, the more information and ideas they can share in the discussion. In other words, this competence will determine whether they can understand the topic discussed or talked about or not (Ismail, et al.2020). If they can understand the topic discussed or talked about, they will have many opportunities to respond to all questions provided in the discussion. They can also share ideas or opinions directly when they are asked about the contribution they can show in the discussion activities. One thing which is very crucial to be done by the teachers is that the teachers are claimed to be smart to provide the topic of the discussions which are familiar to the students. It is necessary to know the students' capacity and familiarity with the topic that will be given in the discussion activities. Weaver (2010) states that the discussion activities held by the teachers within the familiar topic

can increase the students' potential of willingness to communicate. This is because what happens in the discussion activities, the students will try hard to get involved through sharing ideas or opinions in responding to the questions and for giving the solutions. Besides, the discussion activities held by the teachers in the class can give the students big opportunities to talk; so that, their talk time will increase. In this way, they can preclude themselves from being silent and passive during the EFL classrooms especially for the Asian English learners who tend to be ashamed and be afraid of talking and communicating (Liu, 2005).

Meanwhile, the ability how to say something correctly refers to the learners' understanding of the grammar or structure of the foreign language learned (Kaharuddin, 2018). This means that grammar understanding may contribute to making the students have the capacity to produce correct sentences or expressions when sharing ideas or opinions. This competence will give the students the power to bury their worries and shame to be active in the discussions. Hence, their willingness to communicate will also increase.

Anxiety

Anxiety becomes a difficult problem related to the students' willingness to communicate in the class. Many students feel anxious when they want to perform their language skills through communicating and interacting in the class. Consequently, they tend to keep silent and be passive in the class during the EFL learning activities. Anxiety is the psychological condition that leads the students to be afraid of and be ashamed of doing something (Arafah, A. N. B., & Setiyawati, D. 2020). In the EFL classrooms, anxiety will appear when the learners are afraid of and are ashamed of making mistakes or getting failure when performing their language skills (Cao & Philp, 2009).

English, as a foreign language, is not the same as the first language for Indonesian students. The difference will be the cause for most Indonesian learners to find difficulties in understanding English. As a result, they always make mistakes every time they perform the language skills. Furthermore, in Indonesia, making mistakes is often assumed to be a bad personal image that must be avoided. In this case, they expect that all mistakes they have made should not be seen or known by many other people. They must be the secret that should be kept perfectly. This condition will contribute to making the students keep silent and be passive in the class.

The EFL classrooms held by the teachers are expected to lead the students to do some performance of their language skills in the class; however, it will be something difficult to be reached when the students are covered by the feeling of anxiety to communicate and interact.

Young (2008) found that most Asian students tend to be anxious when being told to perform something in front of the class. So, anxiety gives a bad influence and effect on the learning development and achievement in the EFL classrooms.

Communication Apprehension

In Indonesia, English is still a foreign language. It means that English as a means of communication is only used in some formal activities or certain places such as schools, offices, and companies. English is not used as a means of communication in a public place or is not spoken by people in common when doing various nonacademic activities. This will bring a negative impact concerning the function and need to be shown by individuals in using English as a means of communication. The importance of learning English is still being asked and debated by the people who work as farmers which never meet the foreigners and other people surrounding them who speak English every day in their lives.

In the EFL classrooms, this becomes a serious problem. Many students feel that they do not need to master English since they will not use it when they work. This condition influences the students' willingness to communicate (Fadilah, 2018). In other words, the need felt by the students about English as a means of communication will give a significant influence on their willingness to communicate (Ortega, 2009; Matsuoka et al. 2014). Therefore, the EFL teachers are claimed to give good explanations about the importance of English to the students' future to improve and increase their potential of willingness to communicate in the EFL learning activities.

Motivation

Motivation also becomes an important thing in the EFL classrooms. Every student is claimed to have good motivation when following or joining the EFL learning activities. By having good or high motivation, the students will have the potential to reach their learning achievements (Arafah, A. N. B., Arafah, A. D. B., & Arafah, B. 2020). In turn, without having motivation, the students will find difficulties to develop and reach various learning achievements expected (Purwaningsih, et al. 2020). Therefore, motivation cannot be separated from the EFL learning activities.

Motivation also has a significant role in emerging and increasing the students' potential of willingness to communicate (Hashimoto, 2002; MacIntyre, 2007). It is because the willingness to communicate cannot appear by itself, but it needs good support and intention from the

students themselves to do many things or to perform what they learn through sharing ideas or opinions, responding to questions, or even asking questions during the EFL learning activities. What is supposed to be the problem is that when the motivation owned by the students does not appear during the EFL learning activities. As a result, the students will tend to be more silent and passive in the class. They do not have any interest to hold communication and interaction in the class. This will give some bad effects on the fluency of the learning process done by the EFL teachers in the class; therefore, every teacher is claimed to be able to have or think of many ways how to increase the students' learning motivations as the access to build their willingness to communicate.

Self-Confidence

Self-confidence is also one of the students' characters that must be built. Self-confidence will support the students to be active and show their willingness to communicate during the EFL learning activities. The emergence of students' self-confidence may not occur naturally or with no basic reasons. In this case, self-confidence will appear when it is supported by the capacity or competence in understanding what will be done. It is because self-confidence does not only contain the bravery or courage to perform something which grows through ego but also refers to the language competence owned. In other words, self-confidence also encompasses the affective and cognitive aspects (Zarrinabadi & Tanbakooei, 2016).

The willingness to communicate also needs students' self-confidence. It is because what can be shown or performed in their willingness to communicate is an effort to perform the communication skills which needs a good understanding of what is being talked about and how to utter or express the issue talked about. If those two things can be understood well by the students, they will be able to build or grow their self-confidence to communicate and interact. So that, the willingness to communicate will appear after the students have or earn self-confidence which is built by their own basic competence to communicate and interact.

Culture

Culture becomes part of human life. Culture may be built either naturally or well planned (Hasyim, et al., 2020). In the EFL classroom, culture adheres to the behavior owned and shown by the students in the class. In other words, culture will build or form the context or situation following how the process of the EFL learning activities is held.

The willingness to communicate is also influenced by cultural factors. In this case, the social context or situation in the class will give a certain impact in relation to the efforts to build the

potential of willingness to communicate for the students (Yashima, 2002; Yashima, et al., 2004; Liu, 2017; Peng, 2007; Peng & Woodrow, 2010), Concretely, if the culture formed in the class has strong nuance to make the students participate actively, the willingness to communicate will also appear successfully. That's why the EFL teachers must have various strategies to form the culture of being active as the beginning step to emerge and increase the students' willingness to communicate during the learning activities held in the class.

Research Method

The studies about the willingness to communicate have been conducted by many researchers in various countries such as USA, European countries, and also Asian countries. They tended to know the problems related to the lack of potential of willingness to communicate by the students during the EFL classrooms. However, in the current review study, the researcher focused on finding out various reasons why the Indonesian students were so weak in emerging their willingness to communicate during the EFL learning activities. The current study was aimed at providing some information taken from some previous researches related to the issues on the factors affecting the lack of building the willingness to communicate by the EFL learners in Indonesia. The results of their previous researches were analyzed and shown in the following table using document analysis technique.

No	Author(s) - (Year) - Article	Types of Study	Research Design	Findings
1	Zuhrufi –et al.,(2020) - Investigating the factors influencing students' willingness to communicate	Qualitative	Case Study	There were five factors affecting the students' willingness to communicate during the learning activities They were teachers, discussion topics, class environment, the role of peer, and kinds of learning activities done.
2	Sesriyani - (2020) - The Indonesian students'	Qualitative	Case Study	The existence of the students' willingness to communicate during the

	willingness to communicate in virtual class: A case study			virtual EFL learning activities depending on the varieties of the learning activities or tasks given by the teachers.
3	Subekti (2019) - Willingness to communicate in English of non-English major university students in Indonesia	Quantitative	Correlation Study	The students' willingness to communicate was high during the EFL learning activities in the class. Linguistic competence became the main support for the students to perform their willingness to communicate.
4	Amalia et al., (2019) - Indonesian EFL learners' willingness to communicate in the instructional context	Quantitative	Survey	There were nine factors affecting or causing the lowness of the students' willingness to communicate during the EFL learning activities. They were the capacity of the number of students in the class, class environment, familiarity of the topic discussed in the class, the level of the difficulty of the topic discussed, the students' seat arrangement in the class, students' awareness, and the interlocutor's roles.

5	Havwini - (2019) - Indonesian EFL students' willingness to communicate in the 2013 curriculum implementation: A case study	Qualitative	Case Study	The varieties of the learning activities or tasks given by the teachers were able to entail the varieties of the levels of the students' willingness to communicate during the EFL learning activities held.
6	Manipuspika - (2018) - Correlation between anxiety and willingness to communicate in the Indonesian EFL context	Quantitative	Correlation Study	There was a strong correlation between the anxiety and the willingness to communicate with the students when joining the EFL classrooms. Concretely, the students felt anxious when finding the difficulties in performing something in the EFL classrooms.
7	Fadilah - (2018) - Willingness to communicate from Indonesian learners' perspective: A dynamic complex system theory	Qualitative	Multi-Case Study	The existing situations in the class which consist of the social contexts, linguistic competence, individual differences, and culture gave big effects on the process of the EFL learning activities.
8	Ningsih, et al., (2018) - An exploration of factors contributing	Quantitative	Survey	50% of the students were found to tend towards being willing to communicate in the class

	to students' willingness to communicate in a foreign language across Indonesian secondary schools			during the EFL learning activities. Their willingness to communicate was also affected by the willingness to take a risk of making the mistakes in performing the language skills.
9	Fadilah - (2018) – Perception, communication, and self-confidence of Indonesian students on willingness to communicate in L2 by using Facebook	Quantitative	Survey	There was a significant effect from the students' perception and motivation which were mediated by self-confidence to their willingness to communicate during the EFL learning activities held by using Facebook.
10	Aguskin and Maryani - (2018) - Exploring the international students' perceptions of the Indonesian teaching materials to enhance their willingness to communicate	Qualitative	Case Study	Various teachers' strategies to develop the learning materials such as using the social media and authentic learning materials gave good effects on the increase of their willingness to communicate.
11	Sari - (2016) - Enhancing students' willingness to communicate:	Quantitative	Survey	It needed various strategies and methods to be able to increase the students' willingness to communicate during the

	Teachers' beliefs about their roles and strategies			EFL learning activities. It was because the use of one method got failed to make the students realize the importance of the willingness to communicate in the class.
12	Wijaya and Rizkina - (2015) - Factors affecting Indonesian students' willingness to communicate	Quantitative	Survey	72% of the students investigated had the low potential of willingness to communicate during the EFL learning activities. There were 4 factors affecting this condition including the class capacity to encompass the number of the students who joined the course, kinds of learning activities or tasks are given, anxiety, and the relationship or distance between the teachers and students.
13	Muamaroh and Prihartanti - (2013) -Willingness to communicate in English: A case study of Indonesian university students	Qualitative	Case Study	Anxiety could influence the students' willingness to communicate during the EFL learning activities held.

Discussion

Latifah, et al., (2020) conducted a case study at a university in English department for speaking class. They tried to observe two classes with different lecturers. The first class was taught by the novice lecturer and the other class was taught by the experienced lecturer. There were 12 students who were given a questionnaire to know the factors affecting the potential of the willingness to communicate during the EFL learning activities. The two lecturers felt that the students had some problems related to their willingness to communicate. Unfortunately, they had to join the speaking class in which they were claimed to perform their speaking skills through communicating and interacting. But, the fact showed that most of the students investigated felt unwilling to communicate with the lecturer and peer in the class. The result showed that there were five factors affecting their willingness to communicate: teachers, discussion topics, class environment, peer, and kinds of learning activities given.

Sesriyani (2020) conducted a case study at a university in the economics department. There were 30 students observed to know the problems related to the lack of potential of the willingness to communicate. The lecturer conducted the virtual class during the Covid 19 pandemic. The lecturer felt that the students lacked of participation during the EFL learning activities. In addition, the lecturer also tried to increase the students' participation by giving various learning activities and tasks. So that there existed positive changes to the students' willingness to communicate. Hence, the existence of the students' willingness to communicate in the EFL learning activities depended on the varieties of learning activities given.

Subekti (2019) conducted research at a university. There were 276 students as the participants derived from various departments or faculties which were known as non-English departments or faculty. The research was aimed at knowing about the correlation between communication apprehension to the willingness to communicate during the EFL learning activities. The students were found to have a high communication apprehension. This could be seen from the way how they were highly active in doing many things such as sharing ideas or opinions, answering questions, or even asking questions. This condition was also supported by the students' high linguistic competence. Hence, the willingness to communicate also increased.

Amalia, et al., (2019) conducted survey research at three universities in Indonesia. There were about 100 students investigated as the respondents for the research. All of them were asked to give their responses from the questionnaire given about their potential of willingness to communicate. The result showed that nine factors were affecting the potential of the willingness to communicate during the EFL learning activities. They included the class capacity for encompassing the number of the students who joined the course, the class

environment, the students' comprehension, the familiarity of the topic discussed, the level of the difficulty of the topic discussed, the students' seat arrangement in the class, awareness, and the interlocutor's roles.

Havwini (2019) conducted a case study at a junior high school in Aceh, Indonesia. The participants of the research were junior high schools in Aceh, Indonesia. The participants of the research were the students from two different classes which were taught by different teachers. The result revealed that the students investigated were often found to be unwilling to communicate and interact in the class during the learning activities. The most important factor affecting the students to be unwilling to communicate was the learning activities or tasks given by the teachers which were not interesting for them. Therefore, realizing the conditions, the teachers began to think and initiate to give some interesting learning activities for the students. As a result, there was a significant change in relation to the responses performed by the students. In this case, the student's willingness to communicate began to increase since they felt very happy and enjoyed the interesting learning activities.

Manipuspika (2018) conducted a correlation study at a private university. The students investigated were taken from the English department. They were known to be in their first year learning English at the university. The research reported that they were often afraid and ashamed of communicating in the class. It was because they felt anxious. This showed that there was a significant correlation between the students' anxiety and their willingness to communicate. When they felt anxious, most of the students found it difficult to be active in the class. Instead, they tended to keep silent and be passive during the EFL learning activities.

Fadilah (2018) researched three universities located in one of the cities in Indonesia. There were about 156 students investigated. They were from the English department. In doing the learning activities, some lecturers were found to use Facebook as one of the alternative ways or media to teach the students. They thought that Facebook could be interesting for the students. However, there was one thing paid attention to by the lecturers. It was supposed to be the common problems faced by the students. They were found to lack the willingness to communicate. The result showed that even though the lecturer had tried to use Facebook as an interesting and alternative learning media, the students still faced problems with their self-confidence in performing their language skills. As a result, their willingness to communicate tended to be low. Hence, it could be concluded that the students' self-confidence also affected their willingness to communicate.

Ningsih, et al., (2018) conducted the research at a junior high school. There were 158 students who were investigated as the participants of the research. The common problem found was

concerned with their low participation. The teachers also had tried to change their methods of giving the learning activities by using some information technology applications like Facebook, Youtube, and Twitter. However, it was still unable to solve the problems. The result showed that the students were found not to tend to take a risk in performing their language skills. They felt afraid and ashamed of making mistakes. Consequently, their willingness to communicate tended to be low.

Eka Fadilah (2018) tried to analyze eight students of English department within different semesters at a university. They were in the fifth and seventh semesters. They were also chosen by referring to their learning achievement index. The different semesters they had indicated that there were different learning environments or existing situations. The result showed that the learning situations which were supported by good linguistic competence of the students and learning climate or culture could make the students' willingness to communicate increase. Aguskin and Maryani (2018) conducted a research in a class that implemented the program of learning Indonesian language for foreign learners (BIPA) at a private university in Bandung. The respondents of this research were the international exchange students from various Asian countries like Japan, South Korea, and Malaysia. They were learning Indonesian language. In this research, they were analyzed about their willingness to communicate using Indonesian language. The lecturer tried hard to give the learning materials and strategies to form the conducive and interesting learning situations as their efforts to increase their participation in the class. The result showed that teachers' various strategies in developing the learning materials and social media had been successful to increase the students' willingness to communicate in the class.

Sari (2016) conducted a research in one of the private English courses. The teachers felt that there was a problem faced by the students in terms of their participation in the class. Some students were found to lose their interest and attention to join the learning activities. So that, the teachers began to change their learning methods by giving intensive approach, attention, and interaction to the students. The result revealed that the students' willingness to communicate increased. The teachers felt that they needed to give the students various methods of teaching including giving intensive things or actions to motivate the students to have the intention to communicate and interact.

Wijaya and Rizkina (2015) tried to research a university within different or various departments or faculties. It was found that the students' willingness to communicate was a big problem faced by the lecturers at this university. The results showed that 72% of the students investigated had a low potential of willingness to communicate during the EFL learning

activities. There were 4 factors causing the problems such as variety of the learning activities or tasks given by the teachers, the class capacity to encompass the number of the students, anxiety, and the relationship between the teachers and students in the class.

Muamaroh and Prihartanti (2013) conducted a research on the influence of the anxiety owned or performed by the students to their willingness to communicate at a university. There were 426 respondents in the research that were analyzed by giving them a questionnaire and an interview. The results showed that anxiety became the biggest problem for building and growing the willingness to communicate of the students. It was found that most of them felt anxious every time they were asked to perform something. Consequently, they chose to be silent and passive in the class.

The above studies reviewed revealed that there were various factors affecting the potential of the students' willingness to communicate in Indonesia consisting of teachers (Latifah, et al., 2020; Amalia, et al., 2019; Wijaya & Rizkina, 2015), varieties of the discussion topics (Latifah, et al., 2020; Amalia et al., 2019), class environment (Latifah et al., 2020; Amalia, et al., 2019; Fadilah, 2018; Wijaya & Amalia Rizkina, 2015), students' peer (Latifah, et al., 2020; Amalia, et al., 2019; Wijaya & Rizkina, 2015), kinds of learning activities (Latifah, et al., 2020; Lodya, 2020; Amalia, et al., 2019; Havwini, 2019; Aguskin & Maryani, 2018; Sari, 2016; Wijaya & Rizkina, 2015), linguistic competence (Subekti, 2019; Fadilah, 2018), anxiety (Manipuspika, 2018; Wijaya & Rizkina, 2015; Muamaroh & Prihartanti - (2013) students' learning motivation (Fadilah, 2018), and culture and social situations or contexts (Fadilah, 2018).

Conclusion

Learning English is not a matter of getting the competence in understanding the materials and concepts taught by the teachers, but also of getting the capacity to apply what has been learned through communication and interaction. However, to have the capacity to apply all the things learned needs the willingness to communicate. There are various factors giving bad effects on the potential of the willingness to communicate for the students in Indonesia. All the EFL teachers are claimed to understand the existence of the factors and to find the solutions. The process of the EFL learning activities held can work well and successfully if the students can increase their willingness to communicate. It is because by having the willingness to communicate, the students will be active in performing the language skills through some actions such as sharing ideas or opinions, responding to the questions given, or even asking the questions to the teachers or peer as the depiction of their activeness in the class.

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Analysis of Arabic–English Code-Mixing Within NP: Equivalence Model

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Abstract

Speakers of a single language often are exposed to other languages in order to communicate with speakers of different languages. Such communications result in some degree of linguistic

competence. A common phenomenon among bilingual and multilingual communities is code-mixing. This study aims to investigate the syntactic aspects of noun phrases (NPs) patterns of Arabic–English code-mixing. This work identifies whether mixing occurrence depends on the grammatical differences between Arabic and English. The findings reveal that there are six patterns of code-mixing within NPs, and these patterns violate the grammatical rules of either English or Arabic. The study also finds out that mixing Arabic and English occurs in spite of all the grammatical differences between the two languages. This Arabic–English code-mixing occurs without any consideration of equivalence constraint as proposed by Poplack.

Keywords: *Code-mixing, syntactic constraints, Poplack, equivalence model, noun phrase*

Introduction

Code-mixing is observed when speakers of different linguistic communities communicate with each other. English is considered one of the most widely spoken languages in the world due to its widespread use in the international arena and large geographical spread. As a result of verbal interaction among people in bilingual communities, English-Arabic code-mixing is common in everyday conversations (Aldaw, 2019; Al-Ahdal, 2020; Yassin et al., 2020; Benattabou, 2020). This study is undertaken to highlight the structural and syntactic analysis of Arabic–English code-mixing within noun phrases (NPs), particularly, it investigates the syntactic aspects of NPs patterns of this code-mixing.

Speakers of a single language often come into contact with speakers of other languages and the necessity to communicate results in some degree of linguistic competency. Accordingly, such contacts result in expected changes in some languages (Sapir, 1970). The studies by Weinreich (1968), Sebba (1997), Rouchdy (2002), and Fromkin et al. (2014) assert that code-switching is one of the expected changes that occur because of language contact.

Code-switching is a unique speech style that is used to characterize bilingual or multilingual speakers (Fromkin et al, 2014). Weinreich (1968) also agrees that code-switching and code-mixing are essential outputs of language contact. Moreover, Lafont (1990) ties code-switching to language contact, because code-switching always appears where languages are in contact. Grosjean (1982) defines code-switching as a phenomenon that occurs when two or more languages are used by a speaker in the same conversation. In addition, Thomason (2001, p. 132) defines code-switching as “the use of material from two (or more) languages by a single speaker in the same conversation.” Sinha (2009) stresses that switching is a reasonable consequence of bilingualism. Most scholars consider code-switching as one of the

conversational strategies by which a speaker can achieve the desired goals. Brown and Attardo (2006) state that code-switching is sometimes called code-shifting or style-shifting since it implies alternation between two distinct languages, dialects, or styles within the same utterance. Poplack (1980) and Appel and Muysken (2005) suggest three types of code-switching:

1. Inter-sentential code-switching: This type is applied at the level of a sentence, occurring in-between sentences. This type has been intensively tackled by many scholars (Poplack, 1980).
2. Extra-sentential or tag switching: This type occurs when the tag element is spoken in a different language than the rest of the sentence. Such type is very simple and requires no good mastery of both languages. Accordingly, the risk of violation of grammatical rules is very rare (Poplack, 1980). It is also called extra-sentential code-switching. Thus, tagging is performed when a certain word from a specific language is added to a monolingual discourse from another language (Mabule, 2015).
3. Intra-sentential code-switching: This type mixes two languages within an utterance and is usually referred to as code-mixing. This type is the most complex one expressed through the high probability of violating the syntactic rules. It requires a good command of the grammars of both the languages involved (Poplack, 1980). To illustrate, consider the following figure (Figure 2.1) taken from Poplack (1980, p. 615).

The following is an example of Arabic–English inter-sentential code-switching provided by Al-Rowais (2012):

Don't bother, Hiya galato. (Arabic)
Don't bother, she said it. (English)

The example above shows how the two languages 'Arabic' and 'English' are gathered at the level of a sentence in the same stretch of speech. The speaker utters the clause 'don't bother' as a full sentence in English then he switches to the Arabic clause 'Hiya galato'; means in English 'she said it'; as a full sentence in Arabic. It is clear that the sentence contains two grammatical systems in both Arabic and English.

Poplack (1981, p.9) on the other hand, introduces an example of tag switching between English and Portuguese:

I look like Lilica, you know, nunca paro! (English)

I look like Lilica, you know, I never stop! (Portuguese)

The example here shows that there is an extra element in Portuguese language added at the end of the English sentence, and this is called tag switching.

An Arabic–English example on intra-sentential code-switching can be quoted from Al-Rowais (2012, p.11):

La trooh outside (Arabic)

Don't go outside (English)

According to this example, the speaker switches from Arabic to English at the phrase level, since the speaker adds the single element 'outside' to complete the Arabic phrase 'la trooh'. There is one grammatical system in this example.

In the current study, the researcher agrees that code-switching and code-mixing are closely related phenomena, and code-mixing lays under the umbrella term of code-switching (Singh, 1983). The researcher also agrees with other authors who use the terms code-mixing and code-switching interchangeably and with the claim that there is always overlapping between the two phenomena. The researcher believes that code-switching and code-mixing share the same concept of using more than one language in the same discourse, but each phenomenon applies the concept in a distinguished manner which sometimes overlaps with each other.

Code-mixing is adopted to be investigated in this study because it is a widespread phenomenon in Jordan in general and in universities in particular (Hussein,1999). Hussein studied code-alternation (code-switching and code-mixing) among college students and concluded that there is frequent use of English words in their speech. In his study 'Functions of Code-mixing in Yarmouk University Students' Speech', Alazzam (2010, p. 69) found that “the vast majority of YU students use code-mixing moderately in their speech.” In addition, Al Hayek's (2016) study about Arabic–English 'code-mixing by Jordanian universities students' revealed that there is a tendency in the speech of Jordanian students to use English words side by side with Arabic (mixing English words with Arabic ones). The sample of Al Hayek's study was students from Yarmouk University, Al Albite University, and University of Jordan. It is worth noting that the use of code-mixing can be named as a 'hybrid name,” that is because in the Spanish-English situation it is labeled with "Spanglish.” Accordingly, in the case of mixing Arabic and English, it is called 'Arabizi' or 'Arabish' (Crystal, 2008, cited in Al Hayek, 2016).

Thus, Hussein (1999), Alazzam (2010), and Al Hayek (2016) agreed upon that code-mixing is a widespread phenomenon in a university setting, especially, in Yarmouk University. Code-

mixing has also been tackled from different perspectives (linguistic and extralinguistic factors) as will be shown later in the following sections.

Objectives of the Study

Pertaining to the word order of both Arabic and English, this study focuses on the syntactic structure of NPs that mix Arabic and English constituents. Therefore, this study aims to achieve the following objectives:

1. To investigate the syntactic aspects of NPs patterns of Arabic–English code-mixing, and
2. To find out the effect of the grammatical differences between Arabic and English on the occurrence of mixing within NPs.

Questions of the Study

This study aims at answering the following questions:

1. What are the syntactic aspects of NPs patterns of Arabic–English code-mixing?
2. What is the effect of the grammatical differences between Arabic and English on the occurrence of mixing within NPs?

Literature Review

Code-Mixing as Subject of Syntactic Constraints

Code-mixing has often been marked as an incidental behavior coming out from semi-legalism or incomplete language acquisition (Grosjean, 1982). However, code-mixing includes elements from two languages with two different linguistic systems in the same discourse (Helmie et al., 2020). Accordingly, in many studies, maintaining code-mixing is subjected to grammatical and syntactic constraints, and “it has the potential to produce utterances that violate the structural properties and rules of one or both languages” (Sauvé, 2000, p.8). Poplack and Sankoff, (1988, p. 1175 cited in Sauvé, 2000, p.8) state that “bilinguals are capable of incorporating their two languages into a single utterance without violating the grammatical rules of either language.” This application of code-mixing could happen although the two languages may be grammatically inharmonious with respect to inflectional morphology, word order, semantic differences, sub-categorization patterns, and idiomatic constructions (Wheeler and Westwood, 1987 cited in Sauvé, 2000). There are two salient frameworks that have been put forth to describe linguistic constraints on code-mixing; Poplack’s structural constraints and Myers-Scotton’s Matrix Language Frame Model (Sauvé, 2000).

Many scholars (Poplack, 1980; Myers-scotton, 1993) confirm that intra-sentential code-switching is not a hazard phenomenon; rather it is subject to linguistic constraints. Auer (1984) asserts that code-alternation (code-switching and code-mixing) is to be analyzed from different perspectives, viz. grammatical, interactional, and sociolinguistic perspectives. The most important of them is the grammatical perspective which is mainly concerned with the syntactic constraints and rules governing alternation.

Taweel and Btoosh (2012, p.1) suggest that intra-sentential code-switching does not occur in a random manner. They state that "There are no limits to what language may alternate roles, but there are constraints on how this may occur. Code-switching may be motivated by social, pure linguistic or syntactic reasons." Moreover, Pfaff (1979) indicates that functional and structural constraints cannot be ignored in the realization of code-mixing as well as semantic and communicational constraints. Therefore, the grammar of the mixed language should mesh subject to a number of constraints. In this regard, Poplack (1980) highlights that the performance of code-switching between or within sentences is governed by linguistic factors as well as extralinguistic factors.

Poplack's Approach

Poplack's study in (1980) is one of the most essential and influential studies on code-switching and code-mixing (alternation both between and within sentences). It would not be an exaggeration to say that most of the linguistic studies on code-switching have concentrated on testing the universality of her proclaimed general constraints (Park, 1990; Al hazmi, 2016). Poplack states that code-switching and code-mixing are subject to three universal constraints: equivalence, free morpheme, and size of constituent constraints. The current study mainly investigates equivalence constraints concerning noun phrase patterns of code-mixing.

Equivalence Constraint

The equivalent constraint denotes that switching is forbidden within a constituent triggered by a rule that is not shared between the languages involved. It means that the structure of the two languages should be similar. An example of the equivalence constraint is given in the following figure (Figure 1):

A. E I | told him | that | so that / he | J would bring it; fast.

B. S (Yo)ile dije; eso; pa' que ! (el) la trajera legero

Figure 1: Poplack's equivalence constraint (Use a JPEG version of this picture-otherwise the arrows may get misplaced while formatting the text)

Below is one of the given examples which is reported by Atawneh (1992) and support such constraint in Palestinian Arabic–English code-switching:

inti ahla sister fi d- dinya (Palestinian Arabic)

you most beautiful sister in the world

'You are the most beautiful sister in the world.' (English)

The replacement of the Arabic word 'uxt' is replaced by its equivalent English noun 'sister'. In such a replacement, the grammatical rules of both Arabic and English are matched and given evidence to support this constraint. On the other hand, Lee (1997, p. 54) indicates that this constraint is violated by Spanish-English bilinguals. Thus, switching between nouns and adjectives is possible, as in “*mi brother grande*” and “*mi grande brother*.” Such patterns violate either English word order (adjective before noun) or Spanish word order (noun before adjective). Accordingly, the equivalence constraint universality has to be checked in Jordanian Arabic–English language pair.

Although there are grammatical differences between Arabic and English, Alhazmi (2016) revealed that code-switching is possible at different grammatical levels and discourse boundaries such as NP, verb phrase, prepositional phrase, adjectival phrase (adjP), and adverbial phrase (AdjP). The current study investigates and analyzes Arabic–English code-mixing within NP.

Grammatical Overview of the Differences between Arabic and English

According to Alhazmi (2016), Arabic and English have different grammatical aspects; English is a Germanic language while Arabic is a Semitic language. The Arabic word order system permits either subject-verb-object word order or verb-subject-object word order, that's why it

is described as free-word order. On the other hand, English word order is described as a fixed word order system that is subject-verb-object.

'Noun modifier' is another position of dissimilation between Arabic and English. In English, the adjective is normally positioned before the modified noun, while in Arabic it comes after the noun, as in the following example:

Example 1

1. Fatatun jamela (Arabic)
 Girl beautiful (Literal translation)
 While in English this sentence has different word order.
2. Beautiful girl (English)

In the first example, the word 'fatatun' is the subject which is equivalent to the English word 'girl' in the second example. It is clear that the adjective 'jamela' which is equivalent to the English adjective 'beautiful' follows the subject in the Arabic sentence, while in the English sentence the adjective 'beautiful' precedes the noun 'girl'.

The NP sentence structure in English is basic in a simple sentence, while the Arabic NP structure has two basic types of sentences, nominal and verbal sentences. Additionally, a very important difference between Arabic and English structure that can affect mixing them together is that Arabic permits nominal sentences without a verb. Meanwhile, in English sentence cannot be constructed without a verb. Example 2 below provides an example from Alhazmi (2016,p.186):

Example 2

- “Albentu Jamelah” (Arabic)
"The girl is beautiful" (English)

In the Arabic example, the sentence is structured with an NP consisting of the noun 'albent' which means the girl, and the adjective 'jamelah' which means beautiful with no verb used.

Moreover, in contrast to English, Arabic definiteness is unmarked. While English number categories are singular and plural, Arabic has a third category, dual. Arabic has rules which state that subject, verb, and adjective have to agree with each other in number and gender. English does not have these agreement rules in dual number and gender. Consider the two examples 3 and 4 below:

Example 3

- 'rajulun taweel' (Transliteration)
man tall (Literal translation)

رجل طويل	(Arabic)
A tall man	(English)

Example 4

' mar?atun taweel <u>ah</u> '	(Transliteration)
woman tall	(Literal translation)
مرأة طويلة	(Arabic)
A tall woman	(English)

In English, the female and male have the same adjective form 'tall'. On the other hand in Arabic, the adjective changes according to gender, so the suffix 'ah' is added in example 4 to indicate femininity. Thus, Arabic adjectives have to agree in number, gender, case, and definiteness (Khalil, 2010).

Despite all these grammatical differences, Arabic and English are widely mixed and used together in many communicative situations (Owens, 2005, cited in Alhazmi, 2016). Additionally, it is not only used but also considered as a widely spread phenomenon in Jordanian society (Alazzam, 2010; Al Hayek, 2016; Pirol & Masruddin, 2019).

According to Khalil (2010), the word order in English determines the syntactic functions of sentence constituents. However, in Arabic, case endings of constituents determine their syntactic functions regardless of their position. Thus, Arabic freely reorders the constituents of the sentence more than English. Additionally, Arabic can realize a complete sentence including subject, verb, and object in a single word as in:

Example 5

saadnahum	(Transliteration)
we helped them	(Literal Translation)
ساعدناهم	(Arabic)
We helped them	(English)

Methodology

This study adopted a descriptive research design with both qualitative and quantitative approaches. The study used responses from 30 participants in total. The first phase of the study commenced with 10 female Jordanian students studying at Yarmouk University - all born and living in Jordan. The participants were engaged over phone conversations and were asked to discuss online education in pairs. Face to face interview was not possible due to COVID-19 restrictions. Each pair of participants was involved in a conversation lasting about ten minutes and they were aware that their conversations were tape-recorded. The results of tape-recorded

conversations concerning mixing within NP were analyzed by thematic analysis and then they are put in a questionnaire adapted from Taweel & Btoosh (2012). In the second phase of the study, 20 male Jordanian students studying at the Yarmouk University participated in the questionnaire. All the 20 participants were born and living in Jordan. The questionnaire asked about the familiarity of the instances extracted from tape-recording from the first part of the study and how often they use such NPs.

Data Analysis

To answer the research questions, this study used both qualitative and quantitative methods to achieve reliable, sufficient, and complete results. A qualitative approach was used in the first phase by using a tape-recording instrument to collect data, and then the data were analyzed adopting the thematic analysis technique. The results from the tape recordings constituted the base for the second phase, the quantitative approach. This phase was performed by developing a questionnaire including the instances of the code-mixing which were extracted from the tape-recording concerning mixing within NP. This method can be described as an exploratory method since the qualitative approach explores the syntax of NP pattern of Jordanian Arabic–English code-mixing, the impact of the grammatical differences between Arabic and English, the most frequent constituents, and whether Poplack's universal constraint of Equivalence is applied within Jordanian Arabic–English code-mixing. It is worth mentioning that some invalid code-mixing recorded data were excluded because they were considered as borrowing, names, other language expressions, unclear or mixing out of NPs. The total number of valid code-mixing recorded data was (48) and these valid data were meant to be analyzed.

Qualitative Analysis

The thematic analysis technique was applied to analyze the qualitative data gathered through the tape-recording. Particularly, this qualitative analysis helps investigate the syntactic aspects of NPs patterns of Arabic–English code-mixing and investigate the effect of the grammatical differences between Arabic and English on the occurrence of mixing within NPs.

Syntactic Aspects of Arabic–English Code-mixing within Noun Phrases

Noun and Adjective:

Example 6

doctor	active	dayman	(Transliteration)
a prof.	active	always	(Literal translation)

دائما	active	دكتور	(Arabic)
always an active	prof .		(English)

As example 6 shows, the Arabic noun 'doctor' which means 'a prof.' is described by using the English adjective 'active'. We can notice the effect of Arabic grammar on such mixing, thus the position of the English adjective 'active' follows the Arabic noun 'doctor'. It is clear that this example contains mixing within NP. This pattern of mixing within NP has two directions the first one moves from Arabic to English as in the previous example while the second one moves from English to Arabic as in example 7:

Example 7

break	gasser	kteer	(Transliteration)
break	short	very	(Literal Translation)
قصير كتيير		break	(Arabic)
A very short break			(English)

Example (7) shows that mixing Arabic adjectives with English nouns is also possible within NP structure. Thus the Arabic adjective 'gasser' describes the English noun 'break'. This example follows the Arabic word order structure since the adjective follows the noun it describes; On the other hand, it violates the English word order which only allows the adjectives to precede the noun they describe.

Example 8

had	ashal	exam	(Transliteration)
this	easiest	exam	(Literal translation)
exam	هاد اسهل		(Arabic)
This is the easiest	exam		(English)

Based on example 8, it is obvious that the Arabic adjective 'ashal' which means 'easiest' describes and precedes the English noun 'exam'. Such an example follows both Arabic and English word order. According to Khalil (2010), comparative and superlative Arabic adjectives are usually followed by a noun.

The recorded conversations revealed two directions concerning NPs that mix between nouns and adjectives. These patterns either violated English grammar or followed both Arabic and English grammar. The data did not show any examples that violated the Arabic grammatical structure of NP that was constructed from nouns and adjectives. Table 1 shows the frequency of occurrence of each structure and each direction.

Table 1: The Frequency of Occurrence of Mixing Noun-Adjective Pattern.

NP pattern	Times of occurrence	Percentage
Arabic noun- English adjective	4	8.3%
English noun- Arabic Adjective	3	6.25%
Arabic adjective-English noun	3	6.25%

N and AdjP

Example 9

so funny anti (Transliteration)
so funny you (Literal Translation)
انتى so funny (Arabic)
you are so funny (English)

This example indicates that the English adjective phrase 'so funny' is mixed with the Arabic pronoun 'anti' which means 'you ' and constitutes a NP. This example goes with English word order since the adjP precedes the noun. On the other hand, the example violates the Arabic word order which requires the adjective to follow the noun they modify.

Example 10

kan jaw very nice (Transliteration)
it was weather very nice (Literal Translation)
very nice كان جو (Arabic)
it was very nice weather (English)

The example mixes the Arabic noun 'jaw' which means 'weather' with the English AdjP 'very nice' and forms a NP that includes constituents from different languages. The example here follows Arabic structure, since the adjective follows the noun it modifies and violates the English word order which requires the adjective to precede the noun it modifies. Such a pattern has two directions, thus example 9 goes from English to Arabic, while example 10 goes from Arabic to English. Table 2 shows the frequency of occurrence of each direction in the current study.

Table 2: The Frequency of Occurrence of Each Direction of Noun-AdjP. Pattern

NP Pattern	Times of occurrence	Percentage
English AdjP.-Arabic noun	2	4.1%
Arabic noun-English AdjP	4	8.3%

Quantifiers and the Noun They Quantify.

Arabic quantifiers occurred 5 times with English nouns in the mixed constituents, while there were no English quantifiers in mixed constituents.

Example 11

kan mae shwaet **cash** (Transliteration).
 I had same cash (Literal Translation)
 Cash كان معي شويت (Arabic)
 I had some cash (English)

Example 11 indicates that the Arabic quantifier 'shwaet' which means 'some' is mixed with the English noun 'cash' and constitutes a NP. Example 11 follows English word order and violates the Arabic syntactic structure. Although of the violation of Arabic word order, using an English noun quantified by Arabic quantifier is also shown in the following example 12.

Example 12

fe tips kteer (Transliteration)
 there tips many (Literal Translation)
 tips في كثير (Arabic)
 there are many tips (English)

From example 12, it is clear that the Arabic quantifier 'kteer' which means 'many' is mixed with the English noun 'tips'. This example moves from English to Arabic and also violates Arabic word order since the Arabic quantifier, opposite to English, has to follow the noun it modifies (Khalil, 2010).

Examples 11 and 12 show that code-mixing occurred within NP boundary. Such a pattern had two directions, one moving from Arabic to English and another moving from English to Arabic. Additionally, such a pattern violates Arabic grammar of Arabic and goes with the English grammar. Table 3 shows the frequency of occurrence of each direction.

Table 3: The Frequency of Occurrence of Quantifier-Noun Pattern

NP pattern	Times of occurrence	Percentage
Arabic quantifier-English noun	3	6.25%
English noun-Arabic quantifier	1	2%

Possessed and Possessor:

Example 13

nezlo	alamat	el	course	(Transliteration)
present	marks	the	course	(Literal Translation)
course	ال نزلو علامات			(Arabic)
The course marks are presented				(English)

In example 13, the possessed 'alamat' which means 'marks' is mixed with the English possessor 'course'. Such a pattern was found 8 times and went in both directions. It was obvious that example 13 mixed Arabic possessed with English possessor and moves from Arabic possessed to English possessor. On the other hand, the following example 14 moves from English possessed 'light' to Arabic possessor 'elqaah' which means 'the classroom'.

Example 14

Shagli	light-at	elgaah	(Transliteration)
turn on	lights	the classroom	(Literal Translation)
ات القاعة	light	شغلي	(Arabic)
turn on the classroom's lights			(English)

In example 14, the English noun 'lights' was mixed with the Arabic noun 'elqaah' which means 'the classroom'. The possessor Arabic noun 'alqaah' is feminine in Arabic, accordingly, the possessed had to agree with its possessor in gender (Khalil, 2010). This agreement was achieved in the mixed English possessor 'light-at', since the English word was mixed with the Arabic feminine plural marker 'at' to indicate feminine gender. That 'alqaah' is feminine in Arabic while it is in English neutral. Accordingly, gender is reflected in the equivalent English word by mixing it with Arabic inflections.

Examples 13 and 14, both violated English word order. Thus, in English, the possessor has to precede the possessed. Both examples follow Arabic word order and perform mixing within NP. Table 4 reveals times of occurrence of each direction:

Table 4: Times of Occurrence of Possessor-Possessed Pattern.

NP Pattern	Times of occurrence	Percentage
Arabic possessed-English possessor	2	4.1%
English possessed-Arabic possessor.	4	8.3%

Mixing between English Subjects and Arabic Clitic Possessive Pronoun

Example 15

Group-na	faz	(Transliteration)
Group-our	won	(Literal translation)
نا فاز	group	(Arabic)
our group won		(English)

Example 15 indicates that the English subject group was followed by the Arabic possessive pronoun 'na' which means 'our'. Accordingly, the subject here is a NP mixing English noun and Arabic possessive pronoun. This example only moves from English to Arabic and follows Arabic syntactic structure. Thus, opposite to English, Arabic can have nouns and pronouns in one word (Khalil, 2010). Around 7 examples support such patterns and that constituted around (14.5 %) of the patterns in the current study.

Specifier-Noun

It was found that there are several example mixes between the Arabic definite article 'el' which means 'the' and English nouns. The following example 16 clarifies such a type of mixing.

Example 16

el-mall	msakker	(Transliteration)
the mall	closed	(Literal translation)
ال mall مسكر		(Arabic)
The mall is closed		(English)

From example 16, it is clear that the definite article 'el' which means 'the' was mixed with the English noun 'mall' to form the subject NP 'the mall'. No English determiners were found in

the current study. There was just one direction that went from Arabic to English and no violation of the grammatical rules of neither Arabic nor English occurred. Arabic definite article has to precede the noun it specifies (Khalil, 1999). This type is considered the most frequent type of mixing within NPs in the current study. Around 8 examples supported this type of mixing within NPs and this constituted (16.6%) of mixing within NPs in the current study.

Table 5 concludes the patterns and how frequently they are presented in tape-recording.

Table 5: Patterns of Code-Mixing within NP.

Patterns		Percentage of occurrence in tape-recording
1	N_Adj.	13.25%
2	N-AdjP	12.5%
3	Quantifiers and the noun they quantify.	8.3%
4	Possessor-possessed	12.5%
5	English Subject-overt Arabic possessive pronoun	14.5%
6	Specifier-Noun	16.6%

In order to answer the second question and determine whether the grammatical differences between Arabic and English affected Arabic–English code-mixing, the thematic analysis of tape-recording revealed that code-mixing occurs within NP patterns despite the nonequivalent structure of Arabic and English such as noun-adjective, possessor-possessed, quantifier-noun, and noun-possessive pronoun word order. Finally, it can be stated that the grammatical differences between Arabic and English did not affect the occurrence of code-mixing within

NP patterns. Therefore, Arabic–English code-mixing violated the equivalence constraint proposed by Poplack.

Quantitative Analysis

The six NP patterns of Arabic–English Code-mixing were placed in a questionnaire in order to ask about their familiarity and how often they are used. The questionnaire was administered to 20 students to decide whether they are familiar with those patterns, and how often they use them. Figure 2 indicates the percentage of familiarity of each pattern according to the questionnaire participants.

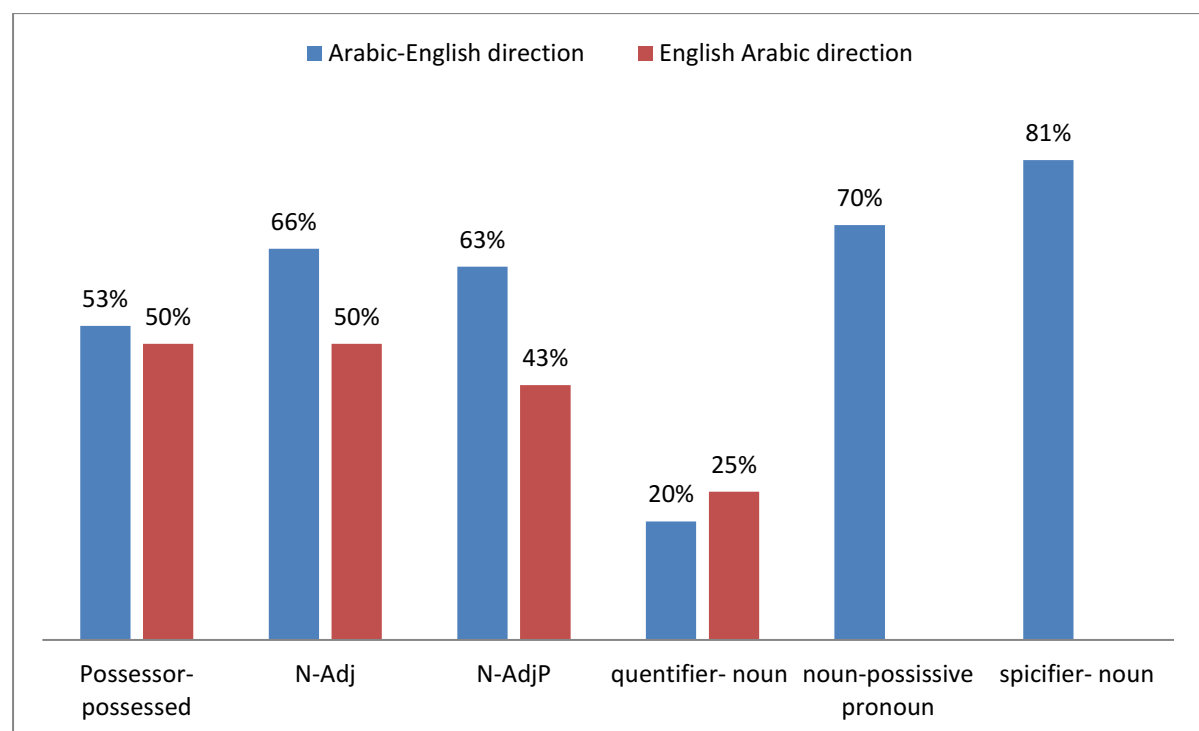


Figure 2: Percentage of Familiarity of Each Pattern According to the questionnaire participants

The data analysis of the questionnaire reveals that most code-mixing patterns within NP are familiar and frequently used. Figure 2 shows that mixing specifiers and the nouns they specify pattern was positioned first by 81% of the participants, and this indicates that it is accepted and familiar. Additionally, the frequency distribution technique revealed that 53% of the participants always use it, 23% often use it, while 5% indicate that they sometimes use it. The second position is occupied by noun-possessive clitic pronoun pattern. Around 70% of the participants indicate that it is familiar and 55% always use it. Thirdly, the Noun-adjective pattern of mixing within NP occupied the third position as a familiar pattern. Around 66% of

the participants found Arabic–English direction familiar, while 50% of the participants found English-Arabic familiar. On the other hand, the noun-adjective phrase pattern occupied the fourth position. Around 63% of the participants found Arabic–English direction familiar while 43% found English-Arabic familiar, and 43% of them indicated that they always use it. The participants found mixing Arabic possessor and English possessed familiar and it comes at the last position by 53%. On the other hand, mixing quantifier and the noun it quantifies was considered an unfamiliar pattern of mixing within NP since only 25% accepted English-Arabic mixing and 20% accepted Arabic–English mixing.

Discussion

The data analyzed around 100 mixings, 48 of them were classified as NPs. Mixings occurred in either direction- both from English to Arabic and also from Arabic to English. However, the former was most frequent. The data when analyzed, yielded a number of instances of switches within NPs. Within this boundary, mixing occurred between specifier and noun, noun and adjective. Noun and adjective phrases, quantifiers, and the nouns they quantify, possessor and possessed, more importantly, English nouns were the most highly mixed syntactic categories within Arabic talk of Jordanian students. Table 5 indicates that the Arabic specifier-English noun pattern of Arabic–English code-mixing is the most frequently occurring pattern in the speech of Jordanian students in the current study. Then, N-Adj. The pattern which has three types of structure of mixing as presented in section (7.1.1) comes in second place. Based on thematic analysis, English nouns are considered as the most frequent constituents in forming NP pattern of Arabic–English code-mixing. Around 32 nouns were used in the current study. Most of the patterns followed Arabic word order and syntactic structure, while around 10% of the patterns followed English structure and violated the Arabic structure. Therefore, the occurrence of Arabic–English code-mixing did not depend on the typological differences between Arabic and English and code-mixing occurred in spite of all the grammatical differences in word order. Based on all these findings, Poplack's universal constraint of equivalence was violated, thus mixing occurred although there are many nonequivalence structures of Arabic and English.

Poplack (1980) argued that switching is only possible within languages having similar surface structures and forms. Alternatively, code-mixing should not violate the surface syntactic grammars of the languages involved. The data from this study provides examples of nonequivalence structures of Arabic and English where code-mixing occurred. Bentahila and Davis (1983) found that their French-Arabic code-switching data exhibited a number of

violations of this constraint. Many counter-example of 'equivalence structure' constraint is the case of switching between adjectives and nouns. Although in Arabic, the adjectives follow the nouns they modify, in English however, adjectives must precede their nouns. In this study, there is evidence of code-mixing by the Jordanian speakers between adjectives and nouns in cases where English adjectives normally precede a noun, and where Arabic requires the opposite order. Another difference worth mentioning between English and Arabic structures is the use of a definite article before an adjective. Arabic requires an adjective with a definite article when the noun it modifies is accompanied by a definite article, for example, Arabic uses /elbent eljamelah/, literally 'the girl the beautiful'. In English, however, the adjective is not preceded by a definite article. Yet switches were found in the data in both directions.

To support the findings, the frequency distribution analysis provided evidence on the familiarity of almost all originated patterns and frequency and regularity of their occurrences in Jordanian society. There was harmony between tape-recording findings and questionnaire findings, thus the most regular pattern used in tape-recording was highly familiar, regular, and accepted according to the questionnaire analysis. In other words, the specifier-noun pattern of Arabic-English code-mixing within NPs is the most regular pattern used in tape-recording and received the highest percent of familiarity from the questionnaire analysis. On the other hand, a quantifier-noun pattern which was considered as the lowest frequent pattern used in tape-recording received the lowest percent of familiarity according to the questionnaire participants.

Conclusion and Recommendations

Conclusion

The current study presents an insight to determine the grammatical structure of mixed constituents between Arabic and English within NP. Six patterns were used in tape-recording of phone conversations between Jordanian speakers, viz. specifier-noun, noun-possessive pronoun, possessor-possessed, quantifier-noun, noun-adjective, and noun-adjective phrase. These patterns were included in a questionnaire. Although they broke some grammatical rules of Arabic and English, most of the participants agreed that they were familiar with those patterns and accepted that they use them regularly. The grammatical rules of Arabic and English in the code-mixing phenomenon in Jordan could not be considered. In other words, Jordanian Arabic-English code-mixing violates the universal constraint of 'equivalence' proposed by Poplack (1980).

Recommendations

It is worth noting that the current study is limited by analyzing only the grammatical structure of mixed constituents between Arabic and English within the noun phrase. Thus, further research is recommended to be conducted on analyzing the grammatical structure of mixed constituents within other phrases. In addition, the current study only adopted one of Poplack's constraints which is 'equivalence' to work on, but the other two Poplack's constraints: 'size of constituent' and 'free morpheme' were beyond the scope of this study, so it is recommended that future research should adopt the other two constraints to analyze this mixing between Arabic and English.

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Cyber anti-Hate speech during the Covid-19 pandemic: Semiotic Analysis

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Abstract

This study examines CYBER anti-hate speech during the COVID-19 pandemic. Special focus has been placed on social media campaigns to identify the characteristics of hate speech in the relevant context and coping strategies. The research included a semiotic analysis of the images ALTERHate Group published as part of its Facebook campaign, in November 2020; Iconic and symbolic examinations were performed as well as discourse analysis of the text in the above images. The results revealed some features related to hate speech, such as being the daily life of people, as harmful as gunfire, linked to intimidation, and fed by some political parties. Fear and a desire to feel powerful are some of the reasons people embrace hate. As for the strategy AlterHate followed the campaign that was to be global and represented a large number of ethnicities, religions, and beliefs published short but eloquent messages. Special emphasis has been put on the dire consequences of hate, especially hate crimes. Calls were made to activate the laws related to hate speech, explaining that spreading love and kindness is the only way to destroy hate. More problematics addressing the psychological effects of Hatred were recommended for future research projects.

Keywords: *Cyber Hate speech, semiotic, Covid-19, Facebook, social media campaign*

Introduction

Following the huge development in technology and communication technology, English language is becoming one of the most dominating language worldwide (Yassin et al., 2020; Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020).

Hate speech as a public concern dates back to the events of World War II. However, it has become a source of grave concern since the advent of social media and the spread of COVID-19; countries around the world have faced two types of calamities: a major public health crisis, as well as a social relations emergency (Reicher & Stott2020; Van Bavel et al., 2020). Especially in situations of rooted inequalities and political divergence, the pandemic has exposed and worsened conflicts between social groups (Devakumar et al, 2020; Li, & Galea 2020). Thus, hate speech as insulting language that targets a specific group (Davidson et al, 2017), has spread significantly in the last months of 2020, especially on social media, where it is multiplied in terms of highly interconnected "highways", as different forms and communities of hate condense each other (Calvert, 1997; Johnson et al, 2019). In fact, social media has become a virtual community where everything related to life and relationships is lived including Hate speech that goes beyond a simply linguistic phenomenon; it is rooted in

divisions of the real world (Pohjonen & Udupa, 2017; Roussos & Dovidio, 2018), and it has real-world impacts. Furthermore, social media seems to be exploited as a platform for racism, xenophobia, etc. This situation has made anti-hate speech appearing on social media to denounce it. There have been many groups and pages calling for the rejection of forms of discrimination and hatred, especially with the worsening situation during the Corona pandemic. This research will examine a campaign launched by a Facebook activist group against hate, in order to identify the characteristics of hate speech at the time of coronavirus pandemic and coping strategies, using semiotic analysis.

Literature review

Semiotics

Semiotics is defined as the study of signs (Chandler, 2007:1-2) including images, words, gestures, sounds, and even objects; Bignell (2002: 1-2) defines the term as a way of analyzing meanings by looking at the symbols. Semiotics has been concerned first with understanding how language, whether written or spoken, communicates its meanings; then, it has started to be used in analyzing other non-linguistic communication means like visual signs (Hameed,2017:3). Rose (2001) cited in (Devlin, 2013) considers semiotics an analytical method through which one can understand how images communicate their meanings.

Certain key concepts in semiotics must be understood in order to be able to understand the meaning or meanings of an image (Hameed,2017:4). The first concept is 'sign' (a word, an image, a sound...etc.); Saussure states that it has two components: The signifier and the signified ((Martin & Ringham, 2006, p. 185). Fowles (1992) cited in Nöth (1997,p. 311) clarifies the difference between the signifier and signified: The term signifier refers to the elements of the image, while the term signified is used to denote the idea or concept of that image. Tyson (2010,p. 327) stipulates that the signifier is anything that can be perceived by the senses. Kim (1996,p. 6) provides the example of a rose to simplify this dissimilarity; the rose is said to be the sign of love, so the rose itself is the signifier and love is the signified. Based on the relation between the signifier and signified, Pierce divides the signs into three types; iconic, indexical and symbolic (Rose, 2001: 78).

Kim (1996,p. 19-21) provides a plain definition of those three types along with some examples: The sign is supposed to be *iconic* when the signifier resembles the signified such as the photographs. The photo of a lady, for example, is an iconic sign of that lady. In *indexical* signs, means that there is an existential connection between the signifier and signified. For example, the index of fire is smoke; as for the *symbolic* signs, the relation between the signifier and

signified is not based on similarity or existential relatedness; rather, they are linked conventionally. Sebeok (2001,p. 11) gives the example of the V sign that people make with their middle fingers and indexes to signify victory. Thus, this sign is a symbol of victory. Additional significant concepts in semiotics are the denotative and connotative meanings. Dyer (1982,p. 101) states that the denotative sense is the accurate meaning of that sign while the connotative sense represents the other added meanings beyond the literal meaning. The context of the sign is imperative in determining those meanings.

Hate speech

Katarzyna (2018) claims that hate speech is considered as an expression of hostility towards individuals or social groups based on their perceived group membership which can refer to race, ethnicity, nationality, religion, disability, gender, or sexual orientation. The United Nations understands hate speech as “any type of communication in speech, writing, or behavior that attacks or uses pejorative or discriminatory language by referring to a person or group on the basis of who they are and, in other words, on the basis of their religion, race, nationality, race or colors. Parentage, gender, or any other identity factor” (Gutterres, 2019). In the wake of the escalation of hate speech in recent years, the United Nations has launched a specific strategy and Action Plan on Hate Speech in May 2019; It was emphasized that hate speech is a threat to democratic values, social stability and peace. Part of the main UN commitment is to recognize, monitor, collect and analyze hate speech trends with the goal of engaging with new and traditional media to address hate speech and enhance the value of tolerance, among other things.

A number of researches also have shown that online hate can predict offline hate, especially against minorities (Awan & Zempi, 2016; Alrefaee & Al-Ghamdi, 2019; Williams et al., 2020;). They have also demonstrated that frequent exposure to hate speech may increase levels of bias by making individuals insensitive to derogatory and exclusionary narratives about certain groups (Leader et al, 2009; Soral, 2018). As a result, these processes lead to wider tensions over intergroup relations and increased political polarization (Bilewicz & Soral, 2020; Medriano & De Vera, 2019; Razak, et al., 2020). Scholars confirm that identifying hateful behaviors online represents an important task towards protecting the health of digital platforms and supporting societal responses to counter toxicity (Geiger, 2016; Mathew et al., 2019; Oloruntobi,2020).

Uyheng and Carley, (2020) noticed that online hate speech has been exacerbated by the ongoing COVID-19 pandemic, and it may also be fed inorganically by non-indigenous actors

such as social robots; the authors addressed the links between hate speech and robot-driven activity from a social cybersecurity perspective by characterizing Twitter conversations about the pandemic in the United States and the Philippines; their findings reveal special relationships between robots and hate speech across datasets, highlighting the different network dynamics of racially charged toxicity in the United States and political conflicts in the Philippines. Agwuocha et al., (2020) also explained that based on the COVID-19 “infodemic”, a lot of hate speech has emerged and language use has come to be at the Centre of it all. Such use, from the Speech Act Theory perspective, elicits actions and reactions which most times are detrimental to people’s harmonious existence. Using Austin’s and Culpeper’s models of Speech Act and Impoliteness Theory, respectively, the authors analyzed various data on COVID-19 related information shared on the social media to determine the level of toxicity of language use, and the effect on peacebuilding amongst nations, Nigeria inclusive; they discovered that communications on the social media, in reaction to COVID-19 issues are laden with hate speeches which have given rise to instances of violence, unrest, stigmatization and racism against the target people. It recommends, amongst other things, that all social media and online platforms should put in place strict guidelines for users, in its fight against hate speech. It also advocates the inclusion of language and communication arts as a course of study in the tertiary education curriculum.

Another research article (Snoussi, 2020) dealt with the exacerbation of Hate speech at the time of coronavirus and media handling. The author questioned the role played by the United Nations in curbing the escalation of hate speech; the content analysis of UN official website during the years 2019 and 2020 revealed that the organization’s treatment lacks depth and diversity in the angles addressed, and the web site appears as a mirror that reflects the activities of the organization, not as a space to address all incidents related to hatred and discrimination that are taking place in the world; a suggestion to intensifying qualitative studies on hate speech to help reduce its negative effects was recommended. In the meantime, the author conducted a discourse analysis of António Guterres, Secretary-General of the United Nations’ speech launched on May 8, 2020. The results showed that despite the success of Antonio Guterres in furnishing his text using a number of structural components and persuasive methods, the speech has proven relatively weak in terms of its influential achievements.

To sum up, most of the studies on hate speech focused on describing the phenomenon and analyzing its repercussions on the individual and society, in addition to monitoring the most important combating policies by responsible international bodies such as the United Nations. In this research, the focus will be on counter campaigns and confrontation strategies through a

movement carried out by a group of young activists in social media, meaning that it will focus on another angle of treatment that excludes official international discourse to approaches more of the automatic youth dissertation. This research includes a semiotic analysis of anti-hate speech in a specific period, which is the time of COVID-19 pandemic.

Research Problem

What are the fundamentals of the cyber campaigns against hate speech during Covid-19 pandemic?

Research questions

RQ1: what are the main features of the hatred during Covid-19 pandemic?

RQ2: What are the pillars of online anti-hate speech strategies?

Research Objectives

In this study, the researchers will attempt to:

- I. Categorize different expressions and actions of hate speech expressed online;
- II. Identify trends and features of online anti-hate speech strategies during Covid-19 pandemic.

Research significance

The researchers believe that this study will contribute to uncovering the unofficial anti-hate speech strategies that are led by social media activists to compare them with the announced strategies of international official bodies such as the United Nations. This will help build more mature future strategies that take into account all existing experiences.

Research Method

The study includes semiotic analysis of the images posted by ALTerHate group in their Facebook page, during November 2020. Fifteen (15) images were tracked. The authors chose to apply Rose Model, and proceed with the iconic examination since the images that are analyzed in this research display human beings, then analyzing the text comprised in the mentioned images. A symbolic analysis will finally be applied on the Logo of the cyber anti-hate speech Campaign.




Findings

The application of semiotic analysis requires the identification of various signs such as iconography and symbolism. These meanings have been analyzed in depth.

Iconic Signs

The following table includes the images interpreted using semiotic analysis. Signs were determined from images included in the sample; then classified. Each sign has been deciphered to interpret its meaning in the context of connotation and denotation (see Tab.1).

Tab1. The sample' signs, along with their semantic meanings

Iconic Signs			
Sign	Denotative Meaning	Connotative meaning	Sub-theme
	Maja, as a participant in the AlteHate cyber campaign, suggests, with a dreamy face: <i>Let's build a world where there is no place for hatred!</i>	Maja is a girl's name of Arabic origins that means "splendid". Maja represents the Arab people who believe that the campaign goals will be achieved, that hate speech will die out, and peace will prevail in the world	Hope Prospective future
	Lidiga, participant in the AlteHate cyber campaign, suggests that: <i>Hate speech should never be secured or supported. Make it so that people in your surrounding feel accepted and help each other do the same as you.</i>	Lidijia is a name that derives from the Ancient Greek; it represents the European girl. She explicitly calls for standing against all forms of hatred and not being silent about those who commit them.	Action Sapience Sobriety Self Confidence
	Ester, participant in the AlterHate campaign, claimed that: <i>Words are like bullets, they injure and leave consequences.</i>	Ester is a girl's name of Slavic origin that means "star". So she represents Slovakian people. She is	Realty Pain Complaint

		describing how harmful the hate speech statements are.	
	<p>Srdan, as a participant, warned of one of the causes of hate speech: Fear:</p> <p><i>Open up your mind, //stay away from the fear and you already stopped hate. // Now you are much stronger.</i></p>	<p>Srdan is a Serbo-Croatian name that means being angry, fiery or ardent.</p>	<p>Pragmatism Wisdom</p>
	<p>Anonymous participant claiming:</p> <p>Words HURT. // Spread LOVE and KINDNESS.</p> <p>The message includes words written with big letters like: HURT, LOVE & KINDNESS.</p>	<p>A message without a specific spatial context pleading with the world to abandon hatred because it is painful and to spread love.</p> <p>Putting the stress on certain keywords means the intention to highlight the contradiction between the sublime values and the immoral practices.</p>	<p>Absolute Cosmic Call for Love</p>
	<p>A participant in the AlerHate cyber anti-hate speech campaign, was wondering:</p> <p><i>Why do you hate when you can love?</i></p>	<p>Ermira is an Indo-European-Albanian origin name, meaning Air.</p> <p>Her look inspires freshness, optimism and determination.</p>	<p>Hope Challenge Call for Love</p>

	<p>Ivan, as a participant in the campaign was affirmative: <i>I have reported hate speech! You should do it, too!</i></p>	<p>Ivan is a name that has Russian origins that means "God is gracious".</p> <p>A motivational report statement through which the participant desires the other to imitate him and give up hate speech</p>	<p>Positivity Future Hope</p>
	<p>Anonymous participant in the campaign wondering: <i>Why did hate speech become our everyday life?</i></p>	<p>A second message, without a specific spatial context, expresses the sadness and pain that the entire world is experiencing due to the hate speech that has become more intense during the Covid-19 pandemic.</p>	<p>Confusion Wandering Pain Despair Condemnation</p>
	<p>As a participant, Ivana confidently asked: <i>Don't let the hate stop you from widening your horizons!</i></p> <p>*The position of the hands inside the pockets indicates self-confidence and complete conviction of what the girl says.</p>	<p>Ivana is a girl name of Slavic origin that is also popular in southern Ireland and France.</p> <p>It represents the open-minded European girl.</p>	<p>Openness Inner peace</p>

	<p>As a participant in the cyber campaign, he underlined that the hate speech is used by politicians and asked to:</p> <p><i>Stop using hatred for political purposes!</i></p>	<p>The name Muhammad is an Arabic name that goes back to the Messenger of Muslims. He brings us to a very important topic: the exploitation of hate speech for political purposes, which has led to the spread of Islamo-phobia and the description of Muslims as terrorists or sometimes reactionaries.</p>	<p>Victim of hate speech Manipulation Inflaming factors for hate speech</p>
	<p>Anonymous participant wondering about the laws that forbid the hate speech:</p> <p><i>Why don't we have a law concerning hate speech?</i></p>	<p>As an anonymous participant, he represents the world while asking the universal question that everybody is asking: why we do not apply the laws related to hatred, racism, xenophobia...etc.</p>	<p>Confusion Wandering Being lost Astonishment Condemnation</p>
	<p>As a participant, she added a smart message:</p> <p><i>Hate doesn't make you stronger!</i></p>	<p>Aurora is a Latin feminine given name, originating from the name of the ancient Roman goddess of dawn Aurora. She looks confident in herself with her steady look, light smile and hairstyle. It symbolizes enlightenment, intelligence and strength.</p>	<p>Smartness Confidence Strength</p>

	<p>As a participant, she added a warning:</p> <p><i>Hate Speech= An introduction to Hate Crime.</i></p>	<p>Ena as a girl's name is of Hebrew origin meaning "renewer". Ena wanted to indicate the consequences of the worsening of hate speech in a logical manner close to the mathematical equation.</p>	<p>Logic The power of deduction Prediction Warning Outreach</p>
	<p>A smart participant who admitted:</p> <p><i>I have realized, love is better, actually!</i></p>	<p>Antonella is an Italian girl's name meaning "first born". She expresses in the tongue of many young people who were driven behind the hate speech to make sure that she backed away from her position and that she realized that love is the best. It is a motivating message for the youth still confused regarding the issue of hate.</p>	<p>Self- review Self- evaluation Back to virtue Responding to calls for anti-hate</p>
	<p>As a participant in the social media anti-Hate speech campaign, Swamy chose the style of provocation and excitement through her sentence, as well as her defiant gaze and the movement of her fingers:</p> <p><i>People of quality do not fear equality.</i></p>	<p>The name of Swamy has a Hindu origin, which means 'lord'. She produced a rhetorical message to say that hate speech is a non-quality people's speech. It is a hint that these are low-educated and vulnerable. There is an intention of destabilizing those with ideas that support hatred and urging them to revise themselves.</p>	<p>Provocation the challenge Supremacy over hatred Power</p>

The sample comprised (15) photos of young people who participated in the campaign, including ten (10) girls and five (5) boys coming from a variety of ethnic, religious, and ideological origins: Western and Eastern Europe as well as India and Arabs; It also involved Muslims, Christians, and Jews...etc. The sample seems close to representing the spectrum of the international community. It has to be highlighted that this is a strong point of the campaign because it facilitates self-recognition of the target audience; cyber followers can easily see themselves through their peers.

The tracked messages had positive outlooks at times, as they recorded motivational speeches encouraging love and peace, while a number of captions referred to the state of confusion, pain and sadness that some participants experienced with predicting more severe consequences if the situation continues as it is so that we end up with the spread of Hate crimes, as one of the participants warned. Between the pessimistic and optimistic speeches, a consistent, strong and realistic discourse was there to diagnose reality and develop solutions, with a tone combining brevity and rhetoric.

To further delve into the content of the messages contained in the images, the researchers analyzed the accompanying texts.

Accompanied text Analysis

The images related to AlterHate's social media campaign to combat cyber hate speech included 15 text captions, which required careful analysis in terms of *linguistic structures* and *meanings* to stand at the messages that embody the anti-hate speech.

The linguistical composition of the text comprises five (5) *Reporting sentences*, providing data about the topic “Hate speech”, with informative meaning, like:

Words are like bullets; they injure and leave consequences.

Other sentences took a rhetorical form (A disapproving question intended to denounce a prevailing fact), such as:

- Hate doesn't make you stronger!

Or contains a warning, like:

- Hate Speech: An introduction to Hate Crime!

Reporting sentences encompassed also affirmative meaning such as:

- I have realized, love is better, actually!

Also:

- People of quality do not fear equality.

The rhetorical structure was also tracked in phrases taking the form of a question as follows:

- Why did hate speech become our everyday life?
- Why don't we have a law concerning hate speech?
- Why do you hate when you can love?

The text also consists of *suggestive phrases* alluding to or recommending an action such as:

- Let's build a world where there is no place for hatred!
- I have reported hate speech! You should do it, too!

A sentence with a *prohibition* was tracked:

- Don't let the hate stop you from widening your horizons!

As well as a direct order:

- Stop using hatred for political purposes!

Compound sentences mixing commands with informative and positive meanings are found in three (3) images as follows:

- Words HURT. // Spread LOVE and KINDNESS;
- Hate speech should never be secured or supported. // Make it so that people in your surrounding feel accepted and help each other do the same as you;
- Open up your mind, //stay away from the fear and you already stopped hate. // Now you are much stronger.

Hate speech features during Covid-19 pandemic:

To answer the first research question (RQ1), the text accompanying the processed images includes several connotations that refer to the specifics of hate speech during the Coronavirus pandemic. They can be stated as follows:

- Hate speech becomes our everyday life during Covid-19 pandemic;
- *Words like bullets injure and leave consequences*; these expressions indicate that hate speech is based on hurtful and painful words. A metaphor is made in which the words used by hate speech are compared to gunfire, to highlight the abomination of words used for the purpose of hatred;
- Some captions define Hate Speech by denouncing its *equality of feeling power*; as well as non-acceptance of the other who is different;
- The act of hate is associated with intimidation;
- Hatred is used for political reasons: This refers to the fact that some political parties are responsible for fueling hate speech in their interest;
- *People of quality do not fear equality*; which means those who fuel hate speech are weak, and do not have strong principles for setting it.

As for the second research question (RQ2), related to the strategy followed by the anti-hate speech campaign AlterHate, it can be said that the campaign put a particular emphasis on the Hate speech serious consequences, such as:

- Broadening the individuals' horizons;
- Hate speech is perceived as the first step towards a hate crime;

Therefore, the features of the anti-hate speech strategy of the studied campaign lie in the awareness-raising speech that includes warning statements of the dire consequences of hatred, especially the spread of hate crimes.


In addition to this, the text included calls for the elimination of hatred, by helping each other, spreading love and kindness; the campaign concept implied true human strength in the following equation: Stop Hate = Be Strong.

The campaign has also faced the need for laws in effect on hate speech.

Symbolic signs

This part is devoted to addressing the Logo of the campaign in order to monitor its aesthetic components, as well as examine the messages that the designer wants to spread through the forms, colors and the way they are displayed.

Tab.2 The Logo' signs, along with their semantic meanings

Symbolic Signs of the Logo		
Sign	Denotative Meaning	Connotative meaning
Logo 	<p>Three squares: <i>Orange, blue and green</i></p> <p>The Campaign name: <i>ALTerHate</i></p> <p><i>Background: Gray</i></p>	<p>*The orange color symbolizes the light, the rays of the sun, the beginning of the day following the complete darkness of the night.</p> <p>As if to symbolize that the group seeks to turn the page of gloom and hatred and start a new bright page free of hatred.</p> <p>*The light blue color symbolizes a clear sky without clouds, clouds and rain. Awakening embodies spiritual peace. It contains the meanings of hope for a clear tomorrow, far from hatred.</p>

		<ul style="list-style-type: none"> * The <u>Green</u> symbolizes fertility and prosperity, and it is a message of hope that the group sends. * The group name is written in <u>black</u> to create contrast with other bright colors so that it can be more striking. Also, its letters are written in diacritical fashion and contain mixed lowercase and uppercase letters. * The background is made <u>gray</u>, a color symbolizing the blurring and confusion that results from the increase in hatred.
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Semiotic Logo analysis based on symbolic signs and their semantic meanings showed that in addition to the aesthetic dimension (choice of colors and fonts), the Emblem represents eagerness, confidence, and determination in the fight against hate speech. The designer wants to convey a message to the global target audience that the campaign will succeed in achieving its goal and that the darkness of hatred will be eliminated through the peace and love symbolized by the bright orange, calm blue, and lush green. These facts point to a strategy (RQ2) based on positivism, high expectation, and enthusiasm.

Discussions

Findings revealed some features related to hate speech during the Covid-19 pandemic, such as being people's daily lives, harmful such as shooting, linked to intimidation, and fueled by some political parties. The analysis also tracks that fear and the desire to feel empowered are some of the reasons people embrace hate. These results are in line with what Agwuocha et al (2020) reported in their research, showing that a lot of hate speech emerged and language use became the center of it all during the COVID-19 pandemic. They discovered that communications on social media are rife with hate speech that has led to instances of violence, unrest, stigmatization, and racism against the targeted people.

As for the strategy followed by the cyber anti-hate speech campaign AlterHate, special emphasis has been placed on the dire consequences of hate, particularly hate crimes. The campaign also included calls to activate the laws related to hate speech, explaining that the

only way to eliminate it is by helping each other, and spreading love and kindness, which constitute the only true human strength (Stop the Hate = Be Strong).

Besides, the authors note that a great effort has been made to make the studied campaign universal and representative of a large number of ethnicities, religions, and beliefs so that they can gather public opinion on the issue of hate. The messages were short but eloquent, describing the gravity of the phenomenon and its repercussions, calling not only to avoid it but to fight it as well; the Logo inspires positivism, high expectation, and enthusiasm. This is fundamentally different from the content that the United Nations officially is publishing on its website, as it is limited to covering the UN activities in the files related to the addressed topic, and limiting the people who were interviewed during the media coverage to UN representatives (Snoussi, 2020, p. 15).

It has to be added that AlterHate has also conducted several awareness-raising webinars, which have been announced and covered on its social media pages. However, the researchers chose to focus only on studying semiotically the images used in the campaign.

Conclusion

In the end, it must be emphasized that hate speech took a dangerous turn during the Coronavirus pandemic in terms of the intensity and frequency of the relevant events on and offline. On the other hand, the researchers assert that the number of active dissidents has increased; the fight against hate speech is no longer within the reach of international humanitarian organizations or local governments; Cyberspace makes it easier for young energies who believe in freedom, justice, and noble human values to be active, and especially visible. This may create a balance between hate speech and counter-speech, mitigating the effects of abhorrence on the psyche of its victims. Meanwhile, more research needs to be done to find a mechanism to treat the psychosocial effects of hatred.

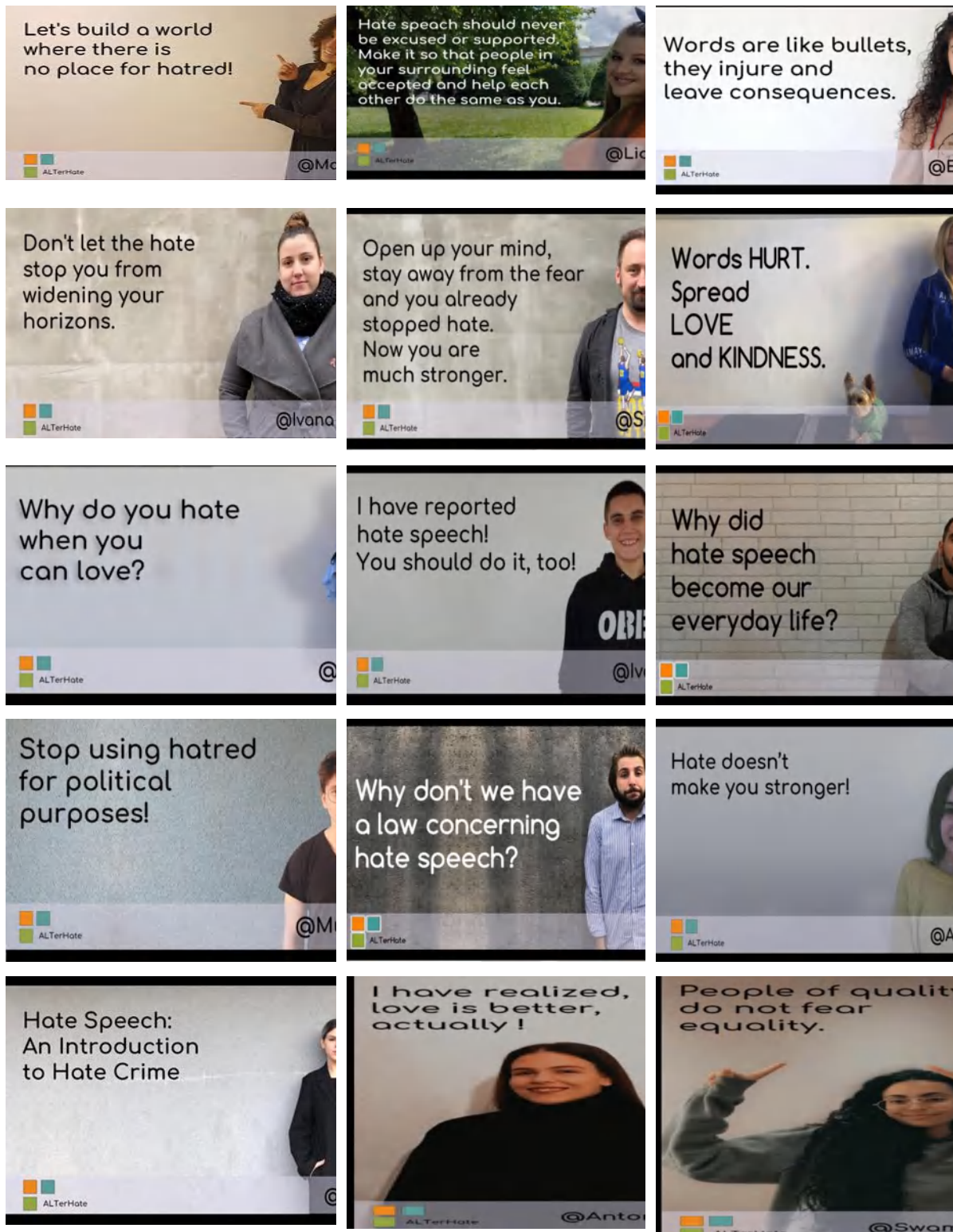
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Appendices

Appendix.1 posters of the sample analyzed



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Metacognition for Developing Reading Skills in a Saudi Arabian University

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Abstract

The Kingdom of Saudi Arabia focuses on making students' proficient in English language. It is a preferred language for business correspondence, particularly international business. However, Students get stressed to learn the language as it is a foreign language for them at College of Business Administration in Prince Sattam Bin Abdulaziz University (PSAU). Metacognition is a plausible way to address this problem. 52 items of Metacognitive Awareness Inventory were administered to 203 students. They were divided into control and experimental groups and conducted an action research. The results showed that the

experimental groups' English language reading and comprehending ability was considerably significant. Analysis and implications were discussed.

Keywords: *English language, metacognition, metacognitive strategies, metacognitive awareness inventory*

Introduction

Communicating with multi-national companies and countries is the biggest asset to make any business transaction successful. English, the global language, is the best and most natural mode of communication. Hence, it is introduced as a foreign language in all the universities in the kingdom of Saudi Arabia. English is the medium of instruction for the Bachelor of Science and Business Administration (BSBA) program in most universities. As the English language is the threshold of all the business correspondence, learning this language will be a great advantage to the students or future entrepreneurs. However, learning the English language creates a lot of stress among students, at times.

It is identified at the college of Business Administration (CBA) in Prince Sattam Bin Abdulaziz University (PSAU) that most of the students did not take the English language seriously in schools as it is a foreign language. Owing to this reason, most of them get stressed as they must study in English and give exams in it. Studying in English is a great obstacle for students, and a good number of them discontinue their education. The authors have an opinion that Metacognitive awareness supports students to overcome this barrier and makes students academically successful. It builds self-confidence among them and makes them lifetime learners. It resolves to learn difficulties. So, such strategies are planned, and students are trained in a university semester.

Significance

English is a foreign language in the Kingdom of Saudi Arabia. Metacognitive skills develop the learning skills of the students, notably. Students need to acquire these skills as they must study the Bachelor of Science and Business Administration (BSBA) program in the English medium. Hence, learning a language through metacognitive skills certainly brings considerable changes in the students' learning abilities and, in turn, make them academically successful.

Objectives

As the kingdom shifted its focus into many fields of economy, it must strengthen its future generation, the students. They are the aspirations of the kingdom. Their force will make the kingdom achieve its vision. In this regard, these students must be trained to acquire the English language as the future of the kingdom is in dire need of it. Though a good number of decisions are taken by the policymakers to educate the students, students get stressed to learn the language. By the time students reach university, they are not as proficient as expected in the English language. It creates a little barrier in the minds of learners in acquiring the language, and that becomes one of the reasons for the significant increase in drop out ratio in the university. Metacognition emphasizes the impact of its strategies on the students' performance in reading and comprehending.

Upon successfully utilizing these skills by the students, the authors opine that students feel confident enough in pursuing their major with no fear in their minds as they can read and understand their respective courses in their major. It will result in making them ready for the job market as the English language has demand in the kingdom and around the world today.

Purpose

The purpose of this study is to investigate the effects of metacognitive awareness on students' English language learning. After receiving training, the first-year students admitted to the BSBA program are supposed to show a substantial change in their English language reading skills.

Research Questions

- a) Will Knowledge about Cognition improve students' reading and comprehending skills?
- b) Will Recognition of Cognition improve students' reading and comprehending skills?

Review of Related Literature

Metacognition is the process of thinking about thinking. It is an awareness of the thought process. According to Flavell, metacognition is what we think, how we think, when we face a situation, and why we think in such a way in that situation (1979). It is significant in learning and judges students' academic achievement (Kruger & Dunning, 1999; Ahmad Ghulamuddin, et al., 2021). Jimenez et al. opined that training on the use of metacognitive

strategies could target the following aspects: improving learning performance, learning new strategies, and increasing self-confidence (2009). Garner & Alexander opined that learners with intense metacognition accomplished more success than those of weak metacognition (1989). Successful learners have a wide variety of metacognitive skills. They are conscious of their learning and know when, where, and how to use metacognitive skills. It is accepted that successful learners possess metacognition. Students with good metacognition can monitor and direct their learning processes; they can master information and apply the learning strategies to solve problems more efficiently. Learners possessing metacognitive skills display their skills while learning a foreign language, and they use their learning skills efficiently. Kruger and Dunning also stated that learners with good metacognition display outstanding academic skills when compared with learners of poor metacognition (1999). In this regard, students with poor metacognition need metacognitive training to improve them. Anderson opined, ‘teachers play a significant role in identifying what happens in the students’ mind in the process of learning a foreign language and can support them in building their learning skills (2002).

Learning, acquiring knowledge, and transforming knowledge to new horizons are possible if students practice metacognitive strategies (Bransford, et al., 2000 ; Palinscar & Brown, 1984; Scardamalia et al., 1984; Schoenfeld, 1991). Once they acquire these skills, they will be able to read between the lines and develop higher order thinking skills. Pintrich (2002) asserts that “when learners have exposure to different type of strategies to be used towards learning, understanding, and applying, they will be always ready to showcase them when time comes. Zohar and David (2009) opine that there must be a “*conscious* meta-strategic level of H[igher] O[rder] T[hinking]” (p. 179). The role of metacognitive strategies to transform learners to become more self-regulated, self-directed, and successful in their learning is ascertained by many researchers (Goh, 1997; O’Malley & Chamot, 1990; Vandergrift, 2002, 2003, Plonsky, 2011; Goh, 2008; Wenden, 1998; Carrell, 1998; Taylor et al., 2006; Rivera-Mills & Plonsky, 2007; Chamot, 2005; El Motabit, 2020; Bin-Tahir, 2019). Harrison et. al (2020) opined that the study on metacognition awareness inventory can be extended to different institutions instead of one.

Research Methodology

This study is designed using a quantitative and qualitative research approach. The participants are undergraduate students admitted to Prince Sattam Bin Abdulaziz University, pursuing their Bachelor of Science and Business Administration (BSBA) program at the College of Business Administration (CBA). The data collection instrument consists of students’ views on

metacognitive awareness. The data is collected through the Metacognitive Awareness Inventory (MAI) invented by Schraw and Dennison (1994). It has 52 True/False statements. Instead of giving them two options (True/False), the researchers have used six options on a Likert scale. The six options are always, generally, often, occasionally, seldom, and never. The original questionnaire proposes to consider each true as one and each false as 0. The researchers opine that more Likert items/options provide more accurate responses from the participants than true or false options. The questionnaire was translated into the Arabic language as English is a foreign language to students. The researchers have taken the support of an expert to translate it, and to check the reliability. He has back translated the Arabic version into English by another expert. He has not found any differences, and finally, the Arabic version of the questionnaire is generated for the students.

Learners are given the training to acquire metacognitive awareness. They fill MAI twice: before and after training. Two hundred three students are divided into two control and experimental groups, respectively. A pre-test of MAI is conducted before training, and a post-test is conducted after training to identify the metacognitive strategies awareness among the experimental groups. Whereas the control groups do not receive any focused training apart from regular classes.

The participants belong to level 2 (semester 2) of the I year undergraduate program. The experimental groups study 'NAJM 166: Reading in Business course' with the researchers. They receive training on how to use metacognitive strategies. They are divided into Knowledge about Cognition and Regulation of Cognition. The first one is further divided into Declarative Knowledge, Procedural Knowledge, Conditional knowledge. The latter is divided into Planning, Information Management Strategies, Comprehension Monitoring, Debugging, and Evaluation.

Efklides (2006) rightly pointed out by saying how the student knows when he/she must apply metacognitive strategies. Keeping this point in view, the students are trained for twelve weeks, along with their regular course. The researchers believe that a course like Reading in Business is apt while training the students on how to use the strategies mentioned above to acquire reading skills. Nasser & Najah (2021) reading is considered the prime source of language input. Students need to use their existing knowledge, the question on how that knowledge can be attributed to the topic of discussion, understand the topic of discussion, must identify the meanings of business terms they are not aware of based on the context, verify their meanings with the peer group and if they go wrong, either they must rethink or consult the researchers, and finally evaluate their skills among the group based on their comprehending ability.

Table 1: Metacognitive strategies

Metacognitive Strategies	Meaning	Example
Declarative Knowledge	<ul style="list-style-type: none"> Knowledge about or answers to 'wh' questions Explicit: you know that you know Facts 	What is the capital of Saudi Arabia?
Procedural Knowledge	<ul style="list-style-type: none"> Knowing 'how' to do something Hard to explain verbally Implicit: no longer consciously aware of the knowledge 	How to drive a car? Eating
Conditional Knowledge	<ul style="list-style-type: none"> Knowledge of the situations in which declarative and procedural knowledge should be used. Awareness of when, why, and where other knowledge should be used 	Cooking needs both declarative and procedural knowledge
Planning	<ul style="list-style-type: none"> Identification and selection of appropriate strategies and allocation of resources like goal setting, background knowledge 	Plan
Information Management Strategies	<ul style="list-style-type: none"> Processing information more efficiently 	Organizing, elaborating, summarizing
Comprehension Monitoring	<ul style="list-style-type: none"> Aware of one's understanding & task performance 	Do
Debugging Strategies	<ul style="list-style-type: none"> Identifying and correcting comprehension errors 	Ask others for help when not understood
Evaluation	<ul style="list-style-type: none"> Assessing the efficiency at which the task is performed 	Check

Each unit in Reading in Business is mapped to declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies and evaluation. All the strategies are not introduced at a time.

A few were discussed during the discussion and a few during knowledge sharing sessions like rising questions on the topic discussed, how the topic discussed was useful in real-life situations. Students were neither aware of what strategy they were about to use. Depends on the necessity, the researchers had supported the students and used the best possible resources available.

Analysis & Interpretation

The control and experimental groups took a pre-test at the beginning of the course. Whereas the experimental groups received formal training, and finally, a post-test was conducted for both groups before the end of the course. The data was analyzed through SPSS 16 software.

Table 2: Statistical analysis of the data

Control Group						Experimental Group					
	Mean	N	Std. Deviation	t	Sig.		Mean	N	Std. Deviation	t	Sig.
Declarative											
Pre	4.69	103	1.96	2.51	0.01	Pre	4.73	100	1.81	3.87	0.00
Post	5.39	103	1.92			Post	5.78	100	1.83		
Procedural											
Pre	2.37	103	1.31	-1.07	0.29	Pre	2.16	100	1.22	3.62	0.04
Post	2.56	103	1.29			Post	2.96	100	1.15		
Conditional											
Pre	3.56	103	1.43	0.39	0.70	Pre	3.71	100	1.37	-.433	0.67
Post	3.64	103	1.34			Post	3.79	100	1.22		
Planning											
Pre	4.83	103	1.83	0.21	0.83	Pre	4.83	100	1.78	1.70	0.09
Post	4.77	103	1.87			Post	5.28	100	1.65		
Information											
Pre	6.83	103	2.41	-0.84	0.41	Pre	7.20	100	2.23	0.90	0.37
Post	7.12	103	2.52			Post	7.51	100	2.37		
Comprehension											
Pre	4.58	103	1.80	-0.35	0.73	Pre	4.60	100	1.77	1.23	0.02
Post	4.67	103	1.93			Post	5.83	100	1.71		
Debugging											

Pre	3.65	103	1.25	0.11	0.92	Pre	3.90	100	1.24	0.05	0.96
Post	3.63	103	1.25			Post	3.91	100	1.31		
Evaluation											
Pre	3.67	103	1.58	-0.74	0.46	Pre	3.59	100	1.63	1.27	0.21
Post	3.84	103	1.63			Post	3.88	100	1.74		

If the p-value is less than 0.05, the hypothesis is considered significant at 5 percent of level of significance and vice-versa as per the statistical analysis. Similarly, if the p-value is less than 0.10, the hypothesis is considered significant at 10 percent level of significance. This study uses both the 5 and 10 percent significance level.

The use of declarative knowledge by both the groups remains same. However, the use of procedural knowledge by experimental group varies after training and its clearly visible. There is no significant difference in the use of conditional strategies by the both the groups, but the experimental group used planning strategies in the post-test. There was noticeable improvement in using information, comprehension and evaluation strategies by experimental group based on the post test results. In contrast they were unable to use debugging strategies.

Hypothesis 1

Ho: The metacognitive declarative knowledge strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive declarative knowledge strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.01 and 0.00, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that the metacognitive declarative knowledge strategies bring a significant difference among experimental groups' metacognitive declarative knowledge skills after training. Interestingly, the respective change is also identified in the control groups.

Hypothesis 2

Ho: The metacognitive procedural knowledge strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive procedural knowledge strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.29 and 0.04, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that the metacognitive procedural knowledge strategies bring a significant difference among experimental groups' metacognitive procedural knowledge skills after training.

Hypothesis 3

Ho: The metacognitive conditional knowledge strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive conditional knowledge strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.70 and 0.67, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that the metacognitive conditional knowledge strategies bring a significant difference among experimental groups' metacognitive conditional knowledge skills after training.

The above three hypotheses are relevant to the first research question. As the p-value of all the three hypotheses are significant either at 5% or 10%, it can be agreed upon that Knowledge about Cognition will improve students' reading and comprehending skills.

Hypothesis 4

Ho: The metacognitive planning strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive planning strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.83 and 0.09, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that the metacognitive planning strategies bring a significant difference among experimental groups' planning strategies after training.

Hypothesis 5

Ho: The metacognitive information strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive information strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.41 and 0.37, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that the metacognitive information strategies bring a significant difference among experimental groups' information strategies after training.

Hypothesis 6

Ho: The metacognitive comprehension strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive comprehension strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.73 and 0.02, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that metacognitive comprehension strategies bring a significant difference among experimental groups' metacognitive comprehension skills after training.

Hypothesis 7

Ho: The metacognitive debugging strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive debugging strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.92 and 0.96, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that the metacognitive debugging strategies bring a significant difference among experimental groups' debugging strategies after training.

Hypothesis 8

Ho: The metacognitive evaluation strategies do not improve experimental groups' English language skills than that of control groups' English language skills.

H1: The metacognitive evaluation strategies improve experimental groups' English language skills than that of control groups' English language skills.

The p values of the control and experimental groups are 0.46 and 0.21, respectively. It means the null hypothesis is rejected, and an alternate hypothesis is accepted. It shows that the metacognitive evaluation strategies bring a significant difference among experimental groups' evaluation strategies after training.

The hypotheses statements from 4-8 are relevant to the second research question. As the p-value of all the three hypotheses are significant either at 5% or 10%, it can be agreed upon that Recognition of Cognition will improve students' reading and comprehending skills.

The study based on the control and experimental groups has proved that there is improvement among experimental groups. The improvement is noticeable. The experimental group participants used declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies and evaluation strategies to develop their reading and comprehending skills. Interestingly, the control group participants show improvement in the use of declarative strategies. Based on the p-value (less than or equal to 0.05/0.10), the researchers opine that the participants are successful in using the strategies to improve their reading and comprehending skills.

Conclusion

Listening and Reading are receptive skills. Hence, students must improve them to be good at their productive skills named speaking and writing. Most of the students in Saudi Arabia have fear of learning English as they focus very less on improving their receptive skills. As per the current study, it is proved that metacognitive awareness supports students to improve their reading and comprehending skills. So, the teachers in Saudi Arabia can think on using these strategies in their respective classes to develop their respective students' receptive skills. In turn, these skills will give confidence to them and make them to good at their productive skills. A similar research can be extended on another set of students to improve listening, or speaking, or writing skills of the students through metacognitive awareness. Hence, this study proved that students' English language reading skills could be improved with the support of metacognitive awareness.

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The Effect of Computer-Mediated Corrective Feedback in Improving IELTS Students' Writing Skills

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Abstract

This work examines how effective is computer-mediated corrective feedback (CMCF) on the IELTS students' writing. Eighty male and female students at English Zone Institute and Kirkuk Institute in Kirkuk (Iraq) were used as a sample of the study. The sample was randomly divided into three experimental groups and a control group with 20 students in each group. I taught the experimental groups by CMCF. The researcher used computer-mediated communication to teach the control group with no corrective feedback (CF). There were significant differences between the mean scores of the experimental groups and the control group and because of the method of teaching in favor of the experimental groups.

Introduction

In the recent years, the use of computer programs in language classrooms has increased (Ali, 2020). Thus, the use of CALL programs has increased in education. This means that technological education was mostly developing worldwide and thus computers (Cunningham, et al, 2019; Yassin et al., 2019). Moreover because of its ease, convenience, and speed of computer use, the computer could also process and store larger data (Gündüz (2005)cited in Al-Olimat & AbuSeileek (2015); Qasem et al., 2020). In addition, computer-assisted tools including proofing modes contributing to the role of computers in language teaching and learning are developing fast(Rahimpour, 2011).

"The computer may give individual attention to the language learner. It acts as a tutor, assesses the learner's reply, records it, points out mistakes and gives explanations, guides the learner towards the correct answer, offers interactive learning, assess the learner's response, and repeats an activity without any of the errors arising from repetition by humans, handles a very large volume of interaction and deliver to the student feedback and accommodate different speeds of learning, and imposes limits on the time available for answering questions (for testing purposes)" (Al-Olimat & AbuSeileek 2015, p. 4).

Because of the CMCF controversy, (AbuSeileek & Abualsha'r 2014), more studies on CMCF are required. Consequently, this study is conducted. It could help IELTS students benefit from CMCF for getting higher scores in the writing tasks with the help of computers and Microsoft Word 2016. It also helps IELTS teachers focus on the use of CF when teaching the writing skills. In addition, this work aims to show the influence of CMCF on IELTS students' writings. Moreover, it examines the effect of CMCF on the different IELTS writing aspects (Grammatical Range and Accuracy, Task Achievement, Vocabulary and cohesion and Coherence).

Thus, this work attempts to answer the following questions:

- 1) Are there any significant differences between the mean scores of the two groups in IELTS students' performance in writing?
- 2) What are the writing aspects (Grammatical Range and Accuracy, Task Achievement, Vocabulary and cohesion and Coherence) that mainly improved by CMCF?

Furthermore, to the best knowledge of the researcher, in the Iraqi context, CMCF has received very little attention. Consequently, the current study aims to examine the feedback influence

on the students' writing by the use of the tool of the computer.

Background of the study

Corrective feedback (CF)

CF provides learners negative or positive with data about their answers. This means that it tells the learners how much progress they have made to raise correct answer and correct the mistakes. Soori, et al., (2011) state that CF could be comments on the learners' writing that contain an error. The comments can (1) indicate an error, (2) correction of the target language form, (3) error metalinguistic information, or (4) all of these aspects a. CF is usually used in instructional than naturalistic contexts. According to Petchprasert (2012), feedback gives information specific to the learning process to help the learners understand the information presented to them. In addition, the general use of CF is to provide correcting errors of form than content. However, Al-Olimat and AbuSeileek (2015) state that can be used to add correct forms and content. I take this argument a bit forward by stating that it can also be used to explain grammatical range and cohesion and coherence.

Ellis (2009) indicates that feedback is used in the majority of foreign and second language learning (L2) and pedagogy. For example, in the L2 learning theories of behaviorism and cognition, feedback contributes to the learning processes. In the structural and communicative theories of language teaching, it fosters motivation and ensures linguistic accuracy whether the feedback is positive or negative. The positive comments affirm the learner's correct answer. It could focus on accurate content from the learner output or its correctness. In the pedagogy, positive feedback plays an important role because it effectively support and motivate the learners (Ellis, 2009).

According to Lyster and Ranta (1997, p. 46), there are seven types of CF:

1. Explicit error correction: In this feedback, the target language correct form is explicitly given.
2. Clarification requests: This indicates a vague, ambiguous and or inaccurate utterance or all.
3. Recast: Recast means that all part of the utterance is implicitly rewritten
4. Metalinguistic feedback: This type of feedbacks adds comments, information parts, or questions without correction
5. Repetition: This means repeating a complete or a part of speech with an error, usually with intonation change (e.g. *He goes to school every day*).
6. Elicitation: Here, the writer/speaker is asked to reword something
7. Translation: Here, unsolicited use of the first language is translated

In the current work, these seven types of feedbacks are used.

CF in language learning

A number of studies have been conducted to examine the role of CF in language learning. Al-Olimat and AbuSeileek (2015) state that "feedback positively affects students' and teachers' attitude toward independent practice work resulting in improved quality of solutions produced by students". In particular, Sanavi and Nemati (2014) proved that CF could help teachers and IELTS learners and confirmed that reformation was the most effective. Also, Sanavi and Nemati (2014) argue that focused CF may improve learning in terms of task achievement and grammar. This makes it clear to students and teachers the ways to develop language teaching and learning.

According to AbuSeileek and Abu Sa'aleek (2012)), CF is a major tools to enhance English language learning and teaching because it helps the students to correcting their errors.

Additionally, Petchprasert (2012) argues that CF is vital to improve language learning and teaching. He adds that CF helps teachers and students achieve the aims of the instructions of learning and teaching. Yunus (2020) states that written CF is important because it pays attention to individual differences and needs.

Because IELTS writing is part of language learning and teaching CF could be very effective in teaching and learning in IELTS writing. Teachers are encouraged to use it more frequently to it to achieve their aims and it is a major aim of this study to examine the effect of CMCF on learners' IELTS writing.

Writing aspects and types of errors

Budiharto (2019) states that the use of a foreign or second language in writing is a brave activity. The participants, who are Arabic, Kurdish and Turkmen-speaking students learn IELTS writing, good examples here. When they faced the IELTS curriculum with the four skills of the English language, writing is the most difficult among other skills and is problematic in many points while writing. Al-Olimat and AbuSeileek (2015) state that "[s]tudents generally face many problems to be acquainted with the writing skill because it is like the container of the three other skills, namely listening, speaking, and reading". Also, Budiharto (2019) points out the difficulties that arise because of the lack of knowledge in writing words, phrases, and sentences. Added to this is native language interference.

Previous studies (AbuSeileek & Abu Sa'aleek, 2012; Budiharto 2019; Jdetawy 2011; Thirakunkovit & Chamcharatsri, 2019; Ahmad Ghulamuddin,2021) argue that the writing is considered the most difficult cognitive process when taught or learned. Therefore, curricula designers, teachers, learners, and are encouraged to focus more on it. More useful methods and

strategies could be used in teaching and writing. Thus, this work concentrates on CMC feedback such as a word processor, which could contribute to teaching writing.

In IELTS, writing enables test takers to present ideas in their own words. It also can be used to show how well candidates can organize their ideas to the reader. Also, the most critical criteria for scoring IELTS academic writing are Task Achievement, Cohesion and Coherence, Vocabulary, and Grammatical Range and Accuracy (British Council, 2014)

Although teachers use CF in IELTS teaching classrooms worldwide, there is still an observable lack in the Iraqi context. Teachers still use the traditional teaching method of providing information on the board only. IELTS writing Iraqi learners face difficulties in different writing aspects such as Grammatical Range and Accuracy, Task Achievement, Cohesion and Coherence, and Vocabulary. These could be due to the teaching methods that are used by the teacher himself when he providing using different teaching methods, (Al-Olimat & AbuSeileek, 2015) "such as using the red pen which may affect students negatively". Consequently, they suggest the using computer with CF could enhance writing.

Learners usually make are different writing mistakes. According to Divsar and Heydari (2017), the most common mistakes are (1) word choice, (2) verb forms, (3) noun choice, (4) spelling errors, (5) preposition, (6) sentence structure, and (7) word-formation.

Van Beuningen (2010, 10) CF "targets a (number of) specific linguistic feature(s) only" while unfocused corrective feedback "involves correction of all errors in a learner's text, irrespective of their error category."

In the study of Pouladian, et al., (2017, 97), the most common type of error is "intralingual errors, the occurrences of formal misformations in the texts revealed that most of the participants also had difficulty in transmitting their ideas to their written texts due to the influence of L1 interference". This also includes errors in the use of suffixes, lexical errors and the most common mistake was coherence and cohesion in particular the use of reference.

However, the current work analyzes the impact of CMCF on the IELTS writing Aspects (Grammatical Range and Accuracy, Task Achievement, Cohesion and Coherence, and Vocabulary.

Computer-mediated corrective feedback (CMCF)

“[C]omputers have become an inseparable part of everybody's life. By far, their roles in education, especially in language learning and teaching, have expanded so drastically that no language instruction can ignore them in its curriculum” (Rezaee and Ahmadzadeh 2012, 346) CMCF is very crucial in language learning improvement. Many studies confirmed the CMC significance in language learning.

Storch and Wigglesworth (2010) point that error correction episodes is possible in instant messaging contexts, where there is more indirect CF dealing mainly with grammar and vocabulary errors in language teaching. Furthermore, learner uptake is proved. Also, Baanqud et al. (2020) explain that both synchronous and asynchronous collaborative-based writing tools are used in meaningful learning contexts and could add a different aspect to knowledge construction. Here, writing is a significant mediation channel supported by “mind tools” including outliners, which yield not only sequential essays but also hypertexts with extra means to construct and present knowledge.

Loewen and Erlam (2006) argue the use of CMC on promoting interaction is effective. This suggests its superiority to the physical interaction in a language teaching regarding its opportunities.

CMC aims to engage learners in interaction in language teaching activities. According to Abrams (2003), teaching with CMC helps the students to use more language than their others in the classroom. According to AbuSeileek and Abu Sa'aleek (2012), CMCF techniques may help the students when receiving CF to develop their writing skills.

The current work aims to analyze the effect of teaching with CF via using Microsoft Word 2016 word processor. According to AbuSeileek and Abu Sa'aleek (2012) cited in Al-Olimat and AbuSeileek (2015), this processor could help by adding corrections by putting the cursor on the problematic words, selecting new Comment. This is also includes suggesting CF about it such as giving the target-like reformulation.

Writing aspects in CMC

Research works have so far examined the effect of CMCF types in EFL on error types. In AbuSeileek's (2014)cited in Al-Olimat and AbuSeileek (2015) work, the findings affirmed that students taught using CMCF on writing outperformed those who receive no CF. Furthermore, people become able in picking our errors and correct them. As a result, their writing is developed in the following "(1) capitalization, (2) fragments and run-ons, (3) misused words, (4) negation, (5) noun phrases, (6) possessives and plurals, (7) punctuation,

(8) questions, (9) relative clauses, (10) subject-verb agreement, and (11) verb phrases".

Moreover, in the work of AbuSeileek and Abu Sa'aleek (2012), all writing features developed except vocabulary and spelling on the post-test because the students had to find and correct errors as they are less focused. Learning how to use certain vocabulary does not ensure the use of others due to their different usages. The same is true with spelling. The findings show that the use of vocabulary improved in the mean scores of all students on the post-test of writing. Bitchener et al., (2010) illustrate that the CF contributed to the reduction of the learners' errors such as the use of singular/plural nouns, subject-verb concord, and all of them.

The study

The previous discussions show that most of the research works investigate the effectiveness of providing CF about Grammatical Accuracy. No studies have so far focused on the influence of CMCF on IELTS students' writing. Therefore, the present work attempts to analyze the effect of CMC feedback on the learners' IELTS writing. Furthermore, it studies the effect of CMCF on different writing aspects: Grammatical Range and Accuracy, Task Achievement, Cohesion and Coherence, and Vocabulary.

Participants and design of the study

In this work, the participants are 80 students (20 years old and above) male students pursuing higher studies for the year 2018-2020 at English Zone Institutes and Kirkuk Institutes. These two institutes were intentionally selected because there are sufficient sections to do this study and teach IELTS with computer laboratories. Their locations are close to the researcher's residence. Those students were sampled because they were preparing to sit for their IELTS and the researcher taught them and they can use computers easily. Nevertheless, the sample was divided randomly into four groups, three experimental groups taught by providing them with feedback. In this case, the researcher helped the student to focus on their errors and explained them. Students who were taught with no use of CF are included in the control group. Each group is taught for ten weeks (four hours a week) based on the computer-mediated written CF. The control group was exposed to computer instruction for their tasks of writing. All students were taught the same instructional material from the Cambridge IELTS (book 7 to 15) textbook, and the researcher taught them.

This work is quasi-experimental where the same pre-test was conducted before applying CF to the four groups to make sure the experimental and control groups were equivalent as table (1) shows. This is to fulfill the objective of the study. Then the researcher administered the

same post-test following the application of the treatment to examine the extent of the effectiveness of CF on the experimental groups, and whether the CMCF had more effect on the subjects than the computer instruction.

There are two variables of this study: independent and one dependent variable as CMCF and students' writing in the total mean scores. The latter also includes Grammatical Range and Accuracy, Task Achievement, Vocabulary and Cohesion and Coherence on the post- test. The Analysis of variance (ANOVA) is conducted to find the mean scores and standard deviation of the participants' grade on the pre-test in the writing skill.

Table 1. One-way ANOVA of pre-test scores of the two groups.

Group	N	*Mean	Std. Deviation	F	Sig
Experimental	60	9.85	4.60	.43	.80**
Control	20	9.93	3.30		
Total	80	9.53	3.77		

* Out of 40

、 ** The results are significant at the $p. \leq .05$ level.

Table 1 shows no statistical significant differences between the two groups on the pre-test.

The number of CMCF comments on the students in the experimental groups in the four writing features, their total errors and mean errors were calculated (Table 2).

Table 2. The total mean errors and total errors of the four writing aspects of one-way ANOVA

Writing Aspects	No	Total Errors	Mean Errors	Std. Deviation	F	Sig.
Grammatical Range and Accuracy (including spelling, punctuation and grammatical errors)	162	651	11.22	3.23	.25	.80*
Cohesion and	53	214	3.96	1.09		

Coherence						
Task Achievement	54	212	3.93	1.18		
Vocabulary	55	213	3.96	1.04		
Total	54	1290	23.89	2.80		

* The results are significant at the $p \leq .05$ level.

It seems that the mean error scores of the four writing features differed after applying the experiment. This could be because Grammatical Range and Accuracy includes more sub-writing aspects than the other three aspects. The analysis was conducted using ANOVA as shown in Table 3 to test whether these differences were significant. It seems that the writing aspects were significantly different in the four features of writing in terms of the total errors during the experiment. This suggests that students almost equal number of CF comments were provided to the participants on their various errors of the four writing aspects after applying the experiment.

The instrument and materials of the study

This study randomly chooses 16 tasks taken from IELTS Cambridge books (7-15). The students were taught 14 in the materials of 14 tasks. They were examined in two tests. Each test included two tasks (task 1 and task2). The first test is to evaluate participants' skills during the experiment and the second after the study. The first task asks students to write a 20-minute-essay (150 words). In task 2, the students spend 40 minutes to write 250 words. In the task 1, the students are given a table and are asked to present, compare, contrast and summarize the main ideas and describe actions or objects. In task 2, test takers are assessed based on their ability to challenge and evaluate ideas, present a point of view or argument or problem, compare and contrast opinions AbuSeileek and Abu Sa'aleek, .'s (2012) was implemented and adjusted in this work to fit the current aims (see Table 4).

Table 3 Scale for Task 1.

Writing Aspects	Score *
Grammatical Range and Accuracy	1-9
Cohesion and Coherence	1-9

Vocabulary	1-9
Total	1-136/4

* Grades: 1= low; 4= medium; 7 = high

The study material was 4 IELTS courses. Each course included 20 students. Each course includes 14 writing lessons distributed over a period of 10 weeks. They included different topics, and each task consists of instructional material of different academic writing: describing a table or diagram presenting an opinion or a solution etc. The researcher used Microsoft Word 2016 as a tool to edit the texts according to the technique of comment. The researcher used ctrl+alt+ m to add a comment or from the New Comment option from the Review menu, (see Figure 1).

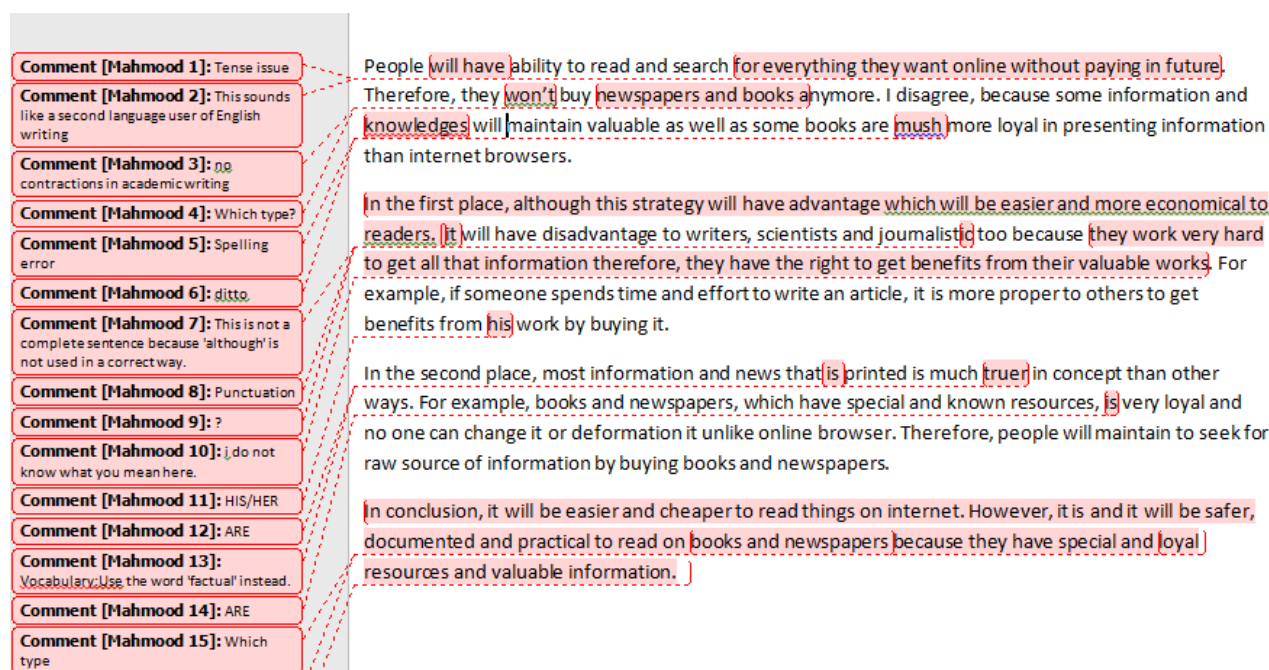


Figure 1. Sample of comments

Procedure

Before starting the writing course, the researcher explained the nature of the course and study showing its aims to all the participants. They were capable of asking questions about the course/techniques and methods of learning/teaching writing. The learners had to write a paragraph about an IELTS writing task. The teacher explained the target writing aspects. The instructional material used in this study is New Comment. The experimental group students used computers with Microsoft Word 2016.

Types of the most common error were introduced following Al-Olimat and AbuSeileek (2015).

The table below explains the types of CF added to the students' writings in every group with the operational prompts, and examples. These prompts are taken from by Lyster and Ranta (1997, p.46) and AbuSeileek and Abualsha'r (2014, p.3) cited in Al-Olimat and AbuSeileek (2015, p.14):

Table 4. Types of CF given students in each group.

No.	CF Types	Addition	Example	Responses for the feedback
1	Explicit	Direct correct form	S: <i>She go to school.</i> T: you should say: <i>She goes to school.</i>	Error is highlighted and corrected
2	Recast	Reorganization of of all or part of the utterances	S: until now they haven't completed the project. T: They haven't completed the project, yet.	Repetition of the error with correct form
3	Metalinguistic feedback	Comments, , or question with no error reformulation	S: you should to inform them. T: this is an obligation, what do you think ...	Error identification with no reformulation
4	Repetition	Repetition of part or whole utterance that contains the error.	S: They works hard always. T: They work hard every day.	Repetition of the error with reformulation

The teacher provided the learners with CF. At the end of each week, the participants were asked to compose a paragraph on the computers and send it to the researcher via email. In the next lecture, the researcher displayed the drafts with CF on a projector illustrating the errors to sample. Then, the drafts were sent to back to the students with comments.

In the control group class, the researcher followed computer-mediated instruction But, no CF on the writings of the control subjects. The researcher supervised each writing task and the

CFs were added using Microsoft Word 2016.

Results and findings

The study used Statistical Package for Social Sciences (SPSS) software for the statistical analysis to fulfill the aims of this work. Also, the researcher conducted, the one-way ANOVA, the standard deviations and the Scheffe tests to show the differences that could be caused because of the use of CMCF on the writing aspects: Grammatical Range and Accuracy, Cohesion and Coherence, Task Achievement, and vocabulary of the post-test.

The answer to the first research question, presence or absence of CF affects IELTS students' skills in writing, requires using a descriptive statistical method of teaching IELTS students' writing performance as Table 5 shows.

Table 5. One-way ANOVA on the post-test results.

Group	N	Mean	Std. Deviation	F	Sig.
Experimental	60	22.01	4.20	26.13	.00*
Control	20	15.99	2.10		

* The results are significant at $p \leq .05$.

The table above shows that the mean scores of the experimental group on the post-test were higher than those of the control group. The difference could be attributed to the method of teaching. This entails that the students in the CMCF groups significantly outperformed the control subjects.

The second question focused on which writing aspect (Grammatical Range and Accuracy, Cohesion and Coherence, Task Achievement, and vocabulary) mainly improved by CMCF. The calculation of the descriptive statistics helped the researcher to examine the effectiveness of CMCF on students' four writing aspect as in the Table below.

Table 6. The post-test scores of writing aspects by One-way ANOVA.

Writing	N	Mean	Std.	F	Sig.
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Aspects			Deviation		
Grammatical Range and Accuracy (Spelling and Punctuation)	68	17.82	2.95	13.15	.00*
Cohesion and Coherence	18	3.44	1.06		
Task Achievement	18	2.67	.60		
Vocabulary	18	4.39	.89		
Total	108	3.98	1.35		

* The results are significant at $p \leq .05$ level.

It seems from Table 6 that there the mean scores of experimental groups in the four writing items are significantly different. Thus, the use of the CMCF helped to improve these aspects differently. The Scheffe test conducted in the post-hoc procedure compares the differences among all means (Table 11).

Table 7. The Scheffe Test results of for the four aspects.

Writing Aspects	Mean Difference (I-J)	Std. Error	Sig.
Grammatical Range and Accuracy	2.3	.307	2.6
Cohesion and Coherence	2.28(*)	.307	.15
Task Achievement	4.62(*)	.307	.00
Vocabulary	-.245	.307	1.00

* The mean difference is significant at the .05 level.

The above table reveals *Grammar* and Task Achievement are significantly different *in favor* of the latter. Furthermore, significant differences were also shown between the mean scores of *Grammar* and *Task Achievement* in favor of *the former*. Additionally, the mean scores of *Task Achievement* and *Cohesion and Coherence*, in favor of *Task Achievement* were significantly different. The mean scores of *vocabulary* and *grammar* were also significantly different, in favor of *grammar*. Moreover, the mean scores of *Cohesion and coherence* and *grammar*, in favor of *grammar*, showed significant differences. *Grammar* and *vocabulary* were also *significantly different* in favor of *grammar*. This means that the improvement in grammar was greater than the other three writing aspects. However, the improvement in *Cohesion and coherence* was the lowest among all aspects.

Discussion

This study finds that CMCF is effective in teaching IELTS writing. The participants of the experimental group outperformed, in the writing task, the control group.

According to ANOVA, both groups are significantly different in support of the experimental groups possibly because of the different teaching methods.

The experimental group was taught using the CMC feedback while the control by the use of CMC without feedback. The learners in the experimental group have enhanced their writing with the help of CMCF more than the control group. Consequently, CMCF seems to facilitate the learning process and develop writing skills. This supports Al-Olimat and AbuSeileek (2015) and Yunus (2020) in their studies which show that CF often enables the students to identify errors.

This work has confirmed that providing CF enhances students' writings. As a result, those students taught with CF significantly outperform those with no CF. This confirms the findings of Pearson (2018). These findings also agree with the findings of AbuSeileek and Abu Sa'aleek (2012) and Hosseini (2013).

In the experimental group, Grammatical Range and Accuracy and vocabulary are the most developed in writing post-test. This finding is supported by many studies (Al-Olimat & AbuSeileek, 2015; Vyatkina 2011) in which feedback to intermediate-level were effective mostly in grammar (and spelling and punctuation) Cohesion and coherence, Task Achievement, and vocabulary. Teacher feedbacks could help the participants spot their errors and correct them where the learners are given information about their errors. This confirms the

findings of AbuSeileek and Abualsha'r (2014) who state that the students who were taught using CMCF, on nouns, misused vocabulary, punctuation and capitalization, questions, relative clauses, fragments and run-ons subject-verb concord, negation, verb phrases, and possessives and pluralization, improved more than those who received no CF.

Conclusions and recommendations

CMCF activities could significantly support the learning of writing skills in IELTS. The current study confirms that implementing CMCF greatly motivates IELTS learning. Providing CMCF by a word processor may improve all IELTS writing aspects (Grammatical Range and Accuracy, Task Achievement Vocabulary and Cohesion and Coherence).

It is recommended to use CMCF in the IELTS writing curricula. A CMCF program is linked with writing skills is Action Pack XI. CMCF can be used in different English Language learning levels to improve IELTS writing proficiency. CMCF could be used as an active tool in language learning and teaching.

Simultaneously, more research works are required in teaching writing via CMCF such as the use of other methods of research, and software. Similar research works on learning English for purposes other than IELTS, bigger samples and different CMCF techniques are recommended.

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**Establishing Saudi English Through Multi-Dimensional Analysis:
A Corpus-Based Study of Saudi English**

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Abstract

The proposed study aimed at analysing Saudi English as a distinct variety of English. It is a multi-dimensional analysis of linguistic variation in Saudi English newspaper editorials. The

objectives of the study were to provide a specialized corpus of Saudi English, to locate how Saudi English is different from British English and to establish Saudi English as a distinguished/ independent variety of English providing better support to syllabi designers in designing ESP courses. Biber's multi-dimensional analysis (2006), which is a corpus-based, quantitative, empirical and comparative model for studying linguistic variation, was used. The study used quantitative and functional approaches. It interpreted the statistically gathered data and statistical analysis to determine the communicative function of press editorials. Data was tagged using Biber's tagger. Then, analysis of variance (ANOVA) was performed to find the linguistic variations among Saudi newspapers in comparison with British newspapers' language. The results indicate that Saudi Newspaper Editorial (SNE) is more informational, explicit, abstract, and less argumentative than British Newspaper Editorial (BNE). On one dimension, SNE produces non-narrative while BNE produces narrative discourse. The results of the internal comparison show that there lie slight differences in the mean score of the Saudi newspaper editorials except on D2. On D2, *Arab News* produces narrative whereas *Saudi Gazette* produces non-narrative discourse. The results provide a base that English used in Saudi Arabia qualifies the status of a distinguished variety of English and on the basis of the findings, the study recommends improvements in the curriculum for English language teaching and learning in Saudi Arabia.

Keywords: *British English, Multi-dimensional analysis, newspaper editorial, Saudi English, World Englishes*

Introduction

Where Saudi Arabia, the epicentre of trade, is determined to diversify its capabilities and generate or relocate its resources, it is focused to invest in human capital development also. While, human capital is crucial for the success of this enthusiastic project, there is a need to restructure or improve the foundations of skill development programs. Coupled with enormous economic development, Saudi Arabia, which is geographically already a gateway to the world, will surely be in need to communicate with the rest of the world. Among various other skills, English language skills are crucial for successful communication with most of the other countries. While there is a need to bring reforms in ELT programmes, it is also essential to recognize the independent status of Saudi English. It is crucial to make English language teaching and learning program the most effective. This study will help syllabi designers with

authentic material (English written by Saudi writers) to research the language content for ESP syllabus.

The emerging localized or indigenized varieties of English have remained the focus of attention for researchers for the last many years. While even African and South Asian Englishes have been studied well by the researchers (e.g., Sharma et al., 2016; Thinley et al., 2011; Al-Mubireek, 2020), English, spoken and written in the Arab world, particularly Saudi Arabia, has not received much attention. There is hardly any work which analyses how sociolinguistic histories, cultural backgrounds, and contexts of function influence the use of English in this part of the world. Though, the terms Arab English or to be more specific, Saudi English exists, the studies conducted on English spoken and written in Saudi Arabia have not gone beyond studying the deviant syntax, lexico-grammatical choices, syntactic fusion, or interlanguage as errors. Hence, there was a dire need to study English used in Saudi Arabia and to explore if it qualifies the status of a distinguished variety so that it can 'truly' be labeled as Saudi English. Further, there was also a need for a comprehensive model of analysis instead of merely looking for individual linguistic features. The proposed study is an attempt to study English used in Saudi Arabia using a multi-dimensional model (1988, 2006) of analysis of linguistic variation which provides a more comprehensive analysis and yields more reliable results. The language of editorials in Saudi print media appears to be a key area for research due to cross-cultural background differences and the indigenous norms which seem to have been absorbed in the language of Saudi media with the passage of time.

The present research on press editorials in Saudi print media is different from the earlier research studies in many ways: first, the previous research studies did not use any special corpora of press editorials, whereas, the present research work introduces a special-purpose corpora of Saudi press editorials register in the context of Saudi English. Second, the previous studies did not follow the required multi-dimensional analysis model for register variation studies and only focused on the individual linguistic features and thus, these previous studies on Saudi press editorials face validity threats in the context of Saudi English. The present study investigates the press editorials in Saudi print media based on multi-dimensional analysis which is the most suitable approach for studying the language of the press in comparison with other registers.

Research Objectives

The objectives of the study are:

1. to provide a specialized corpus of Saudi English

2. to explore the dimensions of linguistic variation in Saudi English (particularly Saudi English newspaper editorials)
3. to locate the linguistic features in Saudi English which make it distinctive from British English
4. to establish Saudi English as a distinguished/ independent variety of English
5. to provide better support to syllabi designers in designing ESP courses.

Review of Literature

There are many varieties of English spoken and written in the world. Certain cultural and linguistic factors have given birth to the new varieties of English. The localized or indigenized varieties of English have remained the focus of attention for researchers for the last many years (e.g., Talaat, 2002; Kachru, 2005; Rasheed, 2009; A., Mahmood, 2009; R Mahmood., 2009; Howlett, 2019, etc). However, English is spoken and written in the Arab world, particularly Saudi Arabia, has not received much attention. There are a few research works which study Saudi English press, however, the focus remained either content analysis or gender analysis. For example, different studies (Seib, 2005; Hafez, 2014; Titar-Improgo & Gatcho, 2020; Alasmari & Sultan 2021) have been concerned with investigating the influence of the Western media in general and the American media in particular on the content of Arab and Saudi newspapers concerning foreign affairs.

As far as gender perspective is concerned, some studies (Kniffka, 2005; Basmaeel, 2008; Akeel, 2010) deals with the state of Saudi women working in the media, the challenges they face. In Saudi Arabia different studies were conducted on different registers. For example, there are some studies conducted on Saudi television (Basfar, 2007; Kraidy, 2009; Kraidy, 2013).

From the ongoing discussion, it is clear that there was no such study in Saudi Arabia that took into consideration Saudi English as a separate variety. Thus, there was a dire need to conduct such a study that could analyze the linguistic features of Saudi English establishing it a separate variety. In addition, there was hardly any work which analyzed how sociolinguistic histories, cultural backgrounds, and contexts of function influenced the use of English in this part of the world. So, the present study also compares its findings with the British press editorials.

Significance of the Study

The proposed study is significant in the following terms. Firstly, the study is significant in terms of providing a specialized corpus of Saudi English. The specialized corpus comprises

Saudi English newspaper editorial. The special corpus allows the researchers to further explore how Saudi English is distinct from American and other varieties of English. Secondly, it is the first step towards establishing Saudi English as a distinguished/ independent variety of English. The future researchers who are working on English language learning and teaching in Saudi Arabia will benefit from this study in developing an insight into various dimensions of English written by Saudi writers. The study provides future researchers with an insight into various dimensions of English written by Saudis. Finally, the findings of the proposed study are a valuable source to the English language teachers as the results of the present research provide an understanding of the textual features of press editorials. The findings of the present research are also helpful for syllabi designers of journalism subject as the detailed linguistic features of press editorials will give better support to syllabi designers in deciding the language content of press editorials of Saudi print media.

Research Methodology

Research Design

The current research was conducted in three main phases: data collection, data analysis and results in interpretation. The study uses both quantitative and functional approaches as it interprets the statistically gathered data and statistical analysis to determine the communicative function of press editorials. Based on the analysis of the data collected, Saudi English is established as a distinguished/ independent variety of English. In addition, the results of the study help in improving English language teaching and learning rather than restructuring English language teaching programme aligning it with needs of the thriving market with a focus on vision 2030.

Scheme for Corpus Development

The language of newspapers depicts the language of that society (Bell, 1991). For this reason, newspaper editorials have been selected. For quantitative analysis, we developed a specialized corpus of Saudi English newspaper press editorials. This corpus needed to be specifically compiled for this study because no corpus of Saudi newspaper editorial existed. Moreover, a recent corpus on British press editorials has also been compiled in order to compare it with Saudi press editorials. The selection of newspapers was the initial step in the data-gathering process. We selected *Arab News* and *Saudi Gazette* from Saudi press and *The Guardian*, *Daily Mirror* from the British press. The data for this study was taken from three years (2018 to 2020) consisting of 120 files from each newspaper. Thus, Saudi English Newspaper Editorial

Corpus (SENEC) consists of 240 text files. Further, in order to compare SENEK with British newspaper editorials, 240 text files were also collected from British newspapers.

Data Analysis

Keeping in view the aforementioned objectives of the study, mixed method research model was employed consisting of both quantitative and qualitative research tools. The multi-dimensional model (1988,2006) was applied to the corpus to study what linguistic features appear in Saudi press editorials and how their language varies.

There were certain steps specific to analyzing data which were: to tag for a variety of linguistic features, to obtain linguistic features' raw counts/scores, to transform into normalized scores/frequencies the raw ones, to compute dimension scores, to do the factor analysis, and to do variance (ANOVA) analysis to find the statistical significant difference between/among press editorials from the two countries concerning five textual dimensions.

Theoretical Framework

Biber's (1988, 2006) Multi-dimensional (MD) analysis was used as a theoretical framework for the study. The data was tagged for different linguistic features using Biber's (2006) tag count programme. The factor solution was based on 150⁺ linguistic features. In order to assign grammatical categories to the lexical items, all the text files were run through Biber's tagger. MD analysis was performed based upon Biber's 2006 factor solution.

Analysis

On this dimension, positive scores indicate that the fundamental aim of this discourse is involvedness, while negative scores indicate that a variety is related to informational discourse production. This dimension is labeled as *Involved vs. Informational Discourse* by Biber (1988). The comparison of British and Saudi newspaper editorials reveals a clear linguistic difference between them. The language of SNE is more informational than that of the BNE. Table 1 indicates that SNE with a high negative mean score of -9.73 produces informational discourse. The results indicate that the features of information, e.g., *nouns*, *prepositions*, and *attributive adjectives* are less common in BNE than SNE.

Table 1: Comparison between SNE and BNE on D1

Dimension 1

		95% Confidence Interval for Mean				
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
Britain	240	-2.2275	8.08920	.52216	-3.2561	-1.1988
Saudi Arabia	240	-9.7390	5.12146	.33059	-10.3902	-9.0877
Total	480	-5.9832	7.73768	.35318	-6.6772	-5.2892

The following examples will elaborate on the point. The following example is from the Saudi Newspaper, *Arab News*.

We can spend the **coming days** talking **about** the **past**, the **previous state**, and its **historical roots** — talk that has no value. None of you believe that the southerners are **in** agreement and **single-hearted unity**, nor do you believe that those who are **in agreement** are united **on** the **state's name, leadership, or system**. (SCOANT82-819A)

The bold words in the excerpt are examples of the linguistic features that produce informational discourse. The following excerpt is taken from the British newspaper, *Daily Mirror*.

Seriously. I would have been suspicious about what was being pumped in **through** the air-vents if most of it hadn't been outside. We met **elves, huskies** and **reindeer**. There was **snow** and **twinkling lights** wherever you looked. We ice-skated and drank steaming **hot chocolate** with **marshmallows**. It was like being **in a movie**. (BCDMT100-1218PH)

The bold words are examples of linguistic features that produce informational discourse. In the example from the British newspaper, the linguistic features that produce informational discourse are far less than the informational linguistic features present in the Saudi newspaper. The comparison between the Saudi newspapers indicates linguistic difference between them. Figure 1 shows that *Arab News* is more informational than *Saudi Gazette*.

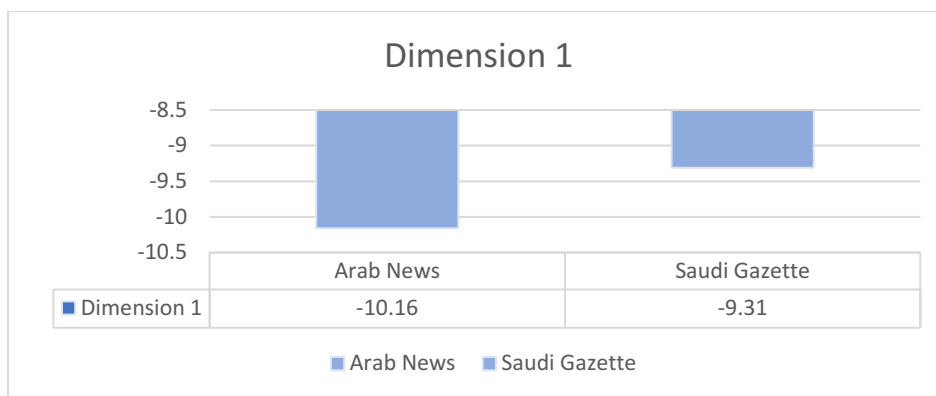


Figure 1: Difference between *Arab News* and *Saudi Gazette* on D1

The results of both the countries show that *Arab News* with a mean score of -10.16 is more informational than *Saudi Gazette* (-9.31).

Dimension 2 (D2) has been labeled as *Narrative vs. Non-narrative Discourse*. As far as narrativity is concerned, the narrative tone is more conspicuous in BNE than in SNE. Linguistic features like the *present tense verb*, the *pronoun it*, *place adverbial*, and *that deletion* together produce non-narrative discourse. While, on the other side of the polarity, linguistic features like the *past tense verb*, *third-person pronoun*, *verb-perfect aspect*, and *public verb* produce narrative discourse.

Table 2: Comparison between SNE and BNE on D2

Dimension 2

		95% Confidence Interval for Mean				
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
Britain	240	.3535	2.29828	.14835	.0612	.6457
Saudi Arabia	240	-.0325	2.59188	.16731	-.3620	.2971
Total	480	.1605	2.45454	.11203	-.0596	.3806

The results indicate that BNE with mean score of 0.35 produces narrative discourse. While SNE, with mean score of -0.03, produces non-narrative discourse. The closeness to the 0.00 mean score means that the discourse is a mixed purpose discourse (Biber, 1988).

The following excerpt from the Saudi newspaper, *Saudi Gazette*, is an example of mixed-purpose discourse.

The truth is that the GCC **has** gone through many challenges over the past four decades, the consequences of which **have** surpassed the current crisis or **those** that preceded it with Qatar, and yet the Council, led by Saudi Arabia, passed through **them** to safety, and that is with the cooperation of its sister States. The fear for the GCC is justified, and therefore there **were** several statements about the need for the Gulf security coordination...(SCOSGT1-1220T)

The bold words are the examples of linguistic features that produce narrative discourse, while underlined words are the examples of linguistic features that produce non-narrative discourse.

The following example has been taken from the British newspaper, *The Guardian*.

It's true that my generation of homeowners, **who** bought years ago when that **was** still vaguely possible and **have** mostly built up a reasonable cushion of equity, are the ones best placed to be philosophical about losing what **was** only ever paper money. (BCTGT101-1118G)

In the above example from *The Guardian*, the bold words are examples of linguistic features that produce narrative discourse.

The comparison between the selected Saudi newspapers yields interesting findings. The statistical results indicate a marked linguistic difference between them.

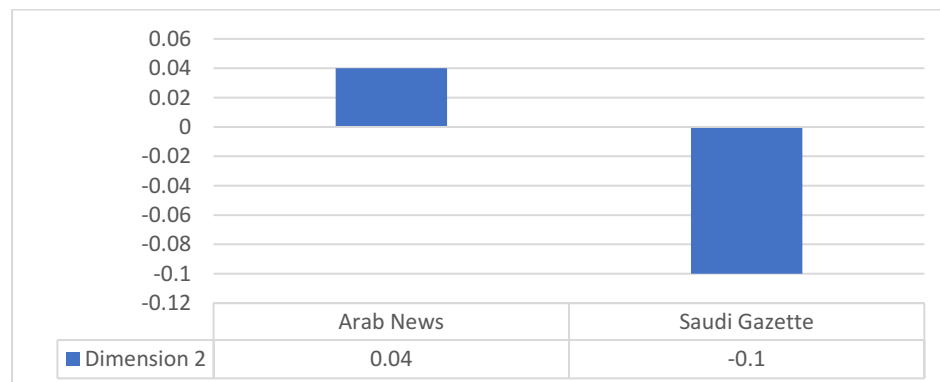


Figure 2: Difference between *Arab News* and *Saudi Gazette* on D2

Figure 2 shows that the mean score of *Arab News* (.04) shows a tilt towards producing narrative discourse, on the contrary, the *Saudi Gazette* with a negative mean score of (-0.1) produces non-narrative discourse.

On dimension 3 (D3), *Explicit vs. Situation Dependent Discourse*, considerable variation between the newspaper discourse of two countries can be observed. Table 3 indicates that both the countries, with positive mean scores, produce explicit discourse. *Wh-clauses*, *coordinating conjunctions* and *nominalization* are the linguistic features that perform a function of producing explicit discourse. Biber et al., (1998) are of the view that *wh-clauses* are associated

with conversation. Kachmarova and Shatro (2017) endorse their idea that frequent use of *wh-clauses* is associated with informal discourse.

Table 3: Comparison between SNE and BNE on D3

Dimension 3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Britain	240	1.9418	2.57682	.16633	1.6141	2.2695
Saudi Arabia	240	5.2130	2.63537	.17011	4.8778	5.5481
Total	480	3.5774	3.07557	.14038	3.3015	3.8532

Table 3 summarises that SNE, with a mean score of 5.21, produces more explicit discourse, whereas BNE with a mean score of 1.94 uses fewer linguistic features that are the primary markers of explicit discourse. The following example is taken from the Saudi newspaper, *Arab News*.

Saudi Arabia **and** the UAE have rushed to support Khartoum politically **and** economically, **so** as not to see it slip into chaos **and** to proceed politically with minimal pain. **Removing** Bashir will not be enough because the regime is full of people **who** belong to his party, **who** hold positions at all levels **and** are capable of obstructing change. (SCOANT102-1218A)

In the above excerpt, the dense presence of linguistic features like *wh-clauses*, *coordinating conjunctions*, and *nominalization* indicates the production of explicit discourse.

The following excerpt has been taken from the British newspaper, *Daily Mirror*.

Shocks like Dani **and** Jack not winning DO happen in Reality TV votes, especially when there's such a clear winner, **so** people feel like they're so safe that they don't need to bother voting for them. Laura making the final two was the miracle Love Island producers must have been praying for, because it added some genuine tension to the most foregone **conclusion** of all time. (BCDMT120-718PH)

In the above example, bold words are the examples of linguistic features that produce explicit discourse. When we compare the two excerpts, it becomes clear that explicit discourse is more prominent in *Arab News* than in *Daily Mirror*.

Figure 3 provides an internal comparison. It compares the mean score of *Arab News* and *Saudi Gazette*. On this dimension, there is a slight difference between the mean score of the two newspapers.

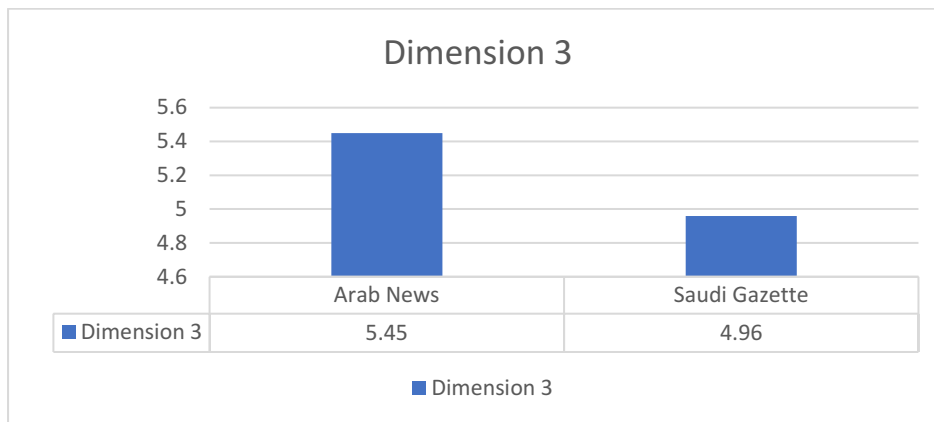


Figure 3: Difference between *Arab News* and *Saudi Gazette* on D3

Arab News (5.45) is slightly more explicit than *Saudi Gazette* (4.96) in its discourse production. Biber (1988) named dimension 4 (D4) as *Overt Expression of Argumentation/ Persuasion*. Linguistic features like the *infinitive verb*, *modal of prediction*, *persuasive verb*, *subordinating conjunction-conditional*, *modal of necessity*, and *adverb within auxiliary* are linguistic features that together perform a function of producing overt expression of argumentation.

Table 4: Comparison between SNE and BNE on D4

Dimension 4

		95% Confidence Interval for Mean				
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
Britain	240	3.2093	3.07493	.19849	2.8183	3.6003
Saudi Arabia	240	.2233	3.01711	.19475	-.1604	.6069
Total	480	1.7163	3.39019	.15474	1.4122	2.0203

Table 4 shows that both the countries produce argumentative discourse with a large difference in the mean scores of BNE and SNE. BNE with a mean score of 3.20 produces more argumentative discourse than SNE (0.22).

The following examples support the statistical results discussed above. They have been taken from BNE and SNE.

The following text is taken from the Saudi newspaper, *Arab News*.

There was a time in Spain, beginning in 711, **when** it was ruled by Muslims at the time of the Umayyad caliphate. In those days, the people of the three great Abrahamic religions lived in absolute peace and harmony. It was an extraordinary time of tolerance and mutual respect, **when** art and culture flourished. Scientists and mathematicians from all over northern Europe came to Spain to study, **to work** together, and **to make** spectacular discoveries. (SCOANT1-1120F)

The above-given text sample shows fewer linguistic features of argumentative discourse. The following excerpt is taken from the British newspaper, *The Guardian*.

Yet the real problem with constantly shifting the blame is **that while** it fixes tomorrow's headlines it doesn't solve the underlying problem, **which** is why the government seems to keep on **getting** things wrong. What one former No 10 staffer calls a "macho inflexibility" at the heart of government – **which** hates giving its critics the satisfaction of **admitting** it's wrong and so digs its heels in when it **shouldn't** – is clearly part of the problem. (BCTGT17-820G)

The bold words are examples of linguistic features that are primary markers of argumentative discourse. The excerpt shows a dense presence of linguistic features of argumentative discourse.

The comparison of two Saudi newspapers shows that both Saudi newspapers produce argumentative discourse.

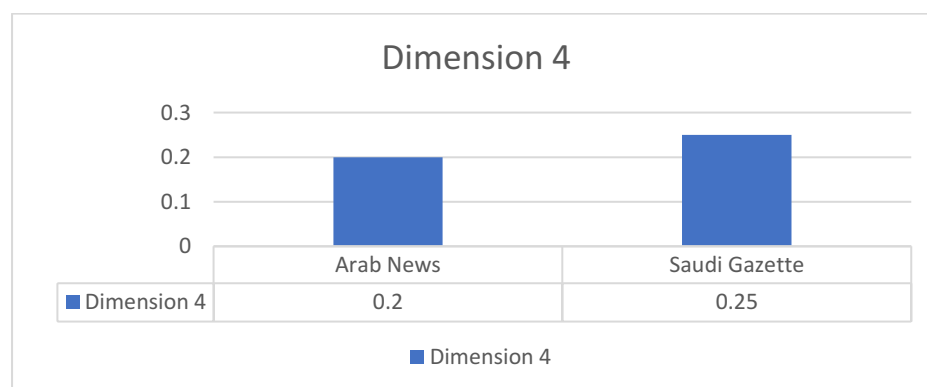


Figure 4: Difference between *Arab News* and *Saudi Gazette* on D4

Figure 4 indicates that the *Saudi Gazette* with a mean score of 0.25 is slightly more argumentative than *Arab News* (0.2).

Dimension 5 (D5) is labeled as *Impersonal (Abstract) vs. Non-Impersonal (Non-Abstract) style* by Biber (1988). Among other linguistic features, *passives* and *adverbial conjuncts* are the two main features of producing abstract discourse.

Table 5: Comparison between SNE and BNE on D5

Dimension 5

					95% Confidence Interval for Mean
	N	Mean	Std. Deviation	Std. Error	Lower Bound
Britain	240	.7767	1.83739	.11860	.5431
Saudi Arabia	240	1.9875	2.60964	.16845	1.6557
Total	480	1.3821	2.33446	.10655	1.1728

Bednarek (2008) asserts that the frequent occurrence of passives is a prominent feature of the news register. In the present study, both the countries with positive mean scores, produce abstract discourse. Table 5 presents that SNE with a mean score of (1.98) is more abstract than BNE (0.77) in its discourse production.

The misyar or marriage of convenience within the country's borders became a popular variant of marriage *after it was sanctioned by some of our religious sheikhs*. Essentially a license to have multiple partners without much responsibility or expense, *it was soon followed by the misfar and other variations* as well. (SCOSGT35-919TM)

The passive sentences are examples of abstract discourse. In the following excerpt, taken from the British newspaper, *Daily Mirror*, the Italicised phrases are examples of passives which produce abstract discourse.

When Theresa May first tried to trigger Article 50 - months after the referendum, *which was won by the side* that promised it would not do it for 4 YEARS. That's because the Good Friday Agreement, which allowed Northern Irish citizens to live in peace and self-identify as British or Irish, *has been effectively replaced by a Withdrawal Agreement* which says in not so many words that they're all Irish now. (BCDMT47-120TFF)

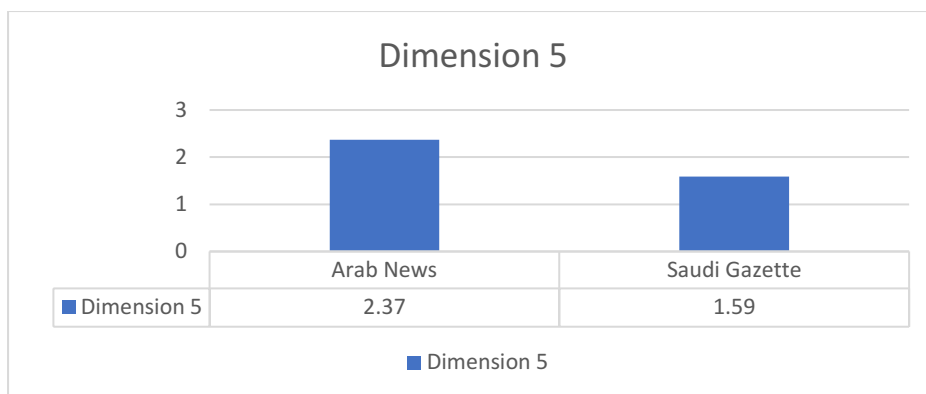


Figure 5: Difference between *Arab News* and *Saudi Gazette* on D5

The comparison of the newspapers indicates that both the newspapers are abstract in their discourse production. However, *Arab News* with a mean score of 2.37 is more abstract than *Saudi Gazette* (1.59).

Conclusion and Recommendations

This paper has compared Saudi newspaper editorial with the British newspaper editorials on Biber’s (2006) textual dimensions indicating a marked difference between them. The results of comparison between two countries indicate that on D1, SNE is more informational than BNE. On D2, there is a significant difference between the two countries in their discourse production. BNE produces narrative, however, SNE has been found producing non-narrative discourse. On D3, there is a large difference in the mean scores of both the countries in producing explicit discourse: SNE is more explicit than BNE. On D4, BNE is more argumentative than SNE. On D5, SNE is more abstract than BNE. The results show that there lie slight differences in the mean score of the selected Saudi newspaper editorials except on D2. It is interesting to observe that *Arab News* produces narrative discourse, however, *Saudi Gazette* produces non-narrative discourse.

This study establishes the individual characteristics of Saudi English. It further provides a roadmap towards the development of Saudi English National Corpus also. The availability of Saudi English National Corpus will open vistas of opportunities in the field of research. It serves not only as a source offering authentic samples to study English spoken and written in Saudi Arabia, it also provides the foreign researchers and publishers with a scope to develop materials for Saudi students based on the real situation of English language use in the country. Various English corpora are available in the world namely British National Corpus (BNC), American National Corpus (ANC), etc., and most of the material regarding English language

teaching is developed on the basis of the available corpora. Thus, with the development of Saudi English Newspaper Editorial Corpus (SENEC), the researchers and publishers will find an authentic source to develop material specifically for Saudi learners. This will help in improving English language teaching and learning rather restructuring English language teaching programme aligning it with the needs of the thriving market with a focus on the Vision-2030. It will, therefore, help in exploiting the potential of English language in contributing to the success of Saudi Vision 2030.

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**Women in School Administration:
Implications to Gender Communication and Discourse***

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*Reconfigured from the Doctoral Dissertation, “Administrative Leadership Capabilities of Women School Managers” (Lipa, 2019)

Biodata:

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Abstract

This descriptive study, which is a hybrid of quantitative and qualitative modes of data analyses, aligns in the fields of Communication Research and Discourse Analysis. It explored the leadership traits and competencies of women involved in School Administration, from which nuances in their leadership were analyzed to draw theoretical implications to gender communication and gender discourse. It is a reconfiguration of a previous study by the same

author (Lipa, 2019), updated to its current conceptual framework to signify existing data to the ESL enterprise. The participants of the current study are 65 female school heads of Junior High Schools under the jurisdiction of the Pangasinan II DepEd Division. They supply the study's accounts of women school leaders (WSLs).

The reconfiguration of the study in the current year draws further implications from the original data sets to sort the WSLs' leadership communication and discourse styles based on their characteristics and level of leadership competence, which is the novel thrust of this study. The study uses content-validated and theory-informed questionnaire surveys, Likert-scale questionnaires, specialized Office Administration Test (OAT), and retrieval of documentary evidences on the administrative performance level of the respondents based on their OPCR. Newton's (2021) model was used to classify the WSLs' communication styles, while Western's model was used to classify their discourse styles. The study presupposed hypothesis-testing, for which Wilk's Lambda from MANOVA and Pearson product-moment correlation coefficient was used for statistical analyses.

Among the salient findings of the study, active utilization of 5 communication styles is manifested by the WSLs, which include: "assertive (AsCS), aggressive (AgCS), passive-aggressive (PACS), manipulative (MCS), and submissive (SCS). Likewise, active utilization of 3 discourse styles is also manifested by the WSLs, which include: Discourse style-1 or "controller" (DS-C), Discourse style-2 or "therapist" (DS-T), and Discourse style-3 or "messiah" (DS-M). As to the implications of the leadership characteristics of WSLs on their communication styles (CS), findings reveal that such characteristics have no differentiating power to predict WSLs' utilization of any CS. In terms of the implications of the administrative capabilities of WSLs on their utilization of discourse styles, findings paved for a more vivid link between these variables. WSLs' increased use of "Therapist" and "Messiah" discourse styles also parallels the increase in their level of administrative capabilities along the area of "governance of relations with internal stakeholders". Likewise, the increased utilization of the discourse style "Messiah" also parallels an increase in the level of administrative capabilities along the area of "governance of relations with external stakeholders".

On the merits of the findings and conclusions, the study offers recommendations that bear import in the fields of educational management, ESL instruction and research, and gender and development (GAD).

Keywords: *Women in Leadership; School Administration; Gender Communication; Gender Discourse Analysis*

Introduction

The number of women entering school administration has grown in the last ten years, although many countries around the world are still experiencing a shortage of female principals due to the additional responsibilities and increased demands placed on principals by the public, central administration, and school boards. Women who seek or are already in positions of educational leadership often face barriers that lead to a change in career due to the difficulty of overcoming these obstacles (Ramaswamy, 2020). A survey by the National Center for Education Statistics (1994) further compares the rates of WSLs between Private and Public Schools. The survey indicates that women comprise well over half of the teaching workforce but hold fewer than half of all school principalships.

Gender communication and discourse styles. Several studies point out that women's peculiar communication and discourse styles make them ideal as leaders, particularly of educational institutions. According to Growe and Montgomery (2001, in Helterbran and Rieg, 2004), good school administration is more attuned to female than male leadership behavior. The female attributes of being nurturing, sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodating are associated with effective school administration. (Helterbran and Rieg, 2004). A prominent Education journal also concurs by asserting that it is crucial for more women to occupy the top leadership positions in K-12 (Education Week, in Superville, 2017). Leadership communication styles differ between men and women, which has been debated as either a problem or an asset. Males and females carry out the same tasks as educational leaders, but they often focus on different aspects of the job. Women tend to embrace relationships, sharing, and process; men focus on task completion, achieving goals, and winning (Chliwniak, 1997, in Helterbran and Rieg, 2004). Andrews and Basom (1990, in Helterbran and Rieg, 2004) affirmed leadership differences between the sexes and suggested that this is expressed as women being more instructional-oriented in the school. Women who seek positions in educational leadership face many issues, which led the National Center for Education Statistics or NCES (1994) to propose and encourage the proliferation of more in-depth educational research that will explore the traits of women school leaders.

Gender communication is a specialization of the communication field that focuses on the ways that people (as gendered beings) communicate (Nelson, 2016). Research in this area could examine the similarities and differences in the conversations that take place (Paynton and Hahn, 2021). Moreover, the field of Gender Communication also analyzes differences in "gender communication styles" by looking at language, the purpose of communication,

patterns of talk, and nonverbal communication. Disch (2009) noted that the idea that men and women are different in their ability to communicate has been one of the most popular beliefs about gender differences. Other studies have also pointed out that men spend more time talking than do women. In one experiment, the men with expertise talked longer than the women with expertise. Moreover, men were found to initiate more interaction than do women. (School of the Air Alice Springs, n.d.).

Daw (2021) explains that across many different cultures, women's speech styles are often found to have the power within domestic circumstances, while men's speech is believed to be more powerful in public settings. Most theorists believe that this difference is due primarily to the way boys and girls are socialized from a young age, rather than from innate biological differences between the sexes. In prior conducted gender studies on discourse, many researchers and theorists relate discourse specifically to power structures in a given society, and this is the area where there is the most overlap between gender and discourse. Approaches to gender and discourse have analyzed the way language reflects or influences gender stereotypes, or they may discuss the differences between how men and women use language (Daw, 2021).

The challenge of women leaders. A dearth of research on the status and analysis of the traits of women school leaders would include a few case studies conducted which provide a glimpse over certain realities encountered by women in school administration. A study by Superville (2017) reveals that a significant number of women teachers simply don't want to be school leaders. The Philippines is the only country in Asia to have closed the gender gap on both education and health and is one of only six (6) in the world to have done so. There are more female employees than males in the Philippine government bureaucracy, although it is notable that Filipino men still dominate as decision-makers and managers while women are predominant professionals in government (Gender Profile of the Philippines, n.d.). A study conducted by Brooks (2014) on "Educational Leadership in the Philippines", concludes that "communication is the problem for school principals in the Philippines".

At the backdrop of the above concrete situations and theories that supply this study's theoretical framework, the researcher attempted to explore the leadership traits and competencies of women involved in School Administration, from which nuances in their leadership were analyzed to draw theoretical implications to gender communication and gender discourse. The participants of the study are selected women school managers in Basic

Education Institutions (BEIs) under the DepEd Pangasinan II Schools Division, as of SY 2018-2019.

Methodology

This a descriptive study that employed both quantitative and qualitative modes of data analyses. This hybridized research design adopts the mechanics in the research model of Ritchie and Tomas (2012). A prior study that uses such hybridized research model (Jimeno, 2020) was likewise used as an actual reference in this study. The participants are 65 female school heads of Junior High Schools. The preliminary survey components of this study (the socio-demographic and leadership profile of the respondents; their administrative leadership capabilities; and self-report of leadership challenges) were piloted in 2019 (Lipa, 2019). The study was later reconfigured to expand its exploration of women school leaders' (WSLs) characteristics and competence to further determine the latter's implication to their communication and discourse styles and practices. A similar research reconfiguration procedure was done by Jimeno (2020). Research reconfigurations have been done time and again to enhance extrapolations from existing surveys in aid of generating new knowledge even through the utilization of old research data (Magee et al., 2006).

A questionnaire survey was used to profile the respondents in terms of sociodemographic and their professional qualifications as to their leadership functions. An Office Administration Test (OAT), patterned and modified from the standardized instrument created by VSkills (2018), was used to determine the WSLs' level of administrative capabilities using two indices: (a) school and community relations; and (b) linkages and benchmarking. These indicators were purposively selected to suit the aim of the study to evaluate those specific administrative functions of WSLs that presuppose the ample use of communication and discourse. A checklist survey was used to obtain self-reports from the respondents on their perceived leadership challenges. The responses were processed using the same phenomenographic method employed by Medriano and De Vera (2019) to generate an inventory of WSLs' leadership challenges. The statements on these challenges were semantically analyzed to produce "descriptive categories" that are synthesized based on the responses' commonalities in substance and theme.

In classifying the respondents into the different communication styles, a Communication Styles Survey based on the framework of Newton (2021) was used. It is 5-point Likert-scale questionnaire with equal proportions of qualifying statements allocated for each of the five communication styles. In determining the discourse styles of the respondents, the "Leadership

Discourse Model” of Western (2011) was used. The corresponding questionnaire adopts a similar Likert-scale format and scoring rubric as the Communication Styles Survey.

The study presupposed hypothesis-testing. Wilk’s Lambda from MANOVA was used as the variance analysis tool to determine if the WSLs’ sociodemographic and leadership traits significantly differentiate their inclination to use certain communication styles. On the other hand, Pearson product-moment correlation coefficient was used to assess the potential correlational significance between the WSLs’ gender discourse style and their level of administrative capabilities. The significance threshold for both statistical procedures was set at 0.05.

Results of Analyses

The following are the salient findings of the study stated in the order of the research objectives:

Socio-demographic profile of the WSLs. The age classification of the respondents uses the 5-level age group matrix for professional leaders based on the Provisional Guidelines on Standard International Age Classifications (United Nations, 1982). The respondents registered under 3 levels, the majority (73.8%) of which belong to the Level 4 age group (51-60 y/o), while a marginal registry is noted in the Level 2 age group (31-40 y/o) at 15.4% and Level 5 age group at 10.8%. Likewise, the respondents register varied marital status, ranging from “married” (75.4%), “widowed” (16.9%), and “single” (7.7%). The respondents vary in terms of maximum educational achievement ranging from Doctorate degree holders (41.5%) or unit earners (23.1%); Master’s degree holders (16.9%), or unit earners (18.5%).

The respondents’ personality traits were also assessed to determine the level of their skewness towards either favorable leadership personal traits (positively skewed) or unfavorable leadership personality traits (negatively skewed) based on five (5) indicators. Results indicate that the respondents are consistently negatively skewed across the 5 indicators: “diligence and promptness” (AWM: 5.841); “self-assessed competence” (AWM: 8.084); “interpersonal/social orientation” (AWM: 6.818); “work style/ethics” (AWM: 6.292); and “interpersonal orientation / emotional intelligence” (AWM: 6.292). The most vivid manifestation of their unfavorable leadership personality traits signifies the indicator “self-assessed competence”.

Leadership profile of the WSLs. In gauging their length of employment in the government service (in years), this study used a 5-level classification based on the standard length of service

(LOS) calculus for government service (Khan, 2020). Majority of the respondents (76.9%) register under the maximum LOS (i.e. Level 5: 21 years and above), with marginal traces who account for lesser number of years in the service: Level 3 (10-15 years) at 15.4%; Level 2 (16-20 years) at 7.7%. The respondents commonly function as school heads although they differ in terms of the classification of their positions held. Some are classified as “head teacher (HT) or Principal I (P-1)” (26.2%), while others are reclassified to higher ranks: “Principal II (P-2)” (7.7%); “Principal III (P-3)” (24.6%) and “Principal IV (P-4)” (15.4%). The respondents were also classified in terms of their orientation or preference towards the different leadership styles based on Gupta’s (2021) typology. Accordingly, the respondents are positively skewed towards 4 leadership styles (LS): “Visionary LS” (WM: 2.77 / High); “Directive LS” (WM: 2.63 / High); “Affiliative LS” (WM: 2.64 / High); and “(Participative LS” (WM: 2.72 / High). The respondents scored lower on the other leadership styles (i.e. negatively skewed): “Pace Setting LS” (WM: 1.48 / Low), and “Coaching LS” (WM: 1.43 / Low).

The administrative performance level of the respondents was based directly on their OPCR (Office Performance Commitment and Review) results in SY 2016-2017 and SY 2017-2018. The OPCR-based assessment of school heads is mandated in DepEd Order No. 2, s. 2015 and prescribed for use by the Civil Service Commission, under CSC Circular No. 6, s. 2012. Accordingly, majority of the respondents (96.15%) qualify for an “Outstanding” level of performance, with isolated cases (7.7%) of “Very Satisfactory” level of performance. The respondents are exposed to international, national, regional, and division-based training categories although the categories differ in frequency allocations. In their majority to unanimous report, the respondents are exposed to a “low frequency allocation” (i.e. 1-5 training opportunities) when it comes to training in the “international” (61.54%); “national” (100%); and “regional” (100%) categories. Conversely, a majority (84.62%) of the respondents have a high frequency allocation for training opportunities under the “division” category.

Administrative capabilities in the governance of school and community relations.

Respondents were assessed on the level of their administrative capabilities when addressing the needs of internal school stakeholders (teachers and parents/guardians of students) and external stakeholders (school’s locale/immediate community). Accordingly, their administrative capabilities are gauged in the maximum level (i.e. Very High) that applies to both categories. A slight leverage in the ratings when it comes to their “relations with internal school stakeholders” (WM: 4.67 / Very High) over the ratings for “relations with external

school stakeholders” (WM: 4.61 / Very High) was noted, although the margin of difference is negligible.

Administrative capabilities in the governance of linkages and benchmarking. The findings indicate their achievement of the maximum level (i.e. Very High) that applies to both categories, with slight leverage of the ratings relative to “benchmarking activities” (WM: 4.32 / Very High) over that of “organizational linkage initiatives” (WM: 4.25 / Very High), although the margin of difference is negligible.

Leadership challenges encountered by the WSLs. Findings reveal that the challenges encountered by the WSLs register under nine (9) descriptive categories (Table 1). The entries to the phenomenography are billed according to ascending order of consistency rate. The rates of convergence in all descriptive categories responses is above 50%, which is considerably high. The most convergent entries are: (a) Inability to continue school programs due to lack of resources; and (b) Lack of planning, coordination, and communication with teachers.

Table 1

**Phenomenography of Problems Encountered
by Women School Managers**

Descriptive Categories	Ratio
1. Inability to continue school programs due to lack of resources	92.3%
2. Lack of planning, coordination and communication with teachers	86.2%
3. Failure to respond to conflicting pressures inside and outside the school	78.5%
4. Lack of transparency	78.5%
5. Inadequate trainings attended	78.5%
6. Ineffective in controlling school issues and concerns	72.3%
7. Poor managerial and leadership skills	63.1%
8. Poor oral and written communication skills	60.0%
9. Poor school and community relations	56.9%
Consistency rate	74.03%

Communication styles of WSLs. The respondents were surveyed in terms of the extent of their utilization of 5 communications styles using Newton’s (2021) typology (Table 2). Overall, the respondents were found to utilize all the communication styles at high extent (OWM: 3.48), although a closer analysis indicates their differential preference for certain specific styles. The respondents’ use of “assertive style” (WM: 4.43 / Very High) is remarkable, although “passive-aggressive style” (WM: 4.13 / Moderately High) and “manipulative style” (WM: 3.88 / High) tail close. The least utilized communication style is the “submissive style” (WM: 2.07 / Low). The WSLs’ utilization of assertive communication has its foremost manifestations under indicators: “behavioral characteristics, and impact on people in the receiving end”. (a) and (d), wherein they capitalize on the following: “achieving goals without hurting others”; “socially and emotionally expressive”; and “asking directly for needs to be met, while accepting the possibility of rejection”. When it comes to “impact on people in the receiving end”, the respondents account for “very high” extent when it comes to: “taking persons at their word”, “confidence in people that they can cope with justified criticism and accept compliments”, and “respect for the person”.

Table 2

Women School Leaders’ Extent of Utilization of Communication Styles

Communication Style	WM	DE (extent)
Assertive style	4.43	Very High
Aggressive style	3.13	High
Passive-aggressive style	4.13	Moderately High
Submissive style	2.07	Low
Manipulative style	3.66	High
Overall Weighted Mean	3.48	High

Discourse styles of WSLs. Generally, the respondents were found to use all discourse styles, although their utilization of the discourse styles only reached the middle of the scale, i.e. “moderately high” (OWM: 3.18). A closer look at the details shows their differential preference for each style. Discourse style-1 or “controller” suits a higher degree of utilization (WM: 4.40 / High), followed by Discourse style-2 or “therapist” (WM: 2.66 / Moderately High), and Discourse style-3 or “messiah” (WM: 2.49 / Low). None of the discourse styles

were utilized at a maximum rate. Highlighting the respondents' use of "controller discourse style" are their strong inclinations to: (a) being "output-oriented"; (b) focused on the efficiency of procedures and performance; (c) use a utilitarian system of reward and deprivation as control measures.

Table 3

Women School Leaders' Extent of Utilization of Discourse Styles

Discourse Style Code	Label	WM	DE (extent)
Discourse 1	Controller	4.40	High
Discourse 2	Therapist	2.66	Moderately High
Discourse 3	Messiah	2.49	Low
Overall Weighted Mean		3.18	Moderately High

Significance of variance in the communication styles of WSLs when grouped according to sociodemographic and leadership profile. Statistical findings reveal no significant difference in the communication styles of the respondents even across variance in their age, civil status, highest educational attainment, and leadership personality orientation as indicated by Wilk's Λ values across the paired variables that do not pass the study's established significance threshold (Table 4).

Table 4

Variance of WSLs' Communication Styles when they are grouped according to their Socio-Demographic Profile

Profile	Wilk's Λ	Sig.
Age	0.878 ^{ns}	0.662
Civil status	0.915 ^{ns}	0.122
Highest educational attainment	0.946 ^{ns}	0.382
Leadership personality orientation	0.780 ^{ns}	0.230

^{ns} Not Significant at 5% (significance threshold)

Statistical findings also reveal no significant difference in the communication styles of the respondents across variance in their length of service, leadership style, administrative

performance level, position, and extent of relevant training opportunities as indicated by Wilk's Λ values across the paired variables that do not pass the significance threshold established in the testing of the hypothesis (Table 5).

Table 5

Variance of WSLs' Communication styles when they are grouped according to their Leadership Profile

Profile	Wilk's Λ	Sig.
Length of service	0.911 ^{ns}	0.560
Leadership style	0.946 ^{ns}	0.382
Administrative performance level	0.911 ^{ns}	0.560
Position	0.878 ^{ns}	0.662
Extent of relevant training opportunities	0.915 ^{ns}	0.122

^{ns} Not Significant at 5% (significance threshold)

Significance of the correlation between the WSLs' discourse style and their level of administrative capabilities. Results of statistical analyses show that the respondents' extent in their utilization of discourse styles "Therapist" (p-value: 0.04) and "Messiah" (p-value: 0.02) relates significantly to their level of administrative capabilities along the area of "governance of relations with internal stakeholders". Likewise, the respondents' extent in their utilization of the discourse style "Messiah" (p-value: 0.01) relates significantly to their level of administrative capabilities along the area of "governance of relations with external stakeholders".

Table 6

Correlation between the WSLs' Discourse Style and their Level of Administrative Capabilities

Administrative Capabilities (Area)	Discourse Styles		
	Discourse I: Controller	Discourse II: Therapist	Discourse III: Messiah

	r	p-value	I	R	p-value	I	R	p-value	I
Governance of Relations									
with Internal Stakeholders	0.17	0.54	NS	0.11	0.04	S*	0.65	0.01	S*
Governance of Relations									
with External Stakeholders	0.04	0.90	NS	0.25	0.38	NS	0.61	0.02	S*

* significant at 5% (significance threshold)

Discussion and Conclusions

This study's survey indicates a broad range of age difference among WSLs, although a majority of them range between 51-60 years old, which approximates the age of retirement. This apparently suggests an expected change in management in many of the schools of the Division in the next 5 to 10 years. A study by Hungi (2011) made a comprehensive survey of school heads' age across 15 countries wherein 46 years old is the computed international average of school heads. Likewise, the ratio of married women (currently married or widowed) partaking in school administrative roles stands out over isolated cases of single women in the same administrative position. Previous studies indicate the congenial personality of married women that adjacently suits leadership roles. Hosie (2017) noted that "married women dispensing leadership functions are likely more competitive at dealing with work-related stress, have higher levels of emotional stability; have greater initiative and open up to the lines of communication and communicate more clearly. They are also more sociable, supportive and methodical". All the WSLs featured in this study are engaged in graduate studies, whether as accomplished doctorate or Master's degree holders or still in the progress of completing the program. This is rather expected as much as it is also in consonance to the framework of the DepEd Professional Development Priorities for School Leaders for School Year 2020-2023 (DepEd Memorandum No. 50, s. 2020), that encourage the development of competencies in different areas, thereby presupposing continuous development of academic and administrative expertise that can be availed through continuous advancement in education, learning, and training opportunities. The WSLs in this study don't appear to adapt well with standard leadership personality traits, in which their worst trait concerns their negative assessment or esteem over their competence. However, the findings may also be contingent to the specific

framework used in this study as to what should be considered as ideal leadership personality traits, which may vary in different theoretical models.

As to the WSLs' leadership profile, majority are seasoned in the service (i.e. 21 years and above), which concurs with Hungi's (2011) comprehensive survey of multiple characteristics of school heads across 15 countries that shows the average years of service of the school heads at around 33.1 years. However, despite the majority of the WSLs having lengthy years in the service, it does not parallel with their ranking in terms of position, especially that there only isolated cases of WSLs notching the highest classifications of the principal position (P-3 and P-4).

The WSLs of this study were found to utilize 5 leadership styles (LS): "Visionary (VLS), Directive (DLS), Affiliative (ALS), Participative (PLS), Pace Setting (PSLS), and Coaching (CLS)". VLS, DLS, ALS, and PLS are utilized in higher frequency and extent, while PSLS and CLS are used scantily. Their dense use of PLS is remarkable. Udemý (2021) explains the optimal benefits of PLS even as it is applied in the context of school administration:

... participative leadership relies heavily on input from the entire team, a variety of benefits can be found when it is used to elicit new ideas or introduce different methods for solving problems (Udemý, 2021).

The WSLs' performance-based ratings shows an excellent range between "Outstanding" and "Very Satisfactory", which reflects a positive image of the leadership capabilities of women in terms of school administration. On this backdrop, however, their unanimous or majority reports show poor frequency allocations for international, national, and regional training categories (except for the Division training category), a fact that runs counter to the development goals in DepEd Memorandum No. 50, s. 2020. Moreover, the WSLs achieved maximum levels as to the measure of their administrative capabilities along the dimension of the governance of their schools' internal and external stakeholders, although their governance slightly tilts more favorably on the concerns of internal stakeholders, of which it is recommendable for the school heads to enhance their influence and relations with external stakeholders, especially the sectors in the school's locale or immediate community. In a rather contrasting set of findings, the WSLs have maximum capability level when it comes to forging linkage and benchmarking activities, which are aspects of community relations. As such, it appears that there are other compromised or neglected aspects of community relations that have not been fully explored or sustained by the WSLs.

The phenomenography of leadership challenges encountered by the WSLs register as 9 separate categories, which is technically considered “numerous”. The consistency rates across these categories are also high, which means that despite the autonomy of their administrative domains, the WSLs encounter almost the same set of challenges, which reinforces the idea that the challenges may be gender-related. Fiscal and communication-related concerns are at the forefront of the challenges perceived. This parallels Brooks’ (2014) findings that “communication is the problem for school principals in the Philippines”. Active utilization of 5 communication styles in their dispense of administrative functions is manifested by the WSLs, to wit: “assertive (AsCS), aggressive (AgCS), passive-aggressive (PACS), manipulative (MCS), and submissive (SCS). The findings however indicate extreme polarity in their treatment of these communication styles, wherein AsCS is very highly utilized, in contrast to SCS which is rarely utilized. The WSLs’ greater convenience in using AsCS and PACS may be due to the fact that the principles underlying these communication styles are agreeable to socially stereotyped feminine traits. A previous study by De Vera (2018) features a sex-disaggregated study of EFL teachers, which found that female teachers densely use both invitational rhetoric and intrusive rhetoric. These rhetoric strategies occupy opposite poles of a continuum, wherein the former is stereotyped as feminine rhetoric and the latter as masculine rhetoric. Signified to the realm of communication styles, the linguistic dimension of AsCS entails the use of invitational rhetoric, while PACS presupposes linguistic practices associated with intrusive rhetoric. Thus, the findings of De Vera and this current study may be regarded as mutually reinforcing.

Active utilization of 3 discourse styles (DS) in their dispense of administrative functions is also manifested by the WSLs, to wit: Discourse style-1 or “controller” (DS-C), Discourse style-2 or “therapist” (DS-T), and Discourse style-3 or “messiah” (DS-M). There is also an extreme polarity in their treatment of discourse styles, wherein DS-C has a higher degree of utilization; whereas DS-M is only used scantily. Preferences on discourse styles have been pointed out by previous studies as significantly “gender-related” (Daw, 2021). As to the primacy in their use of DS-C, it was noted that this discourse style is “output-oriented” (Western, 2011), thereby in consonance with the principles of Outcomes-Based Education (OBE) as propounded by DepEd (The Manila Times, 2019).

On the implications of the leadership characteristics of WSLs on their communication styles (CS), findings of this study show that such characteristics have no differentiating power to predict WSLs’ utilization of any CS. This means that the use of the different CSs or even the extent to which they are utilized lend to the liberal discretion of WSLs, which is not

conditioned by their sociodemographic traits or leadership traits, but this is only to the extent of the list of these profile variables included in this study. Herein findings oppose the research findings of Williams (2017) that figured several factors on the choice of communication styles, to wit: “culture, emotional intelligence, professional training, and gender”, of which are variables analogous to some of those used in this study. In terms of the implications of the administrative capabilities of WSLs on their utilization of discourse styles, the results of this study paved for a more vivid link between these variables. It appears that WSLs’ increased use of “Therapist” and “Messiah” discourse styles also parallels the increase in their level of administrative capabilities along the area of “governance of relations with internal stakeholders”. Likewise, the increased utilization of the discourse style “Messiah” also parallels the increase in the level of administrative capabilities along the area of “governance of relations with external stakeholders”. These are based on the “positive statistical correlation” in both cases which explains the perpendicular relationship of the variables. However, since correlation was used to assess the link between the variables, they are not conclusive of any causal relationship between the variables but only give evidence to their significant association.

Recommendations

The findings and conclusions of this study bears import to several enterprises. The study offers sets of recommendations as signified to the area of concern on the following enterprises.

Educational Management. This study aimed to establish the link between administrative capability of school leaders and their utilization of communication and discourse styles, which can be adopted as a framework to be integrated in the “development program” or “capacity building and professional development program” for school leaders, in consonance with the provisions of DepEd Memorandum No. 50, s. 2020. On this account, this study benchmarked on the communication and discourse styles of school leaders who happen to have outstanding administrative performance. Hence, the study provides a glimpse on what may be regarded as “ideal” communication and discourse styles that are highly utilized by successful school leaders.

ESL Instruction and Research. The findings and conclusions of this study pose import also in the fields of ESL instruction and Research. One of the four (4) component indicators of communication style and discourse style is “language” as indicated by Newton (2021). This sheds significance to the linguistic aspect in the adequate execution of the communication and discourse styles, particular on the concerns of “pragmatic competence” and “discourse competence”. On these notes, it is highly recommended that trainings offered

to school leaders should presuppose allocations for language-related training / seminar that emphasizes the paramount importance of pragmatic competence which every school leader must develop in the context of these skills' benefits in optimizing their use of various communication and discourse styles in aid of their leadership functions.

Gender and Development (GAD). This current study's framework enabled the researcher a more intensive analysis of circumstances and conditions surrounding WSLs' ways of carrying out their leadership functions. This study attributed the findings to the sex of the respondents to lend a comprehensive qualification and description of what it takes to be a woman school leader. However, the study does not totally exclude the possibility that some findings can have relatively general implications to either male or female school leaders. It is viable to come up with a sex-disaggregated study that enables the comparison of the utilization of communication and discourse styles of both male and female school leaders and determine if these have equal bearing on their administrative capabilities.

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Coordinating Language Use in Junior High School Math Instruction: Framework for Math Self-Learning Module Evaluation

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Abstract

This study showcases an intersection of Applied Linguistics and Mathematics Pedagogy. It adopted a descriptive research design to carry out a stylistic analysis of the classroom teaching discourse employed by the Junior high school (JHS) Math teachers of Benigno V. Aldana National High School, located in Pozzorubio, Pangasinan (Philippines) and under the jurisdiction of Pangasinan II DepEd Schools Division. Specifically, the study investigated the mechanics on how Math teachers employ “language use strategies (LUS)” in their dispense of the different aspects of teaching discourse and determine their extent of applying either bilingual or multilingual approaches in the conduct of teaching Mathematics. From the teachers’ LUS practices, the study further explored on the favorability scale of integrating LUS as one basis or criterion in modifying the current structure of the JHS Math self-learning modules (SLMs). Moreover, the teachers’ characteristics were also analyzed adjacent the Math proficiency of the students exposed to their LUS-informed teaching approach.

Research analyses relied on primary data obtained through the use of a battery of survey instruments in the form of dropdown, demographic, matrix, and Likert-scale questionnaires. The study involved the participation of all the 15 female and 5 male JHS Math teachers in the research locale as per updated roster of its math faculty in the school year 2021-2022 when the study was conducted. The socio-demographic and employment profile of the teachers revealed high diversity in terms of age, teaching position (based on DepEd matrix), length of service in Math teaching, educational background and vertical alignment of specialization relevant to the field of Math.

On the salient findings of the study, the JHS students handled by the teachers generally registered a satisfactory to outstanding Math proficiency level. Notably, the students’ MPL is highly characterized by their capacity for “adaptive reasoning”, and least characterized by their capacity for “strategic competence”. The Math teachers liberally practiced LUS from “high” to “very high” frequency in the varied aspects of their teaching discourse when engaged in teaching Math in the face-to-face classroom instructional setting. Their LUS is characterized by the use of “inter-sentential switching (Inter-S)” or “intra-sentential switching (Intra-S)”, with a slightly stronger tendency to use Intra-S. Teachers tend to vary their LUS depending on the purpose of the teaching discourse. Their practice of Intra-S assumes all variants, i.e. “lexical, morphological, and phonological Intra-S”, with a slightly higher frequency in the use of “lexical variant”.

The Math teachers perceive a necessity to modify the existing form of the JHS Math SLMs that are used in the current modular learning policy of the DepEd. This modification is

recommended to consider the aspect of “language use”, which includes the possible integration of LUS in the modules and other aspects of language use. The study established with certainty the impact of teacher characteristics as a factor that can vary the Math proficiency of students. The same set of teacher characteristics were found to significantly vary the teachers’ extent of using LUS in their classroom instruction of Mathematics. Further expected, teachers who use LUS in their actual instruction also tend to favor LUS-integration in the Math SLMs, which figured a linear positive relationship.

The findings and conclusions of this study bear import to several enterprises, in which valuable recommendations are offered in the interest of “Mathematics Program Management, theory construction and research development in the field of Math pedagogy, theorization and practices in the field of ESL, and ESL pedagogy.

Keywords: *Self-Learning Module; Mathematics Pedagogy; Language Use Strategies; Stylistic Analysis, Instructional Material Evaluation*

Introduction

Stylistics, as a branch of applied linguistics, concerns with the study and interpretation of texts of all types and/or spoken language in regard to their linguistic and tonal style, where style is the particular variety of language used by different individuals and/or in different situations or settings (Simpson, 2004). Specifically in this study, the stylistic analysis focused on Math teachers’ LUS, which investigates their practices of “style shifting”. The term “Language Use Strategies” or LUS appears even in early Linguistics literature, as for instance in the paper of Cohen (1996). LUS refers to patterned ways that people use more than one language when there is bilingualism, or multilingualism.

Assessing LUS is important for many reasons as it strengthens our understanding of human communication and the primary purposes of language (SIL International, 2021). Previous studies have analyzed how language used in instructional delivery can significantly impact the academic success of students. The study of Civan and Coskun (2016) investigated the effects of using a language of instruction that is non-native to Turkish students. Educationists have long emphasized the possibility of a cognitive overload on the part of students dealing with content and skill-based (non-language) courses that have to be taught in their second language or even in a foreign language (Hermann, n.d.). In Math, the aim is to train students intellectually to understand the principles and the specific uses and correct procedures of mathematical calculations. Let alone, these challenges already pose cognitive pressure, more

so when students must learn Math by dealing with materials and instruction that are carried out purely in English, which is only regarded as a second language to Filipinos (Billones, 2012). COVID preventive measures have significantly altered instructional approaches, ushering the use of delivery modes that entail virtual interaction between the teachers and their students (Kamenetz et al, 2021). The Department of Education (DepEd) mandated the use of “modular learning” to suit school practices to the state policies on COVID preventive measures (Magsambol, 2020). In this alternative delivery mode, DepEd issued the guidelines that students will be provided with self-learning materials (SLMs). DepEd Secretary Briones (in DepEd, 2020), described that self-learning modules (SLMs) must enable students to learn the lessons in the different courses given the least supervision of teachers since the regular face-to-face classroom instruction has been suspended. This invokes students’ capacity for learner autonomy (Inigo, 2018). When learners use the SLMs autonomously, it should produce a relatively similar effect as the quality and efficiency of learning they derive from a face-to-face instruction. However, this seems to be a challenge in the format, structure and contents of SLMs for certain subjects since they did not turn out to be as intelligible and comprehensible to learners to cause adequate learning without external intervention and guidance. A news article reported by Bernardo (2020) and published by ABS-CBN News, exposed that:

... there are learners who do not have parents that could help them in studying their lessons at home while there are parents who answer the SLMs for their children ... The time is quite long for their children to really answer it by themselves and some teachers will really be guiding them (emphasis supplied)

Thus, SLMs are problematic in terms of intelligibility. The SLMs on Math courses for JHS students use English all throughout (DepEd Teachers Club, 2020), which paves for a language barrier that decreases the intelligibility of the modules if they are dealt with autonomously by learners even for JHS students. Addressing the concerns of intelligibility, Math teachers have often been skillful in using LUS to maximize learning in their students. One of the rather controversial LUS practices of Math teachers is “style shifting”, wherein they liberally code-switch or even code-shift when teaching Math.

Hence, this study was conceptualized to evaluate the Math SLMs in the JHS curriculum in ways that will improve their efficiency as tools for autonomous learning as SLMs are, in fact, created to facilitate autonomous learning. The contribution of this study is that it offers an alternative and novel perspective or basis for evaluating the Math SLMs using stylistic evaluation.

Methodology

This stylistics research sought to describe and analyze the integration of LUS in the instructional practices of Mathematics teachers and investigated its possible integration in the Math self-learning modules (SLMs). The study basically adopts a quantitative research design that uses primary data collection obtained through survey questionnaires and scale perceptual questionnaires, developed by the researcher albeit informed by existing theoretical models. The instruments were subjected to rigorous content validation using Lawshe's Content Validity Ratio (Layona, 2021). Data processing and analyses of surveyed data sets were subjected to quasi statistical procedures, i.e. frequency counts, percentage, weighted mean and rank (Maxwell & Chmiel, 2014) and inferential statistics since some of the specific research objectives presuppose hypothesis testing on the relationship between variable sets and variance analysis.

Respondents. The respondents of the study are twenty (20) male and female Math teachers in the Junior High School department (as of SY 2021-2022) of Benigno V. Aldana National High School located in Pozorrubio, Pangasinan. This researcher heads the department. The conduct of this study has been authorized by the Pangasinan II DepEd Schools Division, under whose jurisdiction the locale of this study is subsumed.

Data gathering instruments. The data-gathering instruments include a "Socio-Demographic and Employment Profiler (SDEP) for Mathematics Teachers". The age classification of the respondents uses the 5-level age group matrix for professional leaders based on the Provisional Guidelines on Standard International Age Classifications (United Nations, 1982, in Lipa 2021). Years in service as Math teacher uses the length of service matrix in the international research of Hungi (2011, in Lipa, 2021) on the "Characteristics of School Heads and their Schools". The "Assessment Rubric on Math Proficiency (ARMP) of Junior High School Students" uses a 5-point Likert scale questionnaire that enables Math teachers to rate the students in terms of their Math Proficiency. The theoretical framework of this rubric is informed by the 5-Strand Model of Math Proficiency formulated by the National Research Council (2001 in Garg, 2021). The "Language Use Strategy (LUS) Inventory for Math Teachers" uses a 5-point Likert scale questionnaire that measures the extent of Math teachers' practice of different LUS strategies. The theoretical framework of this rubric is informed by the Model of Fussel and Krauss (1992, in Kashima, 2021) on "Language Use by Audience Design". Moreover, this instrument is a modification of the instrument used by Howarth (2020) to suit the specific context and purpose

of this study. The “Retrospective Survey on the Viability of LUS Integration in JHS Mah Self-Learning Modules” uses a 5-point Likert scale questionnaire that evaluates the perception of Math teachers on the viability or favorability of LUS integration in the Math SLMs. The structure of this instrument adopts the retrospective survey format recommended by QuestionPro (2021). The theoretical framework of this instrument is informed by the research of Schneider (2008 in Ariola, 2010) on the legitimized use of mixed codes in both academic and business communication contexts. The study presupposed hypothesis-testing. Variance analysis and correlational analysis were carried out using SPSS, with a significance threshold of 0.05.

Results and Analyses of Findings

Socio-demographic and employment profile. The participants of the study are female and male Junior High School Math teachers, most of whom belong to the youngest age group of 21-30 y/o (55%). The rest of the participants are loosely distributed in small traces in the higher age groups, i.e 31-40 (10%), 41-50 (15%), 51-60 (15%), 61 and above (5%). Almost half of the teachers are suited to the rank of “Teacher III” (45%), with the rest occupying various tenure items in the hierarchy of positions ranging from Teacher 1 (lowest) to Master Teacher II (highest). The distribution is as follows; Teacher I (35%); Teacher II (5%); Master Teacher I (5%); and Master Teacher II (10%).

As per their engagement in the enterprise of Mathematics teaching, a 5-level range is used to qualify the teachers’ level of experience. Majority belong to “entry level” (75%), with the remainder loosely distributed under “junior level” (15%) and “mid-level-seasoned” (10%). In terms of educational expertise, the teachers’ baccalaureate programs are consistently aligned to Mathematics specialization (100%). All are engaged in the Master’s Degree program, with varied degree types, i.e. Master of Arts in Education (50%), Master in Education (45%), and Master in Public Administration (5%). From these programs, majority are aligned to Mathematics specialization (95%). There are isolated cases of teachers engaged in the Doctorate Program (10%). Of these isolated cases, the program is aligned to Mathematics specialization (100%).

Math proficiency level (MPL) of JHS students. The students’ Math proficiency is gauged using a 5-level range, from “outstanding” (highest) to “poor” (lowest). Moreover, the students’ MPL is broken down to 5 composite indices: conceptual understanding , procedural understanding, strategic competence, adaptive reasoning, and productive disposition. Findings show that

majority of the students' MPL register in the upper levels of the range, i.e. outstanding to satisfactory (30% to 65%). Findings also reveal that the students' MPL is high along the 5 indices as indicated by a majority of them (50% to 65%) registering "outstanding level" in each index. MPL in terms of "adaptive reasoning" registers the highest account at 65%, topping the other indices. Meanwhile, their MPL is least characterized by "strategic competence" (50%). Nevertheless, the difference in percentage distributions is deemed negligible.

In the computed overall weighted mean of the ratings in the 5 MPL composite indices, the students' Math proficiency has its strongest points along 3 indices, namely: "productive disposition" (AWM: 4.62); "adaptive reasoning" (AWM: 4.60); and "conceptual understanding" (AWM: 4.57). Specific indicators respective to each index that obtained the higher ratings are excerpted to show the highlights of each index (Table 1).

Table 1

Highlights of the Students' Math Proficiency

Index / Qualifying Statements	P (Freq)	F (Freq)	G (Freq)	S (Freq)	O (Freq)	WM
A. Conceptual understanding						
Familiarity with the correct technical terms used in Mathematics by using these terms accurately in recitations and written tests.	0	0	0	8	12	4.6
Correct use of appropriate Math symbols and can tell the difference of these symbols apart from each other.	0	0	0	6	14	4.7
Weighted Mean/ Description						4.57 / O
D. Adaptive Reasoning						
Keen sense of quantitative accuracy and mathematical precision in his / her answers to math problems by including decimal units instead of just rounding them off to whole integers.	0	0	0	4	16	4.8
Weighted Mean/ Description						4.6 / O

E. Productive Disposition						
Keen interest in math by being able to tell how mathematical knowledge can be relevant to concrete and practical life applications besides being a mere academic subject.	0	0	0	6	14	4.7
Able to signify math procedures or processes to real-life problems that require mathematical skills.	0	0	0	6	14	4.7
						4.62 / O
Overall Weighted Mean / Description						4.56

Legend: O – Outstanding (level of proficiency)

Teachers' practice of language use strategies (LUS) in the context of a face-to-face instruction of Mathematics.

The Math teachers use LUS when engaged in teaching Math in the face-to-face classroom instructional setting. Moreover, their use of LUS consistently comes with “high” to “very high” frequency rates whether it be in the use of “intersentential switching (Inter-S)” or “intrasentential switching (Intra-S)”, albeit the data trend shows a slightly stronger tendency for the teachers to use Intra-S at very high frequency (60% to 65% of the teachers) compared to Inter-S (55% of the teachers). On further analysis based on the weighted mean of the ratings surveyed from the teachers (Table 2), Inter-S is more likely applied when teachers are engaged in: (a) the delivery of lectures and discussions of lessons in Math; and (b) when responding to a student’s question, remark, comment or gesture of clarification.

The Math teachers’ practice of Intra-S is characterized by the use of its variants, i.e. “lexical, morphological, and phonological Intra-S”, with a slightly higher frequency for them to subscribe to the “lexical variant” than the other variants as shown by a greater number of teachers using the lexical variant at maximum extent, i.e. “very high” (65%). Other variants are also practiced at maximum extent but only among 60% of the teachers. They are more likely to use Intra-S consistently in all 3 variants when engaged in the “delivery of lectures and discussions of lessons in Math” (Table 2). The use of morphological and phonological variants is notably very high also on other aspects of instruction such as: (a) giving instructions to students on a certain classroom learning activity or when I clarify to them the directions on a test; and (b) responding to a student’s question, remark, comment or gesture of clarification.

As to their manner of executing Inter-S and Intra-S, the Math teachers consistently use both bilingual (BSS) and multilingual style switching (MSS) ranging from high (30%) to very high (70%) frequency rates. This establishes the trend that both BSS and MSS are likely used at maximum rate by most of the teachers. Likewise, the Math teachers' practice of BSS at very high frequencies can be observed on a greater number of aspects in classroom instruction as compared to their practice of MSS (Table 2).

Table 2

Highlights in Teachers' use of LUS in Face-to-Face Classroom Instruction of Mathematics

No.	Aspects of Classroom Instruction where LUS is applied	Scale					WM
		VH (freq)	H (freq)	M (freq)	L (freq)	VL (freq)	
	Strategy 1: Intersentential Switching						
1	Delivery of lectures and discussions of lessons in Math	14	6	0	0	0	4.7 (VH)
1	Responding to a student's question, remark, comment or gesture of clarification	16	4	0	0	0	4.8 (VH)
	Strategy 2: Intrasentential Switching (with Variants)						
	A. Lexical						
1	Delivery of lectures and discussions of lessons in Math	16	4	0	0	0	4.8 (VH)
	B. Morphological						
1	Delivery of lectures and discussions of lessons in Math	13	7	0	0	0	4.7 (VH)
2	Giving instructions to students on a certain classroom learning activity or when I clarify to them the directions on a test	14	6	0	0	0	4.7 (VH)
	A. Phonological						

3	Delivery of lectures and discussions of lessons in Math	12	8	0	0	0	4.6 (VH)
4	Responding to a student's question, remark, comment or gesture of clarification	13	7	0	0	0	4.7 (VH)
Strategy 3: Bilingual-Multilingual Style Switching							
A. Bilingual							
1	Calling on a student's attention for him / her to recite or explain something	14	6	0	0	0	4.7 (VH)
2	Giving instructions to students on a certain classroom learning activity or when I clarify to them the directions on a test	14	6	0	0	0	4.7 (VH)
3	Responding to a student's question, remark, comment or gesture of clarification	14	6	0	0	0	4.7 (VH)
B. Multilingual							
1	Calling on a student's attention for him / her to recite or explain something	14	6	0	0	0	4.7 (VH)
2	Responding to a student's question, remark, comment or gesture of clarification	16	4	0	0	0	4.8 (VH)

Legend: VH – Very High (extent of practice)

Favorability scale of LUS integration in the JHS Math Self-Learning Modules (SLMs) as perceived by the Math teachers. A two-point survey was conducted to determine if Math teachers perceive (1) the necessity of a modification of the current form of the JHS Math SLMs in terms of its language use; and (2) the viability of integrating style shifting in the format of the JHS Math SLMs. On the first survey point, the Math teachers perceive that there is a necessity to modify the existing form of the JHS Math SLMs in terms of its language use, which was found to be highly (40%) and very highly favorable (60%). The teachers also assessed the necessity of modifying the JHS Math SLMs in terms of language use for two outstanding reasons: (a) words and sentences in the current SLM format are difficult for students to autonomously grasp; and (b) explanations in the current SLM format must be simplified (Table 3).

On the second survey point, the results show that the teachers are less decisive in their perception compared to the first survey point, as they are divided in moderate, high, and very high favorability scales when it comes to the integration of LUS in the JHS Math SLMs. Majority of the teachers (60%) are very highly in favor of this modification project, although close to half of the teachers give it a lower rate of favorability, i.e. high level (30%), and moderate level (10%). LUS-integration is recommended for modification in order to make the SLMs more interesting to students as it appeals to the use of local languages that they understand (Table 3).

Table 3

Highlights in Teachers' Perception on the Modification of the JHS Math SLMs in terms of Language Use

Index / Qualifying Statements	VH (freq)	H (freq)	M (freq)	L (freq)	VL (freq)	WM
1. Modifications in language use in Math SLMs						
The words and sentences used in the Math SLMs may be difficult for students in their level to grasp or comprehend without external guidance (parent, teacher, etc.)	14	6	0	0	0	4.7 (VH)
Some worded explanations or statements in the SLMs can be simplified further to make them more understandable to students even without the aid of external guidance.	13	7	0	0	0	4.7 (VH)
2. Integration of style shifting in the Math SLMs						
The math SLMs may turn out to be more interesting for students to read on their own if these SLMs use language/s locally understandable to the students.	14	6	0	0	0	4.7 (VH)

Legend: VH – Very High (favorability scale)

Difference in the Math proficiency level of the JHS students of the Math teachers vis-à-vis the teachers' profile variables. The conduct of statistical ANOVA reveals that the Math teachers' "age, position, years of teaching Math, and educational profile" significantly differentiate the Math proficiency level of their respective JHS students (Table 4).

Table 4

Summary of Statistical Results in the ANOVA between Math Teachers' Profile Variables and the Math Proficiency of their JHS Students

Variables	F	Sig
Age	91.423	0.000*
Position	8.452	0.001*
Years in Teaching	15.145	0.000*
Education	14.344	0.000*

* significant at 0.05 (significance threshold)

Difference in Math teachers' practice of LUS vis-à-vis teachers' profile variables . The conduct of statistical ANOVA reveals that the Math teachers' "age, position, years of teaching Math, and educational profile" significantly differentiate the extent of their practice of LUS in their face-to-face classroom teaching of Mathematics (Table 5).

Table 5

Summary of Statistical Results in the ANOVA between Math Teachers' Profile Variables and the extent of their practice of Language Use Strategies

Variables	F	Sig
Age	172.608	0.000*
Position	5.352	0.007*
Years in Teaching	18.322	0.000*
Education	9.338	0.002*

* significant at 0.05 (significance threshold)

Relationship of Math teachers' extent of practice of LUS vis-à-vis the favorability scale of LUS integration in the JHS Math SLMs as perceived by Math teachers. Pearson correlation coefficient was used to calculate the statistical relationship of the subject variables. The results indicate a “significant” and “positive” relationship between the variables (Table 6), which implies that the math teachers' extent of LUS practice significantly influence their tendency to favor LUS-integration in the Math SLMs. The positive correlation further indicates that the higher the extent of the teachers' practice of LUS in their classroom teaching likely propels them to favor more highly the viability of integrating LUS in the math SLMs.

Table 6

Summary of Statistical Correlation Analysis between Math teachers' extent of practice of LUS and their favorability scale of LUS Integration in the JHS Math SLMs

Variables	R	p
Intersentential Switching	.876	.000*
Intrasentential Switching (Lexical)	.895	.000*
Intrasentential Switching (Morphological)	.895	.000*
Intrasentential Switching (Phonological)	.970	.000*
Intrasentential Switching (Biligual)	.826	.000*
Intrasentential Switching (Multilingual Style Switching)	.826	.000*

* significant at 0.05 (significance threshold) / positive correlation

Discussion and Conclusions

With the demographic profile of the JHS Math teachers, no definite gender trend in Math teaching was observed as there is gender equity in the occupancy of math teaching positions in the school. Conversely in the international setting, a notable gender diversity in Math teaching indicates a preference for female teachers (Hansen and Quintero, 2018). The Math teachers in this study likewise register to all age brackets in the hierarchy, with a notable

dominance of those belonging to the youngest age group. The age survey of public-school teachers in the Philippines shows a gradual decline of teachers in the late senior age, i.e. 60 and above at 15% as teachers have preferred to retire earlier than expected (Salaverria, 2014). In comparison, this study also accounts for a very minimal and even a significantly lower count of teachers representing said age group (5%). The position or rank occupied by most of the Math teachers register at midpoint and the entry (lowest) point in the hierarchy of positions, but which can be explained by the fact that majority of them have minimum number of years in Math teaching (i.e. 0-10 years, qualified as “entry level”). It is meritorious to note that 100% of the Math teachers have the appropriate teacher preparation and specialization relevant to the field of math teaching, at least in their Bachelor’s and Doctorate programs, but not necessarily in their Master’s program. Data suggest a slight problem in the academic verticalization or specialization alignment in the Math teachers’ educational profile. Hodnett (2021) emphasized that one of the pressing issues emerging in the contemporary roster of Math teachers in Basic Education is that many of them have no adequate pre-service preparation in Math teaching.

The JHS students exhibit a competitive edge in Math proficiency across all its indicators, but not to disregard that a few students (about 0 to 10%) are relegated to lower levels of proficiency. Data suggests that the students’ Math proficiency highlights their skills on “adaptive reasoning” above other indicators. The students fared lower in “strategic competence”. Adaptive reasoning has to do with “the capacity for logical thought, reflection, explanation, and justification” (Suh, 2021), wherein Math students with this capacity tend to imbibe a sense of wonder and fascination over the accuracy of their solutions to Math problems, and often compare their answers with those of their peers, as they autonomously validate and evaluate their own works on Math problems (Garg, 2017). Meanwhile, strategic competence has to do with “the ability to formulate, represent, and solve mathematical problems”. Garg further explains that in strategic competence, “students tend to design their own strategies in solving Math problems, and would experiment on several strategies on their own initiative”. The key component of this indicator of Math proficiency is “autonomous learning”. As such, there is likelihood for them to be teacher-dependent or highly reliant on the exact provisions of instruction instead of being independently exploratory. This does not seem surprising since the students of this study are Filipinos, thereby Asians. Many previous studies have indicated Asian learners to have lower rates of autonomous learning (Mineishi, 2010) or that the educational system discourages them to fully develop autonomous learning (Ginting et al., 2020). Besides adaptive reasoning, the teachers also credit the students with a

relatively high level of capacity when it comes to “conceptual understanding” and “productive disposition”.

The Math teachers liberally practice “language use strategies (LUS)” when teaching Math in the regular classroom setting. Characterizing their LUS practices, the Math teachers use both “intersentential switching” (also known as “code switching”) and “intrasentential switching” (or code mixing). These LUSs denote style shifting or the skillful use of bilingual or multilingual approaches in classroom teaching discourse. This is not surprisingly deviant or unconventional since many previous studies have indicated the proliferate practice “bilingual approaches” in teaching across disciplines (McGroarty, n.d.), which is also legitimized as an effective instructional strategy (Beltran, 2010). In addition, this current study shows that Math teachers use not just bilingual approach but multilingual approach as well, wherein more than two languages are employed alongside with the standard medium of Math instruction (MOMI), which is English. The Math teachers in this study use both approaches at a fairly equal rate, although they find it more conducive to apply bilingual approach to a greater number of instructional aspects. More specifically, the Math teachers find it useful to style shift when the teaching discourse has to do with “calling a student’s attention; giving instructions to students on a test or learning activity; and responding to students who raise questions or points of clarification”. Bilingual and multilingual approaches are less frequently used by the teachers in teaching discourse that has to do with the actual delivery of course lessons, which means that teachers still prefer to use English in such instances. A further contribution of this study is its finding that Math teachers use intrasentential switching slightly more than intersentential switching.

As to the necessity of modifying the current form of the JHS Math SLMs in terms of its language use, the Math teachers’ perceive that this is favorable on the highest scale. However, when it comes to carrying out this SLM modification project by means of integrating style-shifting, the Math teachers are more loosely divided in their opinions ranging from a favorable response to a neutral response. Clearly then, the teachers believe that the SLMs need to be modified on the linguistic aspect of the modules, although not necessarily by means of LUS-integration.

Asked on what they think will justify the modification of the Math SLMs, the Math teachers signified to the words and sentences in the current SLM that are difficult for students to autonomously grasp, and the need for some explanatory discussions in the current SLM to be simplified. These observed inadequacies in the SLMs address the issue of “language use” instead of concerns along content or graphic formatting or visual presentation. The huge

volume of literature on instructional materials design and development barely mention the direct importance of “language use” as a basic principle in the preparation of modules or other written learning materials (Wiley, 2021). However, some literature may not directly mention it but that its statement of materials design and development principles is suggestive of the importance of language use (Sanders and Wong, 2020). The latter researchers mention “extraneous information” that causes cognitive overload on the student that reduces her / his capacity for active processing of important information may be signified to inefficient language use. Complex linguistic features used to cascade learning inputs in Math can be regarded as extraneous information that students have to deal with on top of the Math learning inputs, thereby resulting to a cognitive overload. For students to focus on their grasp of Math learning inputs, the language features used to cascade this information must no longer require a heavy cognitive processing so that intellectual efforts are devoted mainly on the essentials of the course. Math courses are intended to impart mathematical knowledge and not language learning inputs. While the ESL enterprise tend to view non-language academic disciplines as potentially instrumental for the purpose of language learning (Robertson, 2021); nevertheless, such project cannot be carried out in exaggeration at the compromise of the learning objectives in non-language courses.

This study also established the link between certain specific teacher characteristics (such as age, position, years of teaching Math, and educational profile) and the Math proficiency of the students handled by teachers who are varied by these characteristics. What is further fascinating is that the teacher traits were independently tested of their propensity to vary the proficiency level of the students and the statistical results turned out to be significant for all the variables corresponding to teacher characteristics. The vivid implication of these findings is the significance of “teacher factor” to students’ academic performance and proficiency in Math. Many previous studies have already assumed the inter-relations between teachers’ knowledge and beliefs and their instructional behaviour (Pajares 1992). Moreover, large-scale studies on teacher effectiveness generally focused on teacher behaviour and mostly do not include possible effects of teacher knowledge and beliefs on their actual behaviour, though the importance is sometimes acknowledged (Kyriakides et al, 2009). In some small-scale studies on effects of domain-specific strategies for teaching mathematics on students’ mathematics achievement, correlations between teacher knowledge and behaviour were found (Hill et al, 2011). In the latest research of Koopman et al (2019), teacher behaviour was found to have the largest effect on students’ math proficiency, as student performance is expected to run largely via teacher characteristics.

In addition to the above, the same set of teacher characteristics were also found to significantly vary their practice of language use strategies. This research finding does not directly compare to any previous study since no research thrust has been made to analyze Math teachers' language use strategies, more so the factors that affect their choice of strategies. The closest related study is that of Yan (2010) that analyzed the factors that affect Math teachers' choice of teaching methods. The latter's findings show that teacher personality among other factors primarily shape how math teachers engage their students, such as their use combinations of worksheets, games, and verbal discussion styles with the students. "Verbal discussion styles of Math teachers" approximates the concerns of language use, which is given heavy focus in this current study.

On the favorability scale as to whether it is viable to modify the current Math SLMs by means of integrating LUS in the modules, the findings indicate that this is positively correlated to a Math teacher's practice of LUS. It seems logical to expect that teachers who use LUS in actual instruction are likely to favor the integration of LUS in the design of Math instructional materials. However, the reason for raising the hypothesis in this study is that the researcher did not want to assume that all dynamics applicable to instructional delivery can be directly adopted even in the design of instructional materials, but this study proved that teachers who use bilingual and multilingual approaches in teaching Math are also likely to favor the adoption of the same approaches in the design of Math modules or instructional materials.

Recommendations

The findings and conclusions of this study bear import to several enterprises, to wit:

Mathematics Program Management. This study generated survey instruments and survey data that are useful inputs to guide the management of the Math programs in Basic Education Institutions (BEIs). This study assessed the students' Math proficiency level, adjacently utilizing an effective proficiency measurement tool based on the needed learning competencies that Math students are expected to achieve as they are anchored on the 5 component indices of Math proficiency. The study also aimed to advance the importance of language use as an essential aspect of Math teaching, which is above the concerns of simply evaluating math teachers' mastery of content and levels of expertise in terms of teaching methodology. This study surfaced the practice of style-shifting among Math teachers which is usually regarded as a random practice in classroom instruction, although the practice is proliferate and that Math teachers find its usefulness and positive impact to their students. Hence, LUS practices in Math

teaching are no longer random and clandestine practices but they can be formally recognized as a strategy. Still in line with Math program management, this study also aimed to raise consciousness on the aspect of language use in the design of Math learning materials and modules such as the SLMs, and the potential benefits of LUS integration in these modules. The concerned committee on the preparation of Math SLMs in the Schools Division Level and the national DepEd level may consider the value of language use in their prospective modifications and improvement of the current Math SLMs.

Theory construction and research development in the field of Math pedagogy. The novel and unique framework of this study is meant to inform theories in Math pedagogy by way of intersecting the concerns of Applied Linguistics to the enterprise of Math teaching and the design of Math learning materials. This study exposed the LUS practices of Math teachers in their actual teaching of Math in the classroom setting, and how the teachers skillfully manipulate LUS in the different aspects of teaching discourse. It is hoped that this study starts a research tradition to pursue further explorations on the dynamics of integrating LUS in Math teaching and Math learning materials design.

Theorization and practices in the field of ESL. This study primarily uses stylistic analysis to investigate the teaching discourse of Math teachers to demonstrate how linguistic issues and concerns intersect with the rudiments of Math pedagogy and the design of math learning modules. This study inspires future ESL researchers and scholars to explore the use of language not just in the realm of language education but in the varied applications of language use that affect different enterprises.

ESL Pedagogy. This study cues on the retooling of the curriculum of the pre-service training of math teachers, with the integration of stylistics in Math teaching discourse that emphasizes the mechanics in the use of bilingual / multilingual approach in Math teaching so that such practices of Math teachers are well-guided with an appropriate theoretical knowledge instead of being clandestine practices. At any rate, use of language must be reinforced in the training of Math teachers as an essential component of their teaching skills.

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Organizational Change Management of Local Government Units During Covid Crisis: A Descriptive Analysis of New Normal Organizational Communication Practices

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Abstract

This study registers doubly under the field of Communication Research and Gender Research. It identified the organizational change management (OCM) initiatives of five (5) selected local government units (LGUs) in Pangasinan in their attempts to adjust their organizational needs and operations to the circumstances of the COVID pandemic. It determined the foci as well as inadequacies of their OCM, the attitudes of their employees towards the OCM policies and the challenges encountered in the implementation of these policies. Data analyzed are sex-aggregated to enable the description of accounts and actual experiences reported by female and male LGU employees drawn from specific LGU offices.

On account of the findings, the five (5) LGUs have implemented effective organizational change management as induced by the circumstances of the COVID pandemic, which is built on the four (4) components of an OCM Framework, although notwithstanding certain notable deficiencies and limitations in their implementation.

Across the 5 LGUs, the attitudes of the female and the male employees to the new communication policies that were implemented as part of the organizational change management range from positive to very positive attitude. Male employees appear to have superior positive attitudes than their female counterpart in terms of “effective communication language” and “effective virtual interaction strategies”.

Common to the accounts of female and male employees, there are certain OCM areas that pose no challenge to employees although in some areas, a fraction of employees belonging to some specific LGU departments encounter challenges. “Virtual interaction strategies” is the most challenging OCM area that employees encounter, regardless of sex, while the OCM area that incites the least challenge to employees is “effective remote working standards”.

The details of the aforementioned findings substantially justify the framework of a viable extension program that can be deployed using the expertise of Pangasinan State University to the LGUs to further improve and gender sensitize their respective organizational change management needs and practices.

Introduction

Organizational change management (OCM) refers to the “the planned organizational-wide effort to increase individual and organizational effectiveness via behavioral science knowledge” (Johnson, 2019). This process can be incremental OCM or discontinuous OCM. Incremental change is more of an evolutionary form of change and usually internally driven. Discontinuous change is a revolutionary form of change, often unplanned and externally

driven. As induced by crises arising from the COVID pandemic, it is a case of discontinuous OCM.

This research aims to link OCM in the current context of the COVID pandemic which has urgently forged lifestyle changes that also affect many organizations (Vienne, 2020; Arruda, 2020; Friedman, 2020; India Today, 2020; Baker, 2020). Organizations like LGUs are urged to adopt new policies and dynamics in order to cope with the changing circumstances of a so-called new lifestyle. In light of these processes that engage all organizations, it is important to determine how they carry out the principles and mechanics of OCM, and how adapted the organizational constituents are to the drastic changes implemented in their organizations, particularly in the case of LGUs. Ideally, a change management plan can support a smooth transition and ensure that employees are guided through the change journey. Previous research on OCM has shown that approximately 70 percent of change initiatives fail due to negative employee attitudes and unproductive management behavior (Courtney, 2016).

The global COVID-19 pandemic has challenged organizations to manage their enterprises in newfound ways. In the short term, they're facing enormous scope changes to their business plans; in the long term, they must adapt and continue to make progress on their original goals. Expected change can be hard enough in ordinary circumstances (Burton and O'Neill, 2020). Structuring your OCM plan will better speak to the nature of your workforce so they become more elastic, which can enhance productivity and increase efficiencies. Organizations will be better positioned to deal with similar crises in the future, with the ability to scale up or down with ease. It comes down to the synergy between people, process and technology (Burton and O'Neill, 2020).

At the further end of this research thrust is the aim to develop an extension project or a battery of extension activities that the University can deploy through its own internal expertise for the benefit of the subject LGUs. In this regard, this research project further conceives of a "support structure" that it can implement via an extension project. Providing a support structure to the LGUs is essential to assist employees to emotionally and practically adjust to the change and to build proficiency of behaviors and technical skills needed to achieve desired results. Some change can result in redundancies or restructures, so you could consider providing support such as counseling services to help people navigate the situation.

In view of the objective of this study, it answered the following specific questions:

1. What are the components of the COVID 19-induced OCM framework of the LGUs when it comes to internal communication policies?

- a. Effective communication language;
 - b. Effective information-sharing mechanism;
 - c. Effective virtual interaction strategies; and
 - d. Effective remote working standards.
2. What is the attitude of female and male LGU employees on the changes in internal communication policies in their work station resulting from the COVID-19-induced OCM framework?
 3. What challenges are perceived by female and male LGU employees relative to the changes in internal communication policies resulting from the COVID-19-induced OCM framework?
 4. What support system can be provided by the University in the form of an extension project to assist LGUs in their OCM implementation of communication policies suited to the COVID pandemic?

Methodology

In terms of data gathering and analysis, this study used the method of gender statistics. As such, it organized and classified data as sex-disaggregated. According to the European Institute for Gender Equality or EIGE (2020 in De Vera, 2020), gender statistics rely on sex-disaggregated data and reflect the realities of the lives of women and men and policy issues relating to gender. Previous sex-disaggregated studies were also reviewed to solicit further analytical approaches when comparing and contrasting the accounts of sexes such as the nuances in the method used by Aquino and De Vera (2019).

The research objectives were resolved through the use of relevant data gathering tools that can enable a credible and exhaustive means to collect all pertinent and complete set of data. The tools include (a) structured interview; (b) perceptual questionnaires (Likert scale questionnaire); and (c) survey checklist. Data gathered from the different tools was analyzed by reporting directly results that can be quantified with corresponding descriptions and interpretations. Other data sets were analyzed phenomenographically.

The study aimed to describe the components of the COVID 19-induced OCM framework of the LGUs when it comes to internal communication policies, along four indicators, namely: (a) Effective communication language; (b) Effective information-sharing mechanism; (c) Effective virtual interaction strategies; and (d) Effective remote working standards.

On the sex distribution of the respondents, a fairly equal number of female (26 or 52.0%) and male (24 or 48.0%) employees were selected to participate, as they were drawn from specific LGU offices, i.e. Office of the Mayor (OM), Office of the Administrator (OA), Office of the

Secretary to the Sangguniang Bayan/Panlungsod (OS), Office of the Planning and Development (OPD), and Office of the Social Welfare and Development (OSWD).

The responses of the research participants were grouped into those derived from the “female respondents” and “male respondents”. Each group of data were analyzed phenomenographically, adopting the phenomenographic analysis procedure in the study of De Vera (2020). Accordingly, the responses in one group were analyzed closely in content to determine parallel or conceptually similar responses. Similar responses were paraphrased and listed as a single item, also called a descriptive category based on the method of phenomenography. The output of this analysis is that it generates two sets of phenomenographic accounts for female and male employees, respectively.

Results and Discussion

Components of the COVID 19-induced OCM framework for Internal Communication of the LGUs

Effective communication language. To ensure that the language used in the communication of COVID-related information are clear, authoritative, and eliminates gray areas and ambiguity, the following practices were noted: All offices are aware of the imperative of this indicator and they all partake in its actualization; Clarity and authoritativeness of communication are secured by quoting from credible legal or policy provisions issued from the national or provincial levels; Authoritativeness of communication is also instilled by putting them in the form of memoranda that mandate strict observance / compliance on certain instructions. Ambiguity and gray areas are eliminated by means of using varied media to communicate.

To ensure that communications highlight encouraging words for employees that value their efforts despite the crises they may be undergoing, the following practices are noted: Encouraging notes found in communications emphasize amenities and benefits that employees are entitled to receive, Encouraging communications are actualized also by means of meetings that tackle employees’ psychological or emotional state and economic well-being.

Effective information-sharing mechanism. To ensure that the information concerning COVID infection are shared among employees in ways that are transparent, clear, accurate and respectful of human rights, the following practices are noted: The subject matter of COVID related information communicated to employees has to do with “work from home policy”,

“protection from discrimination”, and “protection from COVID risks of infection”, although no mechanism is specified as to how these information are cascaded in ways that are transparent, clear, accurate and respectful of human rights, Transparency of communications is enabled by putting into place an official page as well as the release of memoranda and advisories.

To ensure adequacy of information venues for employees that guard them from the risks of COVID infection, the following practices are noted: Dissemination of information concerning COVID protection appears to be done through concrete operations instead of verbal advice, Dissemination of information concerning COVID protection is made available through the municipality’s official Facebook page; although there are no further indications how this mechanism is considered adequate.

Effective virtual interaction strategies. To ensure that avenues and strategies are in place to encourage virtual communications and minimize face-to-face interaction among LGU members or between LGU members and public clients, the following practice is noted: Virtual interaction among employees is instilled by means of “skeleton work arrangement”, “work from home arrangement”, and “virtual meetings”.

To ensure provision of guidance/ assistance/ consideration/ options for employees who may not have adequate skills or adequate access to virtual communication skills, the following practice is noted: No adequate provision of guidance/ assistance/ consideration/ options for employees who may not have adequate skills or adequate access to virtual communication skills.

Effective remote working standards. To ensure that performance quality standards are intact in order to secure employees’ continued productivity and accountability for duties despite the changes in working conditions or length of working hours, the following practices are noted: Accounts of employees’ productivity heavily relies on the information reflected on accomplishment reports they submit. There are no further mechanisms as to how such reports are verified or validated, Employee productivity is instilled by requiring some employees to report personally.

To ensure that the ethical standards and policies are intact so that employees’ communication activities among each other, with clients, or when it comes to data security are regulated, the following practices are noted: Ethical standards and policies are drawn from national laws such as Data Privacy Act, Civil Service Code, etc., Ethical standards are instilled through the imposition of certain communication protocols.

Attitude of female and male LGU employees on the changes in internal communication policies in their work station

The accounts of the LGU employees show that attitude towards changes in communication policies in LGU organizations is generally “positive” regardless of sex differences. However, some relatively slight differences are noted in the accounts of the sexes. Male employees seem to have very positive attitude in terms of two specific attitude indicators, i.e. (a) effective communication language, and (b) effective virtual interaction strategies. This is based on the fact that they indicated a higher level of favorability on a greater number of qualifying statements under these two indicators compared to the accounts of the female employees. As to the rest of the other indicators, the accounts between female and male employees are similar.

Challenges perceived by male and female LGU employees relative to the changes in internal communication policies

Findings were based on data sets that are sex-disaggregated to account for a separate inventory of the challenges for the female and the male employees per LGU.

Female employees

Effective Communication Language. Only one indicator of this area appears to give rise to challenge, to wit:

- *“Official communications circulated in your workplace are much clearer so as to prevent misinterpretation or beg for missing information, knowing that there are less opportunities for clarifying information”*

Corresponding to the above area-indicator, their challenge has to do with:

- *In terms of the policy on scheduled work from home, employees consider or misinterpret the adopted skeleton work arrangement as “Day Off”*

Effective Information Sharing Mechanism. Only one indicator of this area appears to give rise to challenge, to wit:

- *At this time of the COVID pandemic, there are official communications circulated in your workplace that update you of COVID-related information*

Corresponding to the above area-indicator, the challenge has to do with:

- *Information related to COVID-19 are limited to age, gender and barangay and sometimes the dissemination of COVID-update is late*

Effective Virtual Interaction Strategies. Two indicators of this area appear to give rise to challenge, to wit:

- *Lessen chances of physical or face-to-face interaction*
- *Provision of sufficient guidance and clarity on your use of virtual communication tools*

Corresponding to the above area-indicators, the challenges have to do with:

- *We do not practice skeleton workforce in our office*
- *Policies have not been implemented yet*

Effective Remote Working Standards. One indicator of this area appears to give rise to challenge, to wit:

- *The changes in the internal communication policies in your workplace during these times of the COVID pandemic enables employees to work as productive as the time before the pandemic*

Corresponding to the above area-indicator, the challenges have to do with:

- *Delay in the preparation of some paper works due to the skeleton workforce arrangement most especially if the assigned personnel is scheduled for work-from home*
- *The LGU adopted the skeleton workforce for its employees in order to minimize the crowd in the workplace but there is difficulty monitoring if the employees are indeed doing their work from home*

Male employees

Effective Communication Language. Two indicators of this area appear to give rise to challenge, to wit:

- *Communications circulated in your workplace are suited to make the employees feel good, convenient or satisfied despite the experiences of crises due to COVID pandemic*
- *Official communications circulated in your workplace are much clearer so as to prevent misinterpretation or beg for missing information, knowing that there are less opportunities for clarifying information*

Corresponding to the above area-indicator, their challenge has to do with:

- *We need a convenient standard of safety for employees in order to maintain adoption of new policies*
- *Everything is properly implemented but there is still room for further improvement.*
- *The need for more precise and timely information (OS)*

- *Some relevant policies not yet implemented as of the moment*
- *In terms of the policy on scheduled work from home, employees consider or misinterpret the adopted skeleton work arrangement as “Day Off”*

Effective Information Sharing Mechanism. Three indicators of this area appear to give rise to challenges, to wit:

- *At this time of the COVID pandemic, there are official communications circulated in your workplace that update you of COVID-related information*
- *Transparently inform you about COVID-related information that you need to know in your workplace for your safety*
- *Take into consideration respect for human rights and avoidance of discrimination*

Corresponding to the above area-indicators, the challenges have to do with:

- *COVID-related information are being disseminated late. Non-official information are being relayed and spread first*
- *Timeliness is still an issue*
- *Consistency is needed*
- *There is still a need to study this further*

Effective Virtual Interaction Strategies. Four indicators of this area appear to give rise to challenges, to wit:

- *Lessen chances of physical or face-to-face interaction*
- *Use of virtual interaction between the employees or external clients*
- *Use of virtual communication tools that are highly accessible on your personal end*
- *Provision of sufficient guidance and clarity on your use of virtual communication tools*

Corresponding to the above area-indicators, the challenges have to do with:

- *Most of the tasks are assigned in the office, we do not practice skeleton work arrangement. We recently have a 4-day work week*
- *There is difficulty in adopting to this system (virtual interaction with clients)*
- *Poor network signals interfere in the accessibility of virtual communication tools*
- *No currently established mechanisms / measures in providing sufficient guidance and clarity for employees on their use of virtual communication tools, although this plan is in progress*

Effective Remote Working Standards. One indicator of this area appears to give rise to challenge, to wit:

- *The changes in the internal communication policies in your workplace during these times of the COVID pandemic enables employees to work as productive as the time before the pandemic*

Corresponding to the above area-indicator, the challenges have to do with:

- *Delay in the preparation of some paper works due to the skeleton workforce arrangement most especially if the assigned personnel is scheduled for work-from home*
- *The LGU adopted the skeleton workforce for its employees in order to minimize the crowd in the workplace but there is difficulty monitoring if the employees are indeed doing their work from home*

Conclusions and Recommendations

Based on the merits and substance of the findings, the study draws several conclusions. The five (5) LGUs have implemented effective organizational change management as induced by the circumstances of the COVID pandemic, which is built on the four (4) components of an OCM Framework, although notwithstanding certain notable deficiencies and limitations in their implementation.

Across the 5 LGUs, the attitudes of the female and male employees to the new communication policies that were implemented as part of the organizational change management range from positive to very positive attitude. Male employees appear to have superior positive attitudes than their female counterpart in terms of “effective communication language” and “effective virtual interaction strategies”.

Common to the accounts of female and male employees across the 5 LGUs, there are certain OCM areas that pose no challenge to employees although in some areas, a fraction of employees belonging to some specific LGU departments encounter challenges. “Virtual interaction strategies” is the most challenging OCM area that employees encounter, regardless of sex, while the OCM area that incites the least challenge to employees is “effective remote working standards”.

On the merits of the salient research findings and the conclusions drawn therefrom, a corresponding set of recommendations are offered. Notwithstanding the commendable achievements of the LGUs in their respective conduct of OCM, there were notable deficiencies and limitations which are invoked by the LGU officials themselves. These point out to the areas in their OCM that require remediation and improvement that can be addressed through

systematic measures. One is through benchmarking with other LGUs since it was noted from the findings that OCM practices and policies differ across LGUs which open up to possibilities of sharing best practices among them. An alternative measure is for LGUs to avail of an OCM-related training program which can be extended by the University to orient them about mechanisms to improve and gender sensitize their respective OCM frameworks.

While it is commendable to note from research findings that female and male employees across the 5 LGUs have a generally positive attitude towards new communication policies in their workplace as a result of the OCM; nevertheless, the findings also took note that not all employees share the same positive attitude. As much as the sentiments of all employees must be considered important for the solidarity of the organization, it is recommended that LGUs adopt training venues related to OCM that can be deployed by the University in order to enhance the positive attitude of all female and male employees which is possible if they can better understand and appreciate the imperatives of implementing OCM as a coping mechanism during this COVID pandemic.

On account of the finding that there is a generous amount of challenges reported by both female and male employees related to their personal experiences on the new communication policies adopted as a result of the OCM, these can be treated as valid references that indicate the deficiencies and limitations of the current OCM framework being operated in the LGUs. As such, employees' challenges and difficulties can be alleviated with some rectifications and improvement of certain policies.

This study highly recommends the subscription of the LGUs of Pangasinan to the extension training program offered by the University through its ingrown academic expertise to assist the LGUs in advancing the efficiency of their implementation of OCM, and wherein the effects of the OCM are well-sensitized to the needs of both female and male employees.

There are two (2) sets of recommended extension projects that were based on the observed deficiencies or inadequacies in the existing OCM framework of the LGUs as described by the officials and managers of key departments. Another set of recommended extension projects draws from the inventory of challenges reported by female and male employees of the LGUs. Hence, the crafting of the extension programs fairly considered the needs of the managers as well as the lower rank employees to pave for a holistic approach in coming up with the contents and design of the recommended extension activities. This approach in designing the extension projects also fairly considered the Foucauldian concept of political equity in the balance of voices between superiors and subordinates in any organization (Medriano and De Vera, 2019).

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Linguistics Issues in the Qur'ān Translation:
A Study of Synonymy and Polysemy with Special Reference to
Yaqdhi and Yafsil (Judge)

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Abstract

This study investigated two linguistic phenomena in the Holy Qur'ān, namely, synonymy and polysemy. It examined the meanings of the Qur'ānic near-synonyms *yaqdhi* and *yafsil* (judge) and their English translations. It also investigated the meaning and the translation of Qur'ānic polysemous word *yaqdhi* (judge) in different Qur'ānic contexts. The study adopted the RC-S approach by Murphy (2003). It also adopted the qualitative approach for collecting and analyzing the data of the study. The exegeses of the Holy Qur'ān are consulted to identify the differences in meaning between the two Qur'ānic near-synonyms as well as the meanings of the polysemous Qur'ānic word *yaqdhi* (judge). The findings of the study revealed that both near-synonyms *yaqdhi* and *yafsil* (judge) share the denotative meaning 'judge' but differ in their connotative meaning in that *yaqdhi* (judge) is used when 'the judgment is made among people within the same nation. However, *yafsil* (judge) is used when the judgment is made among people from different nations such as Muslims and the Children of Israel. Moreover, the findings showed that the Qur'ānic polysemous word *yaqdhi* (judge) has five meanings including 'command', 'create', 'decide', 'determine' and 'reveal'. Besides, it is found that both translators rendered this word literally in many Qur'ānic contexts. Therefore, the present study highly recommends that the translators of the Holy Qur'ān should identify the differences in meaning between the Qur'ānic near-synonyms whenever they deal with words with similar meanings and ensure that the semantic differences are reflected in their translations. They should also take into account the various meanings of the polysemous words while translating the Holy Qur'ān.

Keywords: *Synonymy; Polysemy; Translation; Denotative Meaning; Connotative Meaning*

Introduction

Synonymy and polysemy are two dominant linguistic phenomena which proliferate in different languages. Such phenomena are highlighted in the following subheadings and a special focus is given to their usage in the Holy Qur'ān.

Synonymy

Synonymy is a linguistic phenomenon in semantics which exists in various languages. Such a phenomenon has been viewed similarly in one way or another by many linguists and semanticists (e.g. Murphy, 2003; Cruse, 2000). For instance, it is viewed as “a semantic relation between two or more lexical items which maps to the same meaning or concept” (Murphy, 2003) or “a semantic relation between lexical items whose semantic similarities are more prominent than their differences” (Cruse, 2003). In the same respect, Hameed (2020) explained that synonymy is a linguistic term that can be defined as two or more words of similar and/or the same meaning. She added that synonymous words can sometimes replace each other but not always (ibid). Furthermore, synonymy is seen as a semantic relation that binds two terms with the same denotative meaning which belong to the same word category but differ in form (Matulewska, 2016). Within such a semantic relation, there are various kinds of synonyms.

For instance, Murphy (2003) proposed that synonyms can be of two kinds, namely, logical synonyms and context-dependent synonyms. According to her, the logical synonyms could be also categorized into two kinds of synonyms, namely, sense as well as full synonyms. However, the context-dependent synonyms are all regarded as near-synonyms. Sense synonyms are also seen as words which have one or more meanings but differ in others while full synonyms refer to words that are identical in all senses (Murphy, 2003; Assaqaf, 2019). The lexical items ‘begin’ and ‘commence’ are instances of sense synonyms. These two verbs are considered sense synonyms because they have some senses in common while simultaneously vary in respect of their formality/informality. Literature (Murphy, 2003; Dolezal, 2013; Wang, 2016) reveals that such a kind of synonyms is very uncommon. Sense and full synonyms will not be discussed further in this study in that it is mainly concerned with near-synonyms.

Near-synonyms have been defined by many linguists. For example, they are defined as words which have similar but not identical meanings (Murphy, 2003), and as the words which share some but not all shades of meaning (Cruse, 2000). It is widely acknowledged that near-synonyms are more prevalent than the other two types of synonyms mentioned earlier i.e. full

and sense synonyms (O'Neill, 2018). The synonymous pair 'foggy' and 'misty' is an instance of near-synonyms as mistiness denotes a lower degree of fogginess. Another near-synonymous pair is 'pretty' and 'beautiful' which cannot be used interchangeably in all contexts (Haily & Jung, 2015). In fact, the topic of near-synonymy is interesting and challenging in the lexical semantics studies since understanding the nuances between near-synonyms is sometimes demanding, even for the native speakers (Wang, 2016). This study is mainly concerned with identifying the semantic differences between the selected two Qur'ānic near-synonyms *yaqdhi* and *yafsil* (judge) as well as the multiple meanings of the polysemous Qur'ānic word *yaqdhi* (judge). It also investigates how the semantic differences between the selected synonymous pair are reflected in the English translations and how the multiple meanings of the Qur'ānic word *yaqdhi* (judge) are considered in the English translation of the Holy Qur'ān.

Qur'ānic Synonymy

The Holy Qur'ān includes some words that, at first glance, seem to have identical meaning but when they are semantically analyzed, these words are found to convey different meanings. In the literature (e.g. Al-Sowaidi, 2011), these words are called Qur'ānic near-synonyms. In fact, the Qur'ānic near-synonyms are defined as words that share some but not all shades of meanings (Bint Al-Shaṭī, 1971; Omar, 2001; Al-Jarf, 2008). Abdul-Ghafour et al. (2017) added that "the Holy Qur'ān includes near-synonyms which have seemingly similar meanings but convey different meanings upon deeper analysis of the semantic constituents of these words. Such near-synonyms usually pose a challenge that often presents itself to the translators of the Holy Qur'ān". Moreover, Abdul-Raof (2018) clearly described the notion of the Qur'ānic near-synonyms by saying that "each lexical item in the Holy Qur'ān has its own inherent semantic componential features which can be slightly distinct from another lexical item that has its own innate semantic componential features claiming that the context and semantic componential features are the major factors in the selection of one word rather than the other" (p. 109). In a similar vein, Al-Shaṭī (1993) argued that each Qur'ānic near-synonym has a special meaning that cannot be conveyed by another Qur'ānic near-synonym even though such near-synonyms semantically look very similar. For instance, the near-synonyms العبيد *al'abīd* and العباد *al'ibad* are the Arabic equivalent of "the slaves" in English. Nevertheless, both convey slightly different senses and thus cannot be interchangeably utilized in the Holy Qur'ān. Issa (2011) explained that Al-Shaṭī makes a distinction between these two near-synonyms, claiming that العبيد *al'abīd* (the slaves) refers to "all creatures of Allah, as all of

them are created by Him and unwilling to act against His laws whereas the second item العباد *al'ibad* (the slaves) is specifically employed when the context is referring to the believers in Allah who obey all His orders with will and choice" (p. 32). Likewise, the synonymous pair اقسام *aqsama* and حلف *halafa* (swore) have semantic differences as the word اقسام *aqsama* (swore) means swore truthfully and implicates a true oath while حلف *halafa* (swore) means swore untruthfully and is used to implicate a false oath in the Holy Qur'ān (Abu Udah, 1985). Therefore, failing to understand the semantic differences between these two Qur'ānic near-synonyms leads to misunderstanding the message of the Qur'ānic verse. When it comes to the translation of the Holy Qur'ān, understanding the semantic differences between the Qur'ānic near-synonyms and reflecting these semantic differences in the translation might contribute to providing an accurate translation which might succeed in conveying the Qur'ānic message to the English reader. In fact, and as alQinai pointed out, in most of the English interpretations of the Quran (2012), cases of non-equivalence and untranslatability will be more frequent with plenty of scope for ambiguities, obscurities and fuzzy boundaries.

Literature (e.g. Abdullah, 2003; Ishrateh, 2006; Abdul-Ghafour *et al*, 2017a) shows that the differences in meaning between near-synonyms are context-dependent and thus the context should be analyzed so as to offer an adequate translation. More importantly, the Qur'ānic exegeses also have an essential role in providing the semantic differences between near-synonyms and thus make it easier for the translators of the Holy Qur'ān to render the Qur'ānic texts appropriately into the target language. Therefore, the selected Qur'ānic near-synonyms are examined in the light of the Qur'ānic exegeses taking into account the context in which they are used in the Holy Qur'ān. The present study will analyze the differences in meaning between the Qur'ānic near-synonyms *yaqdhi* and *yafsil* (judge), the reflection of the nuances between the Qur'ānic near-synonyms in the translation, the multiple meanings of the polysemous Qur'ānic word *yaqdhi* (judge) and the reflection of the various meanings of this word in the English translation.

Polysemy

Polysemy is a linguistic phenomenon which occurs when a lexical item has multiple senses (Falkum, 2011). Such senses are often derived from its essential meaning whereas the other meanings are considered as the extended meanings, some of which are peripheral since they are less frequently utilized in a natural language (Liu, 2013). For instance, the word 'head' in

the following sentences makes the differences between the essential and extended meanings clear to the reader:

- i) She nodded her head in agreement.
- ii) She resigned as the head of department.
- iii) The president sat at the head of the table.

Alnamer (2017) pointed out that the word ‘head’ as ‘the part of the body above the neck’ is regarded as the essential meaning. However, the other meanings conveyed by this word like ‘the person who is in charge’ as well as ‘the most important seat at a table’ in the second and third sentences are considered as the extended meanings of that word. In Arabic, this linguistic phenomenon (i.e. polysemy) is very common. The word عَيْن ^cayn (eye) has these meanings: spring, spy, the eye of a needle, completely right, essence, apartment, and the very place in the following Arabic expressions عَيْنُ الْمَاءِ ^cayn almā’, عَيْن ^cayn, عَيْنُ الْإِبْرَةِ ^cayn al-ibrah, عَيْنُ الصَّوَابِ ^cayn al-ṣawāb, عَيْنُ الْمَوْضُوعِ ^cayn al-almawḍu‘, الْعَيْنُ مَوْضُوعُ النِّزَاعِ ^cayn mawḍu‘ al-nizā‘, and عَيْنُ الْمَكَانِ ^cayn al-makān respectively. Such a linguistic phenomenon is also common in the Holy Qur’ān; this will be discussed in the next section.

Qur’ānic polysemy

Literature (e.g. Abdul-Ghafour et al, 2019) reveals that polysemous words are widely used in the Holy Qur’ān. For instance, the word *al-kitāb* (the book) is used in the Holy Quran with multiple senses. Abdul-Ghafour et al (2019) identified many meanings for the word ‘book’ such as the Holy Quran (Al-An‘ām: verse 92), a generic noun referring to all Holy Books (Al-Baqarah, verse 213), the term of waiting (Al-Baqarah: verse 235), the record (Al-Haqqah: verse 19), the decree (Al-Hijr: verses 4-5), and God’s legislation (Al-Nisā: verse 24). According to Abdul-Ghafour et al (2019), the multiple meanings of this word posed a challenge to the translators of the Holy Qur’ān and this polysemous word is rendered literally to the target language (i.e. English) as clearly put forward “there are some semantic differences between the selected Qur’ānic near-synonyms and that such semantic differences are not reflected in the English translations” (Abdul-Ghafour et al, 2020). In fact, the problem of the choice of the correct synonym has always been a difficult task for any specialist in the field of translation. In alQinai’s (2012) words:

The question of using synonyms in translating the Quran is a thorny issue that led to both different interpretations and different translations of the holy text. No matter how accurate or professional a translator attempts to be, Quranic translation has always been fraught

inaccuracies and the skewing of sensitive theological, cultural and historical connotations owing to the peculiar mechanism of stress, semantico-syntactic ambiguity, prosodic and acoustic features, the mesh of special rhetorical texture and culture-bound references.

Another example of the Qur'ānic polysemous words is the word *أمة* *ummah* (nation) which has various meanings in the Holy Qur'ān (Abobaker *et al*, 2012). It is found that it has nine meanings in the Holy Qur'ān, to mention but a few: a period of time (in surat Yusuf: verse 45), the leader of the people who teaches or guides the believers to the right path in their religion and life (in surat al-Nahl: verse 120), and a religion that some people follow (in surat al-Zukhruf: verse 22) (ibid). They concluded that the selected translations for their study provide a literal meaning for the lexical item *أمة* *ummah* (nation). They also claimed that the translators faced difficulties in conveying the intended meaning of this word to English due to its multiple meanings.

More recently, Abdul-Ghafour *et al* (2017a) studied the differences in meaning between *al-ʿafwa* and *al-maghfirah* (forgiveness). They pointed out that although both near-synonyms have the core meaning of 'forgiveness' in common, *al-ʿafwa* could be associated with rebuke and blame whilst *al-maghfirah* (forgiveness) is associated with the encasement, veil and concealment of the sin. Nevertheless, these differences in meaning are not considered in the English translation of the Holy Qur'ān.

The current study investigates the meaning and the translation of two words *yaqdhi* and *yafsil* (judge) in that they exhibit two semantic relations, namely, synonymy and polysemy. On the one hand, there are some differences in meaning between the two lexical items, and more significantly the word *yaqdhi* (judge) is polysemous having multiple meanings, on the other. This study examines the contextual significances of the two selected Qur'ānic near-synonyms based on the exegeses of the Holy Qur'ān. Furthermore, it highlights the meanings of the polysemous word *yaqdhi* (judge) and investigates how the two words *yaqdhi* and *yafsil* (judge) are rendered into English. More particularly, the study casts light on how the differences in significance between the two near-synonyms *yaqdhi* and *yafsil* (judge) are translated in two English translations of the Holy Qur'ān. The current study offers an insight into the semantic differences between the Qur'ānic near-synonyms and the meanings of the polysemous Qur'ānic words and how such differences in meaning should be considered when translating the Holy Qur'ān.

Objectives of the Study

1. To identify the contextual meanings of the Qur'ānic near-synonyms *yaqdhi* and *yafsil* (judge).
2. To compare the meaning of contextual meanings of the Qur'ānic near-synonyms *yaqdhi* and *yafsil* (judge).
3. To identify the meanings of the polysemous Qur'ānic word *yaqdhi* (judge), and how such meanings are reflected in the selected English translations of the Holy Qur'ān.
4. To investigate how the semantic differences between the Qur'ānic near-synonyms *yaqdhi* and *yafsil* (judge) are reflected in the selected English translations of the Holy Qur'ān.

Theoretical Framework

This study uses the Relation by Contrast Approach to Synonyms (henceforth RC-S) by Murphy (2003) as a theoretical framework for the data analysis. The RC-S approach explains synonymy in respect of the minimal semantic differences that exist among synonyms. In fact, Murphy pointed out that in any set of different word forms having similar denotations, there can be a minor semantic difference in either denotative and/or expressive meaning between synonyms. Consequently, the semantic differences between the synonymous pairs could be explained based on the proposed parameters:

Denotative Meaning

Denotation refers to “the relationship between sense and reference, and the sense of a word is the set of conditions on the word's reference (Murphy, 2003, p. 148). In fact, Hatim and Mason (1997) differentiated between two kinds of meaning, namely, denotative as well as connotative meanings saying that denotation covers the primary referential meanings of a given word while connotation refers to the additional meanings that a word has beyond its primary, referential meaning, e.g. notorious means ‘famous’ but with negative connotations. The connotative meaning is also called expressive meaning by Murphy (2003) and will be highlighted in the next section.

Expressive Elements of Meaning

Expressive meaning includes connotative meaning, affective meaning, and other social information that gives denotatively similar lexical items different significance without influencing their contributions to the truth-conditions of a sentence (Murphy, 2003).

- a. Connotation is defined as “the additional meanings that a word or phrase has beyond its central meaning” (Richards & Schmidt, 2002, p. 108). It includes associations that do not directly impact the conditions on reference, but which might give some slant to the description (Murphy, 2003).
- b. Affect is a non-denotative meaning that is related the attitude of a speaker toward the subject at hand (Murphy, 2003).
- c. Social information: Other aspects of social meaning include register, jargon, dialect, and other sub-varieties of a language or vocabulary (Murphy, 2003).

Although many scholars have contributed to the literature on denotation, such as Newmark (1988), Larson (1984) and Hatim and Mason (1997), this study adopts the RC-S approach because it provides a framework for explaining the semantic differences between the near-synonyms. Based on the RC-S approach, the denotative meaning of the selected Qur'ānic near-synonyms will be examined based on their Qur'ānic context and the meanings of the polysemous word *yaq^dhi* (to judge) and the differences in meaning among the Qur'ānic near-synonyms will be analyzed. In conclusion, the present study examines how the differences in meaning between the Qur'ānic near-synonyms are considered in the English translations.

Methodology

The current study examined the contextual meanings of the Qur'ānic near-synonyms *yafsil* and *yaq^dhi* (judge). The two Qur'ānic near-synonyms are specifically chosen in this study for several reasons. First, the semantic differences between the two near-synonyms, *yafsil* and *yaq^dhi* (judge) are subtle and even the non-specialist native Arabic speakers cannot easily understand such semantic differences between them. Second, these two near-synonyms occur frequently in the Holy Qur'ān. Third, these Qur'ānic synonymous words show two semantic relations: polysemy as well as synonymy and thus the two synonyms pose a challenge to the translators of the Holy Qur'ān.

Moreover, this study adopts two English translations of the Holy Qur'ān, namely, Irving (2002) and Arberry (2003). Irving was an American Muslim author, professor and scholar. He wrote the first American English translation of the Qur'ān which was published in 1985. On the other hand, Arberry was a non-Muslim American scholar and the translator of *The Koran Interpreted* which was first issued in 1955. In fact, the translations of Irving (2002) and Arberry (2003) are selected for many reasons. First, both translators adopt various translation approaches while translating the Holy Qur'ān. Irving (2002) adopts a communicative approach (i.e. a translation

approach which introduces the Holy Qur'ān in a communicative contemporary English) whereas Arberry employs a literal approach (i.e. an approach to translation that allows the source language to have dominance over the target language) in his translation. Therefore, the study examines how translators, following two different translation approaches, consider and reflect the differences in meaning between the Qur'ānic pair. Second, both translators have various religious backgrounds in that Arberry is a non-Muslim while Irving is a Muslim. Hence, the study investigates how two translators with different religious backgrounds perceive and render the meanings of the Qur'ānic near-synonyms into English. Furthermore, the translation of the Holy Qur'ān by Arberry is regarded as the most faithful translation carried out by a non-Muslim native speaker of English as his translation was addressed to the English readers living and born in the West (Al-Azzam, 2005). Additionally, the translation of the Holy Qur'ān by Irving is also written in modern English. Irving employed the simplest available word so that its message can easily be perceived by the Muslim child as well as the interested non-Muslims.

The present study is primarily based on many exegeses of the Holy Qur'ān and commentary books. The exegeses of Ibn ʿĀshūr (1984) and Al-Shaʿrāwī (1991) are chosen because the exegetes explained the semantic differences between the Qur'ānic near-synonyms. These specific Qur'ānic exegeses explain the differences in meaning between the Qur'ānic near-synonyms and the meanings of the polysemous words, and thus they facilitate the analysis of study data. Other exegeses like Al-Zamakhsharī (2009), Al-Qurṭubī (2006), Al-Maḥalī & Al-Suyūfī (2003), Al-Ṭabarī (2001), and Al-Alūsī (1995) are also referred to as they are prominent (Abdul-Raof, 2001). Such exegeses are considered prominent and reliable as they provide the precise meanings of the Qur'ānic near-synonyms and consequently they are useful in explaining the context of these Qur'ānic verses that need substantial attention as the words of God.

Procedures

To accomplish the study objectives, the researcher went through several steps. Firstly, the Qur'ānic verses in which the chosen Qur'ānic near-synonyms are employed were identified and then presented with the Irving (2002) and Arberry's (2003) English translations. Then, the contextual meanings of the selected Qur'ānic near-synonyms were discussed on the basis of the exegeses of the Holy Qur'ān. Furthermore, the differences in meaning that take place between them were also explained on the basis of many classical and modern exegeses, commentary books, various linguists' views, English and classical and modern dictionaries,

Arabic-English lexicons, etc. In addition, the meanings of the polysemous lexical item *yaqdhi* (judge) were identified based on the contexts in which they are utilized. Finally, the study investigated how the differences in meaning between the chosen Qur'ānic near-synonyms are rendered into English and how the meanings of the polysemous word are also rendered into English while translating the Qur'ānic texts.

Results

This section provides the analysis of the data and the findings of the study. It presents the contextual meaning of the selected Qur'ānic near-synonyms as well as the polysemous Qur'ānic words.

Analysis of the Meanings and Translation of the Two Near-Synonyms

This section provides the contextual meanings of *yaqdhi* and *yafsil* (judge), their semantic differences and their English translations by Irving (2002) and Arberry (2003).

1- *Yaqdhi* (judge)

Qur'ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
<p>قال تعالى: "إِنَّ رَبَّكَ يَقْضِي بَيْنَهُمْ يَوْمَ الْقِيَامَةِ فِيمَا كَانُوا فِيهِ يَخْتَلِفُونَ" (17) الجاثية</p>	<p>"Your Lord will judge among them on Resurrection Day concerning anything they may have been differing over" (Al-Jathiyah: 17)</p>	<p>"Surely thy Lord will decide between them on the Day of Resurrection touching their differences" (Al-Jathiyah: 17)</p>

This verse gives clear illustrations of the commandment of Islam about what is unlawful and lawful and the Mission of the Prophet Mohammad and how people are the same in terms of his Mission. It states that the Lord will surely judge between them on the Hereafter in respect of what they used to differ in (Al-Sharawi, 1991, Ibn Ashur, 1980, Al-Maḥallī & Al-Sayyūfī, 2003). In terms of the contextual meaning of the Qur'ānic word *yaqdhi*, it denotes 'judge' and

it is specifically used when the context refers to disagreement among people within the same nation (Al-Samara'i, 2003).

2- *Yafsil* (judge)

Qur'ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
<p>قال تعالى: "إِنَّ رَبَّكَ هُوَ يَفْصِلُ بَيْنَهُمْ يَوْمَ الْقِيَامَةِ فِيمَا كَانُوا فِيهِ يَخْتَلِفُونَ" (25) السجدة</p>	<p>"Your Lord will sort them out on Resurrection Day concerning whatever they have been differing over" (Al-Sajdah: 25)</p>	<p>"Surely thy Lord will distinguish between them on the Resurrection Day, touching that whereon they were at variance" (Al-Sajdah: 25)</p>

This verse was revealed upon the Prophet Mohammed to inform him that Allah will surely judge between the believers and disbelievers on the Hereafter regarding which wherein they used to oppose and differ in matters of religion (Al-Sharawi, 1991, Ibn Ashur, 1980, Al-Maḥallī & Al-Sayyūṭī, 2003). Al-Zamakhsharī (2009) maintained that *yafsil* (distinguish) in this verse means ‘distinguish’ between those who are right and others who are wrong. It is noticed that the contextual meaning of the Qur’ānic word *yafsil* is used when the context refers to the disagreement between different nations such as Muslims and the Children of Israel (Al-Samara'i, 2003). In Arabic, the word ‘*yafsil*’ involves using a divider to separate two different things (Majd-Addin, 2013). It is worth noting that the word ‘*yafsil*’ in this verse cannot be used interchangeably with the word *yaqdhi* (judge) used in the Qur’ānic verse discussed in the first example. In fact, English does not provide words which convey exactly the meaning of both Qur’ānic words i.e. ‘*yaqdhi*’ and ‘*yafsil*’ in these two Qur’ānic verses.

Coming to the analysis of the translation of the Qur’ānic near-synonyms, it is noticed that the word *yaqdhi* (judge) in the first verse is rendered into ‘judge’ by Irving (2002) and ‘decide’ by Arberry (2003). Although both words convey part of the meaning (i.e. to make judgment about something), they do not convey the other part of meaning (i.e. the judgment is made between different nations or within the same nation). This can be only conveyed through using footnotes. Therefore, it would have been better had the translators presented a footnote which explains this meaning.

Multiple Meanings of *Yaqdhi* (Judge)

1- The meaning of *yaqdhi* (judge) as *ya'mur* (command)

Qur'ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
قال تعالى: ﴿وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا﴾ (سورة الإسراء: 23)	“Your Lord has decreed that you should worship nothing except Him, and [show] kindness to your parents” (Al-Isra’a: 23)	“Thy Lord has decreed you shall not serve any but Him, and to be good to parents, whether one or both of them attains old age with thee” (Al-Isra’a: 23)

This verse is interpreted by (Al-Sharāwī, 1991, Ibn Ashur, 1980, Al-Maḥallī & Al-Sayyūfī, 2003) as follows: Allah has decreed and has commanded that you worship Him but not others and that you show parents great kindness by being dutiful to them. It is argued that the word *qadha* (decreed) in this Qur'ānic context means ‘commanded’ (Ibn Kathir, 1999; Al-Zamakhsharī, 2009) and implicates obligation (Ibn Ashur, 1980). Based on the discussion of the contextual meaning of the Qur'ānic word *qadha* (decreed), it can be concluded that the denotative meaning of this word is ‘command’ or ‘ordain’. This word is rendered appropriate by both translators as “decree”. In English, this word (i.e. decree) means “to give an official order” (Longman Dictionary of Contemporary English, 2007) which conveys the meaning of this word in this Qur'ānic context.

2- The meaning of *yaqdhi* (judge) as *yakhluq* (create)

Qur'ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
قال تعالى: ﴿فَقَضَاهُنَّ سَبْعَ سَمَوَاتٍ فِي يَوْمَيْنِ﴾ (سورة فصلت: 12)	“He determined there should be seven heavens [constructed] within two days”	“So He determined them as seven heavens in two days, and revealed its commandment in every heaven” (Fusilat: 12)

This verse is interpreted as follows: Allah has created them (i.e. the seven heavens) in two days, namely, Thursday and Friday. Ibn Ashur (1980), Al-Sharāwī (1991) and Al-Zamakhsharī (2009) interpreted the Qur’ānic word ‘*qadha*’ (determined) in this Qur’ānic context as “created and completed”. Therefore, it is revealed that the denotative meaning of this Qur’ānic word *yaqdhi* (determined) is “created and completed”. This Qur’ānic word is translated as “determined” by both translators. In English, the word “determine” means “to decide to do something” (Longman Dictionary of Contemporary English, 2007) which does not exactly reflect the denotative meaning of this word in this Qur’ānic context. It is also noticed that Irving (2002) compensated the meaning loss by providing the word (constructed) later in the text though this word can be easily translated to English by providing its equivalent (i.e. created). Therefore, it would have been better had the translators rendered this word as “created” or “completed”. Such renditions do reflect the intended meaning of this Qur’ānic word.

3- The meaning of *yaqdhi* (judge) as (decide)

Qur’ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
<p>قال تعالى: ﴿ فَاَقْضِ مَا أَنْتَ قَاضٍ إِنَّمَا تَقْضِي هَذِهِ الْحَيَاةَ الدُّنْيَا ﴾ (آية 72 سورة طه)</p>	<p>“Decide anything you may decide; you are no judge: You will only decide during this worldly life” (Taha: 72)</p>	<p>“Decide then what thou wilt decide; thou canst only decide touching this present life” (Taha: 72)</p>

This verse is interpreted by (Ibn Ashur, 1980, Al-Maḥallī & Al-Sayyūfī, 2003) as follows: ‘the magician said to Pharaoh ‘decree what you will decree which means ‘proceed to do what you want to do’ when he threatened to cut off their hands and feet on opposite sides because they believed in Allah. Al-Sharawī (1991) and Ibn Kathir (1999) also explained that this word means ‘sentence us with whatever sentence you wish or do any other things’. This word *iqdhi* (decide) in this Qur’ānic context means ‘judge’ (Al-Qurtubī, 2006) and ‘do’ (Ibn Kathir, 1999; Al-Baghawī, 1999). Based on the discussion of the contextual meaning of the Qur’ānic word *iqdhi* (decide), it is shown that it means ‘decree’. It is noticed that both translators rendered this word appropriate as ‘decide’. In English, this word means ‘to make official judgment’

(Longman Dictionary of Contemporary English, 2007) which reflects the meaning of the Qur'ānic word in this context.

4- The meaning of *yaqdhi* (judge) as 'decided'

Qur'ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
قال تعالى: ﴿قَضَى الْأَمْرَ الَّذِي فِيهِ تَسْتَفْتِينَ﴾ (سورة يوسف: 41)	“The case has been decided which you have been seeking my opinion about” (Yusuf: 41)	“The matter is decided whereon you enquire” (Yusuf: 41)

This verse explains part of the story of Prophet Yusuf when he interpreted the dreams of his fellow prisoners. This verse is interpreted by (Al-Sharawī, 1991, Ibn Ashur, 1980, Al-Maḥallī & Al-Sayyūfī, 2003) as the matter you sought opinion about or the case judged regarding which you did inquire has been decided by God. Al-Zamakhsharī (2009) explained that this verse means that what is said in the interpretation of your dreams would definitely happen as such interpretation is based on the special knowledge granted to him (i.e. the Prophet Yusuf) from his Lord. Based on the discussion above regarding the contextual meaning of the verse, it can be concluded that the word *qudhiya* denotes 'decided'. This Qur'ānic word is rendered appropriate in the target language as 'decided' by both translators.

5- The meaning of *yaqdhi* (judge) as *yuqarir* (determine)

Qur'ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
قال تعالى: ﴿إِذَا قَضَىٰ أَمْرًا فَإِنَّمَا يَقُولُ لَهُ كُنْ فَيَكُونُ﴾ آية 35 سورة مريم	“Whenever He determines upon some matter, He merely tells it: Be!, and it is” (Maryam: 35)	“When He decrees a thing, He but says to it 'Be,' and it is” (Maryam: 35).

This verse is interpreted by (Ibn Ashur, 1980, Al-Sharawī, 1991, Al-Maḥallī & Al-Sayyūfī, 2003) as follows: When Allah determines anything based on His will, He just says to it 'Be'.

An example of this is the case of creating Prophet Jesus without having a father (Al-Sharawī, 1991). Based on the contextual meaning of this word *qadha* (decide), it is revealed that this word means ‘determined’. However, this Qur’ānic word was rendered differently by both translators and was translated as ‘determine’ by Irving (2003) and ‘decrees’ by Arberry (2003). In English, the word ‘decree’ means ‘to make an official judgment or to give official order’ while the word ‘determine’ means to officially decide something. Consequently, it can be said that the rendition of *qadha* as ‘determined’ by Irving (2003) is more appropriate than ‘decree’ presented by Arberry (2003). It seems that translating the Qur’ānic word *qadha* in this Qur’ānic context as ‘decrees’ is literal and does not convey the denotative meaning of the word in this Qur’ānic context.

6- The meaning of *yaqdhi* (judge) as (reveal)

Qur’ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
<p>قال تعالى: ﴿وَمَا كُنْتَ بِجَانِبِ الْغَرْبِيِّ إِذْ قَضَيْنَا إِلَى مُوسَى الْأَمْرَ وَمَا كُنْتَ مِنَ الشَّاهِدِينَ﴾ (سورة القصص: 44).</p>	<p>“You [Muhammad], were not (present) on the western slope when We settled the matter for Moses, nor were you a witness” (Alqasas: 44)</p>	<p>“Thou wast not upon the western side when We decreed to Moses the commandment, nor wast thou of those witnessing” (Alqasas: 44)</p>

This verse is interpreted by (Al-Sharawi, 1991, Ibn Ashur, 1980, Al-Maḥallī & Al-Sayyūfī, 2003) as follows: O Prophet Mohammed, you were not on the Western side of the mountain when We revealed to Moses the commandment to convey to Pharaoh and his people the Message and you were not among those who were present. Besides, it is claimed that the matter that was revealed upon Moses was the Prophecy (Ibn Ashur, 1980) or revelation (Al-Alūsī, 1995; Al-Baghawī, 1999; Al-Zamakhsharī, 2009). Based on the above discussion, it seems that the contextual meaning of this Qur’ānic word is ‘revealed’ and consequently the meaning of the whole verse will be ‘We revealed to Moses the commandment’. Coming back to the translation of this Qur’ānic word, it is shown that it is rendered inappropriate in the target language by both translators. It is literally translated as “decreed” by Arberry (2003) and

“settled” by Irving (2002). In English, the denotative meaning of ‘decree’ is ‘to make an official judgment or to give an official order’ while ‘settle’ means ‘to decide to do what you are going to do’ (Longman Dictionary of Contemporary English, 2007). Therefore, it would have been better had the translators rendered this word as ‘revealed’. Such a rendition conveys the intended meaning of *qadhā* in this Qur’ānic context.

7- The meaning of *yaqdhi* (judge) as (reveal)

Qur’ānic verse	Translation by Irving (2002)	Translation by Arberry (2003)
<p>قال تعالى: ﴿وَقَضَيْنَا إِلَيْهِ ذَلِكَ الْأَمْرَ أَنَّ دَابِرَ هَؤُلَاءِ مَقْطُوعٌ مُصْبِحِينَ﴾ (الحجر: 66)</p>	<p>“We have passed judgment on that case for him so that those people's last remnant shall be cut off once morning dawns for them”. (Al-Hijr: 66)</p>	<p>“And We decreed for him that commandment, that the last remnant of those should be cut off in the morning” (Al-Hijr: 66)</p>

This verse is interpreted by (Al-Sharawī, 1991, Ibn Ashur, 1980, Al-Maḥallī & Al-Sayyūfī, 2003 & Al-Zamakhsharī, 2009) as follows: And We revealed to him the matter which was that these sinners were to be eradicated by morning. Ibn Ashur (1980), Al-Sharawī (1991) and Al-Zamakhsharī (2009) confirmed that the word *qadhaina* (decreed) in this particular context means ‘revealed’. In terms of the translation of this lexical item offered by both translators, it is noticed that it is translated literally as ‘passed judgment’ by Irving (2002) and as ‘decreed’ by Arberry (2003). Such renditions are literal and do not convey the meaning of this Qur’ānic word appropriately. Therefore, it would have been better had the translators translated this word as ‘revealed’; this translation is more precise and reflects the meaning of this word in this Qur’ānic context.

Conclusion

This study investigated the meanings of the Qur’ānic near-synonyms *yaqdhi* and *yafsil* (judge) and their English translation by Irving (2002) and Arberry (2003). Then, it investigated the Qur’ānic polysemous word *yaqdhi* (judge) in different Qur’ānic contexts. The findings revealed that both near-synonyms *yaqdhi* and *yafsil* (judge) share the denotative meaning

‘judge’ but differ in their connotative meaning in that *yaqdhi* (judge) is used to refer to the fact that ‘the judgment is made among people within the same nation. However, *yafsil* (judge) is used when the judgment is made among people from different nations like Muslims and the Children of Israel. This finding is congruent with that found by Abdul-Ghafour et al (2017a) who claimed that there are slightly different meanings among the Qur’ānic synonyms. It is also noticed that English does not provide words which convey these meanings. Consequently, the renditions offered by both translators partially convey the meaning of the Qur’ānic words. In other words, there is a meaning loss in the translation of this near-synonymous pair. Owing to such loss, in the words of Abdelaal et al. (2015), translators of this holy book have been critiqued for their inability to completely convey the true and accurate meanings of the Holy Qur’ān.

Moreover, the findings of the study revealed that the Qur’ānic word *yaqdhi* (judge) is polysemous and has five meanings including ‘command’, ‘create’, ‘decide’, ‘determine’ and ‘reveal’. It is also found that both translators rendered this word literally in some Qur’ānic contexts. This finding is in line with that found by Abdul-Ghafour et al (2019) who argued that some of the Qur’ānic words are polysemous and convey different meanings in different contexts. Therefore, the present study highly recommends that the translators of the Holy Qur’ān should look for the differences in meaning between the Qur’ānic near-synonyms whenever they deal with words with similar meanings and make sure that the semantic differences are reflected in their translations. Whenever the readers or translators of the Holy Qur’ān find a word with polysemous meanings, they should consult as many exegeses of the Holy Qur’ān as possible and select the agreed meaning among several prominent exegetes.

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**Investigating the Professional Development of College Teachers towards
Using Computer Aided Instruction (CAI) to Teach English:
A Study of Saudi Classroom Context**

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Abstract

The greatest innovation of technological aspect in various disciplines recall training of English instructors in competitive world. The government of Saudi Arabia has previously contributed tons to endeavor (public) money for take on current instruction projects to utilize Information Communicative Technology (ICT) to enhance professional training of English instructors to teach English at college stage within context of Saudi Arabia. Current project applies (TAM) as a hypothetical model for investigating the impacts of various variables on the perceptions of educators towards utilizing technology for their professional development in context of Saudi Arabia. The ongoing review explores the impact of perceived convenience and usability on the disposition and planned utilization conduct of teachers of English towards utilization of technological gadgets. Notwithstanding, these two elements acquired from TAM are circled with three different factors: social impact, working with conditions and the executives supports the model. To gauge the conjectured model, study applied a survey with participants that have been selected randomly from 10 distinct colleges in realm of Saudi Arabia. The sum of 421 substantial reactions got through web-based survey from the instructors was utilized for the examination to accomplish research goals and speculations for testing. The analysis was processed with (SEM). It was utilized to analyze given data. Findings have exceptionally uplifted and offered the adequate help to the proposed model of the paper, which comprised of TAM as the ground based theory. As indicated by TAM, the following hypothesis went

significant and stated valid results both on postulations of TAM. These speculations were tracked down critically and accordingly gave an outer legitimacy to the TAM propositions. Moreover, the discoveries proposed that social impact, the support of management, and working with conditions are significant elements that impact people's expected way of behaving towards utilization of technological gadgets in guidance of their development of profession.

Keywords: College, English, Professional Development, Saudi Arabia, TAM

Background of Project

The professional competence is critical for the financial outcome of social orders (Lipnevich, MacCann, Krumm, Burrus, and Roberts, 2011). It is likewise significant to logical and mechanical improvement of nations (Enu, Agyman, and Nkum, 2015). On the grounds that mental abilities to enhance in field of English to understand different disciplines including designing, medical and engineering sciences, the sociologies and, surprisingly, the arts (Patena and Dinglasan, 2013; Phonapichat, Wongwanich, and Sujiva, 2014; Schofield, 1982). Abe and Gbenro (2014) bring up training of instructors as assumes to be multi-layered part for science and innovation that extended to different sections in all fields of study, innovation as well as business endeavors. It is because of its significance that training of instructors overwhelms, the subject achieved a key position in school educational plan. As per Ngussa and Mbuti (2017), for training of language educational program, planned towards furnishing learners with information also abilities for fundamental to impact the mechanical world. The hypothetical system for study depends on constructivist approach of Piaget and Bruner's work, as well as Resnick's (1987) contribution namely, "The Reasoning of Educational plan." From perception, the training of instructor's professionally is viewed as one of the focused subjects of educational program generally. Subsequently, worldwide, it is necessary from kindergarten to school (Ding, Melody, and Richardson, 2007). Brothen and Wambach (2000) expressed that the intricate idea of training upholds a constructivist hypothesis of realizations, which makes it reasonable for supported guidance. He made a sense of that youngsters at this stage cannot think dynamically and incorporates an immense measure of information. It is manner in which conventional guidance presents the information. The utilization of this supported guidance to show 8-year old students' in training might give students the substantial materials in recreated structures. It is proposed that this furnishes students with the chance for dynamic support and connection in the class. Zhao placed that this would empower them to have the substantial relationship with materials required as they effectively take part in learning of language and to

teach it according. From various researches, the numerous illustrations in research trainings from however right on time as Grade 2 seem to be shown in training to teach. This just confounds the students. The assistance of computer in guidance of training of instructor's professionally helps in illustrations to bring the normal setting and emblematic learning comparative with that age. The assistance of computer advances the improvement of the mental abilities of the kid at this stage. The scientist subsequently recommended that at this degree of mental turn of events, the students are confronting many difficulties. To address a portion of the difficulties, it very well might be savvy to involve computer that helped in guidance of training illustrations.

Introduction

The presentation and utilization of aspect of technology in training is viewed as a fundamental method for acquiring expertise that is crucial for progress in the current worldwide labor force (Schrum and Levin, 2009). The utilization of PCs in the professional development of language instructors could improve learners' learning and it very well may be utilized to challenge and broaden learners' learning and grasping (Edwards and Wright, 2005). Educators are depicted as the "change specialists in schools" and an instructor needs mindfulness, inspiration and abilities to investigate various ways that technological gadgets can uphold the instruction in the trainer's classroom (Teo, 2008, p.421). In the beyond five years, the Saudi Middle Eastern Service of Schooling has carried out another professional educational plan that has endeavored to involve assistance of computers as similarly to evolve countries like the UK and the US (Jurdak, 2009). Another way to deal with training of instructors professionally has been utilizing assistance of computer technology applied to all region of the new auxiliary training educational plan (Obeikan Schooling, 2013b). Few researchers condemned the traditional teaching method, considered ubiquitous system of ICT within 'Net' age that right now made fundamental for consolidating it in schooling (Jones and Cross, 2009). In addition, advantages towards consolidating aspect of technology in dealing with numbers have been found numerable in different contexts. In any case, the issue is not mechanical only however it has been educational. As Cost and Kirkwood (2008) places, it is extremely challenging to know why, how and when to utilize the learning through technological gadgets. As of late, some training specialists have recommended that things will not improve in the event that we simply based on technology in our lecture halls. They propose taking on a fairer worldview which should recognize the way that the technology is not "a significant piece of the answer... however in-genuine for this stage" for remodeling schooling in practically all parts of subjects.

Teachers should consider moving from integrating "technological aspect for the motivation of students" as a device for self-learning towards making a student driven framework.

Problem Statement

In the Saudi context, trainer guidance applications are portrayed as "unmethodical" and "inadequate"; as an end result, there is a name for extra improvement in EFL trainer schooling applications with a planned way to deal with training and education in administration. This in turn affects students' language skills and language performance. Several tests have been aimed at introducing variables that make contributions to EFL PD akin to character modifications in students' exercise, views and beliefs, and fulfillment. Several earlier researches suggest greater subject with pre-service software practice within the Saudi context, as EFL educators who switch from teacher training of colleges that take delivery of a class lasting for 60 hours over 15 weeks. This direction consists of displaying strategies with the aid of which these strategies are progressed in school for the duration of the above time frame. As a result, the capability stage of maximum Saudi English instructors is perceived as low. In this way, there is a requirement for the preparation of administrative pedagogues and the setting of plans and projects for pre-services instructors later on (Al-Seghayer, 2011).

Significance of Study

The current review would assist us with getting valuable perception so we might be capable to better coordinate CAI in Saudi classroom settings. There are generally acknowledged hypotheses within field that highlights careful elaboration for changed cycles connected with reception for development. Considerable reforms have been found at present that occurs in the Saudi context are important to keep up with the huge changes in all fields of study and in improving of educational plans. Changes are advanced to make up for the distort conditions in past, with the English language that proved to have a huge range of meaning in terms of changes to read and the act of new speculations about educating the language. The education and training of instructors is of vital importance in this great progress.

CAI in Saudi Arabia

Tragically, regardless of laying out projects that Tatweer (2008) acclimatized ICT within training; consolidation of technological gadgets inside the Saudi schools has run over various different issues. It is for instance, the absence of execution of plan, the preparation and the capabilities, the educational based data, the inspiration, as well the negative ways of students

to behave with restricted examination cultures (AlKahtani, 2007; Al-Rojaie, 2011; Khan, 2011; Soomro and Almaki 2017). Considering of the above issues confronting CAI usage in various learning contexts throughout globe, it includes the state, Saudi Arabia, the writing proposes for a move towards point changing of the executives and dispersion of advancement viewpoints. The reception of advancements, like CAI in Saudi Arabia, could be surely known according to the point of view of progress of the management. Consequently, change of hypothesis has been essential to the conversation about the acknowledgment of CAI Change hypothesis. It can possibly present as well as empower educators and strategy producers to foster better comprehension of how developments, like CAI, are to be taken on in instructive guidance. Fullan (1991) stated directions to be hardly nourished on the off chance that individuals are not having a superior comprehension of the educational change, thinking and rationale behind it, the benefits and advantages of it, and the approaches to taking on it. In this way, the misconception became motivation behind for progresses that adopters are disappointed in taking advantage for varied projects. Thus, comprehension for progress became vital to fruitful execution of innovation which might actually be better perceived through change of the hypothesis. It is fit for assisting us with understanding of the difficulties with a development. It might face when acknowledged in different settings.

Professional Development of Instructors

Professional Development of teachers is characterized as 'the instructors to get the hang of, they discover how to learn and change their view of training to support the development of their college students'. Through this, instructors can no longer be taken into consideration as solely enforcing schemes for training, but as dynamic arbiters and workers on knowledge of data describes PD services as intentional efforts to result in changes in the practices, perspectives, and ideals of instructors and in learner's mastering results. There's evidence that PD can bring about modernization of educational practices and learning within the many fields of study. In addition, it can increase instructors' use of detailed practices inside the local environments, consisting of dynamic communicative master on testing the immediate impact of an escalated and prepared PD application on instructors' time and verbal exchange in Spanish at some stage in English language learner events. The remedy for implications has shown the viability of the PD application for teacher training, thinking about the term and the scholars' language success. It is through many other studies that the meeting received three guides of sixteen conferences. It received better adequacy ratings common than the other group. Maximum PD applications are designed primarily to improve the content material and

educational records of instructors without situation for the adequacy and nature. PD tries many variables that may want to add to EFL educators' PD. According to Amin and Saukah (2016), each character and element is distinctly viable in developing pedagogical practices together with early training practices for English language, in addition to ecological viewpoints like the administrative framework. Subsequently, instructors take part in PD programs since they need to turn out to be better instructors (Guskey, 2002). Saudi Arabian college faculties of education tend to provide courses that protect 8 semesters towards studies of plan for EFL instructors. Moreover, rational preparation is perceived to be significant for education planning program. Berry (1990) contends that the instructors' preparation tends to impact their instruction ability and raises their competence level. In any case, there have been many in-service preparing issues; some, as Bayrakci, (2009) shows, to incorporate an absence of expert staff, absence of cooperative organizations between instructors, absence of arrangement for criticism and absence of precise in-service preparing models. In context of Saudi Arabia, instructor's enthusiastic programs are 'non-methodical' and 'deficient'; in this way, there is a call for greater improvement to EFL instructor training programs, empowering them to adopt an efficient strategy to pre-service training and training in service (Al-Hazmi, 2003). The turn of events and the preparation of instructors are essential to increase the level of learning abilities. Ongoing English language training trials have shown that instructors who stay alert with the latest model methods are reliably productive (Farooq, 2016). In this direction, instructors are expected to have a variety of abilities to acquire information and teaching methods of an undeniable level, which will improve their expert turn of events (Alsalahi, 2015). Purposes for low language proficiency of individuals in the English language relational abilities incorporate perspectives, for example, the school system itself, training of instructors, and the strategies utilized in classes (Alharbi, 2015). Well-known models integrated to make understanding in regards to agreeableness of development are Theory of (Reasoned) action, Theory (Planned) behavior, diffusion (Innovation-Theory) and TAM.

Technology Acceptance Model (TAM)

TAM accomplished colossal assistance to comprehend and control the course of transformation within innovational form of educating (Chen, Chen, Lin and Yeh, 2007; Dillon and Morris, 1996; Mas-rom, 2007; Park, 2009). TAM presented by David (1989) used to anticipate or expect client acknowledgment for sort of data framework. Furthermore, analyzing issue of planning earlier in genuine purposes the framework is by means of two elements. These two variables are: (PEU) and (PU) (Dillon and Morris, 1996; Chen et al., 2007). The

perspectives of Lee, Cho, Gay, Davidson and Ingrassia (2003), explained "how much an individual accepts that utilization of innovation will deliver improved results." This expounds that the web based learning advances learners and could acquire through the internet based framework and work on their advancement (Yee, Luan, Ayub and Mahmud, 2009). PEU explains client's insight towards specific measure for utilization of energy as learners for learning based on innovational technology or accepts that giving as much time could be easy (Al-rafi, 2009). In test, PEU really have student's discernment in regards to the time and exertion utilized for inculcation.

The fundamental thought of TAM use is really client's acknowledgment of innovation which is truly planned or developed by a client's way of behaving and goal in view of the student's PU and PEU (Wu, 2009). Further, (BI) uti-lized for expanding "the degree as learner figures out how to utilize or not to utilize web based learning related exercises (Forgiving and Hedge, 2011; Li and Huang, 2009; Ra-mayah and Ignatius, 2005). BI is firmly connected with the per-child's real way of behaving; at the end of the day: "in the event that an individual expects to do a way of behaving, it is probably going to be finished." In like manner, TAM accepts that clients build an uplifting outlook towards the circumstances when he trusts that that will be simple for him to utilize and work (Lee et al., 2003). Contingent upon TAM, up-per levels of PU and PEU anticipate doable ways of behaving which, consequently, perceived tendency to use (Lucas, 1997). One's real utilization of an innovation framework is impacted direct-ly or in a roundabout way by the ones conduct expectations (Park, 2009, p.151).

The current project have applied TAM to be a hypothetical model for investigating impacts on various variables as perspectives of instructors towards involving CAI to professionally train them in instruction training for class settings of Saudi Arabia. The ongoing project examines the impact of PU and PEU on the demeanor and expected use conduct of Saudi instructors to use CAI to train them professionally in training of programs to teach English language. Notwithstanding, these two elements acquired from TAM, three different factors social impact, working with conditions and the support of management have been added in the model. Model presented beneath in Figure 1 decides connection between various factors with impact for every one of following mentality based elements towards utilizing CAI.

Study Hypotheses

H1: Attitude with positive significant effects on B1 to use CAI.

H2: PV will have a positive significant effect on attitude towards B1 to use CAI.

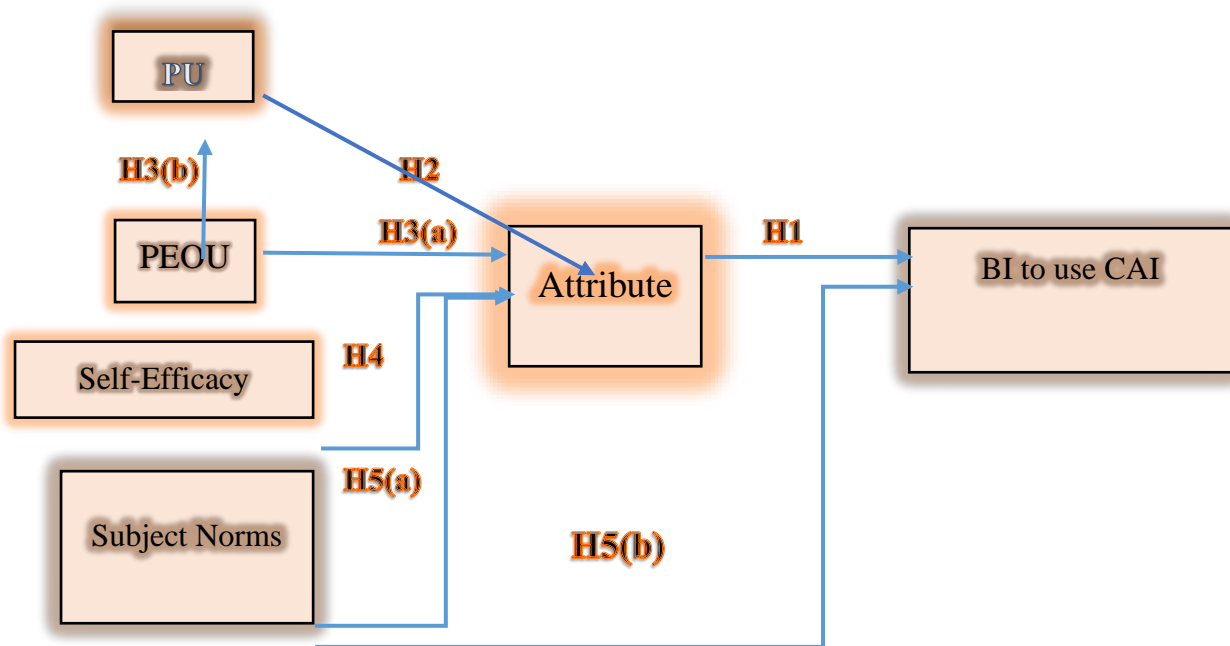
H3(a): PEOU will have a positive significant effect on attitude.

H3(b): PEOU will have a positive significant effect on + PU.

H4: Self-efficacy will have a positive significant effect on attitude.

H5(a): Subjective norms will have a positive significant effect on attitude.

H5(b): Subjective norms will have a positive significant effect on BI to use CAI



- BI: Behavioral Intention
- PU: Perceived Usefulness
- PEOU: Perceived ease of use
- Self-Efficacy
- Subjective Norms

Challenges in ELF Teacher Education

Various difficulties were notable as being proficient in EFL instructor training as per few past researches that acquaint difficulties to associate with EFL teacher education in Vietnam. These encompass: the space between content material guidance and the authenticity of instructors' work; recognition on hypothetical records; and management of Professional Development. Essentially, Rhoton and Stiles (2002) imply that maximum instructor's improvement programs applied in colleges today are designed to generate information of teachers as opposed to aid their practices and perspectives. Almuhammadi (2017) stated that ongoing PD facilities emphasis on each of the three components collectively: content, management and cycle. The content material is the traditional information this is supplied in PD applications; the putting

is where PD takes place; and sooner or later, system is how those PD applications are applied. There are numerous problems that bring about fruitless PD training services. From one attitude, there is a lack of know-how linking the records that educators anticipate from the publications they attend. This fragmented history appears to influence instructors' practices and dreams in teacher training. The educational climate ought to then cause reasonable changes in instructors. This could lead inside the lecture room. Furthermore, those factors could limit the growth of enhancements that teachers plan to complete. Likewise, there is a requirement that instructors be certified. In the Saudi context, trainer guidance applications are portrayed as "unmethodical" and "inadequate"; as an end result, there is a name for extra improvement in EFL trainer schooling applications with a planned way to deal with training and education in administration. This in turn affects students' language skills and language performance. Several tests have been aimed at introducing variables that make contributions to EFL PD akin to character modifications in students' exercise, views and beliefs, and fulfillment. Several earlier researches suggest greater subject with pre-service software practice within the Saudi context, as EFL educators who switch from teacher training of colleges that take delivery of a class lasting for 60 hours over 15 weeks. This direction consists of displaying strategies with the aid of which these strategies are progressed in school for the duration of the above time frame. As a result, the capability stage of maximum Saudi English instructors is perceived as low. In this way, there is a requirement for the preparation of administrative pedagogues and the setting of plans and projects for pre-services instructors later on (Al-Seghayer, 2011).

Research Question

How TAM impacts to professionally train college English teachers in context of Saudi Arabia?

Method

In order to process the test of the speculated model as portrayed in Figure 1, this project tended to apply a quantitative (survey) approach. The respondents were randomly opted from 10 different colleges in realm of Saudi Arabia that in training. The instrument of this study was planned under the light of the current scales that are accessible from previous scholarly literature. To limit the expected biasness in examining, the researchers tended to decide for selection of subjects that are representing different areas (colleges). The unit of research in this exploration was the individual educators in their professional training in training that know to utilize CAI to teach English. The questionnaire (internet based) was made accessible to the members. A portion of the surveys were fragmented so that just 421 substantial reactions were

utilized for the examination to accomplish the targets of research and the hypotheses given for the testing.

Analysis of Data

Initial Phase of Analysis

Missing aspects were managed utilizing Byrne's three phase approach. As per Byrne (2001), the significant advances expected to deal by issues for missing data are checked, second step manages recognizing plan of the missing down data, lastly exploring the reasonable procedures for fixing missed data.

After process of investigation, the missing information was less (for example 0.1%) and the example was totally arbitrary. Kline (2011) and Hair, Ringle, and Sarstedt (2006) suggest assuming missing information is spread in complete arbitrary way, any reasonable cure can be embraced and would deliver adequate outcomes. As an outcomes, creators applied relapse attribution to fix the missing responses in information. This is additionally reliable with earlier work (Chandio, Irani, Abbasi, and Nizamani, 2013). To manage exceptions, creators applied Mahanobis distance (D2) measurable test. In spite of the fact that results propose presence of few exceptions in the information, following specialists' (Hair et al., 2006) suggestions holding those cases with outliers was anyway settled. This is so in light of the fact that there was insufficient proof that could recommend for these cases were not a section of the entire populace. Furthermore, to check the potential normal technique through common (methods) variance (CMV) in the given information from findings, Harman's strategy was utilized (Podsakoff, MacKenzie, S. B., Lee, J. Y., and Podsakoff, 2003). Primary justification for surveying CMV was because of cross sectional nature of the study. Results uncovered that main 9.3% worth accounted in the general develop, which was lower than the edge level (for example half). At last, albeit this exploration applied approved scales from surviving for writing to gauge the BI to utilize CAI, it was anyway vital to test the estimation things' interior consistency and dependability. Following earlier work (Hair et al., 2006) this exploration applied Cronbach's Alpha measure to evaluate things' dependability. Results given in Table 1 propose that every one of the upsides of alpha co-effective were over the limit of 0.7, subsequently, showing consistency of the given items.

Table 1 Instrument reliability

Constructs	Code	Cronbach's alpha
Perceived usefulness	PU	0.938
Perceived ease of use	PEOU	0.929
Self-Efficacy	SE	0.909
Subjective Norms	SN	0.917
Attitude	ATT	0.949
Behavioural Intention	BI	0.943

Analysis- Structural Equation Model

SEM as assortment to refine measurable tests is managed complex model. The primary motivation behind SEM is to work with scientists for testing connections between numerous depended and free factors at the same time (Hair et al., 2006). According to specialists' (Anderson and Gerbing, 1988; Hair et al., 2006; Kline, 2005) proposals, it ought to be useful by two stages, assessment for primary model with (measurement) model.

Particulars of Measurement Model

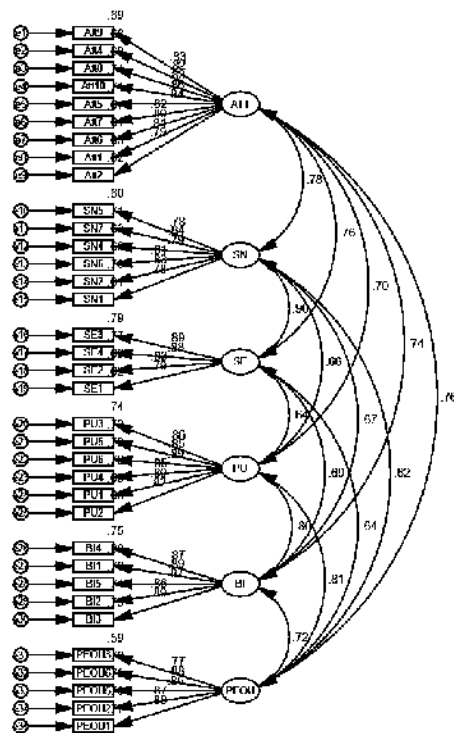
Model of measurement (MM) determined with inter-links to (observed) factors and un-(observed) factors. The primary explanation of MM was to examine the degree to which observed factors are stacked to their unexpressed inactive unobserved factors (Jawline, 1998). It is when, at that point, can be utilized to look at the merged and discriminant validity of the constructs. United expected validity as degree towards which things shared extent of distinction in like manner. The discriminant variety of validity manages the degree that move constructs as really unique in relation to each other (Hair et al., 2006). Convergent as well discriminant types of validity itself were surveyed following Fornel and Larcker's (1981) standards. It recommends Average Variance Extracts (AVE) to each dormant variable have equivalent or above 0.5 lays out convergent type of validity. Table: 2 portrays AVE of all (construct-items) more noteworthy than 0.5, in this way, affirming the foundation of validity. As portrayed in Table 2 all the squared AVE are higher than their relating ICC gauges, in this manner, affirming DV, everything being equal. Scores for the standardized measurement model are given in Figure 2. Measurement model is also used to check the validity and fitness of the model (i.e., GFI, AGFI, CFI, and REMSI). For the present study model achieved acceptable fit with the data (see Table 3) based on Hu and Bentler (1999) recommendations.

Table 2. Measurement Model Estimates

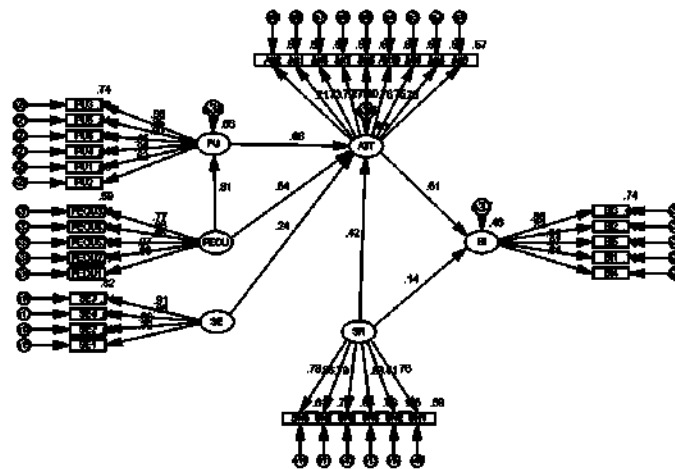
	CR	AVE	BI	ATT	SN	SE	PU	PEOU
BI	0.943	0.769	0.877					
ATT	0.949	0.675	0.745	0.822				
SN	0.918	0.651	0.666	0.785	0.807			
SE	0.910	0.716	0.690	0.760	0.704	0.846		
PU	0.938	0.716	0.798	0.700	0.662	0.644	0.846	
PEOU	0.930	0.726	0.725	0.764	0.625	0.641	0.811	0.852

Bold Values are Squared AVE, Off Diagonal Values are inter-construct correlations

Measure	Estimate	Threshold	Interpretation
CMIN	885.794	--	--
DF	545	--	--
CMIN/DF	1.625	Between 1 and 3	Excellent
CFI	0.959	>0.95	Excellent
SRMR	0.039	<0.08	Excellent
RMSEA	0.05	<0.06	Excellent
PClose	0.546	>0.05	Excellent
GFI & AGFI	0.93 & 0.91	>0.90	Excellent
Table 3: Goodness of Fit of measurement model			



Standardized Measurement Model



Standardized Structural Model

Figure 2: Standardized Measurement and Structural Models

Specification Model (Structural)

Model is particularized to assess hypotheses of study. It foundationally tends to present relations between endogenous (variables that are dependent) and the independent (ex) variables. Findings related to SM with its estimates (β values as well ratio- critical) have been stated in Table 3 and Figure 2. These results suggest that all the hypotheses proposed in the model were significant at various levels except one, i.e., $PU \rightarrow ATT$ (i.e. $\beta=0.08$ or 8%, C.R. 0.892, $p>0.05$). The highly significant path was found between PEOU and PU (i.e., $\beta=0.81$, C.R.12.1, $P<0.05$) followed by ATT and BI (i.e. $\beta=0.60$, C.R.8.5, $P<0.05$). Finally, looking at the value of R^2 value (i.e. the percentage of variation in the dependent variable(s) explained by the independent variable(s) (Keil et al., 2000)) it is noticed that the model with the overall dataset accepted at a good-level (i.e. value > 0.34 (Chin, 1998)). The highest variance was shared in PU ($R^2= 0.65 \cong 65\%$), followed by ATT ($R^2= 0.6 \cong 60\%$).

Table 4 Structural Model Estimates

Constructs		Constructs	Estimate	S.E.	Standardized Regression Weights	C.R.	P	R ²
PU	<---	PEOU	0.85	0.07	0.811	12.135	***	0.658
ATT	<---	SN	0.382	0.051	0.423	7.501	***	0.6
ATT	<---	SE	0.173	0.036	0.236	4.791	***	
ATT	<---	PEOU	0.457	0.083	0.538	5.495	***	
ATT	<---	PU	0.065	0.072	0.08	0.892	0.373	
BI	<---	SN	0.156	0.065	0.143	2.408	0.016	0.462
BI	<---	ATT	0.73	0.086	0.606	8.524	***	

*** p<0.001, ** p<0.01, * p<0.05

Discussion

Findings tend to reveal that are extremely reassuring and offer adequate help TAM as proposed model. It is basis of the hypothesis. As indicated by TAM, propositions that are the perceived-usefulness with the perceived-ease as it have been both two critical components that decide demeanor and expected use of its conduct. These speculations were found critical in our work likewise, consequently gave outer validity to the TAM based propositions. Notwithstanding, our work additionally proposed that social impact, the support of management and working with conditions are significant elements that impact people towards planned conduct and training of instructors. The findings let to know of a great deal with hypothetical as well as useful ramifications for specialists and experts (for example educationists, strategy innovators). According to a hypothetical viewpoint, this exploration at first attempted to give a nitty gritty and efficient component of figuring out clients' (instructors and learners) mentality and planned CAI utilization conduct by integrating different variables from social brain research and data frameworks' space. The progress of these variables in TAM hypothesis is obvious from the observing of the entire examinations. Results recommended model proposed after fusing variables that showed critical logic with prescient power. Meaning for every speculated ways made our lengthy model hypothetically engaging along with observationally approved stance. According to functional point of view, the critical advantage of our work is that strategy producers and top administration presently have an orderly approach to look at their CAI and researching of unwavering quality for effects within each component on its utilization by causal chain proposal. It not just put assistance to the top administration in task prioritization and assets allotment, yet in addition will help strategy producers to devise fitting

systems towards zeroing in on significant persuasive variables for better instructive result through the use of CAI in training English instructors to teach language at college stage. It has been stated even earlier that the principal reason behind study was highlighting the impact of various aspects on the demeanor for educators towards computer assistance to train instructors for their professional development. The investigation discovered that every one of the factors meaningfully affected instructors' mentalities towards professionally developing them to instruct English. The after effect of this study is steady with the hypothetical contentions by Davis (1989) along with previous examinations in which TAM was analyzed (Masrom, 2007; Teo et al., 2007). It presented the after effects in project, it is suggested educators be prepared well so they might utilize PCs with instruction of mathematics with the absence of lot of hardships. Likewise, they may likewise be persuaded that it is exceptionally helpful in their learning and instruction setting that can bear great outcomes with regards to learning. The accessibility of assets additionally assumes significant part. The outcomes showed a huge connection between working with conditions and instructors' disposition. Along these lines, giving fundamental facilities is vital.

Conclusion

The job of the executives in giving assistance and offering impetuses in addition to growing great workplace is exceptionally essential to use CAI within context of professionally training instructors in Saudi-Arabia. Likewise, the colleges in Saudi Arabia might go to lengths to support educators for coordinating more PC innovation into their educating and “educational program plan”. Along these lines, they would accept and favor utilizing CAI-based ways to deal with instruct as opposed to depending on the customary ones. It could be conceivable that provided Saudi English language instructors get to know about CAI programming and feel quite well while utilizing it. It is essential to make reference of here that albeit the principal reason for this exploration is acquired and notwithstanding, the discoveries of the review are persuading and valuable in nature, this additionally holds a few restrictions like a large portion of the other studies. In instance, study approach for this test has been cross-sectional. Albeit, it went with earlier examinations to observe, therefore, now recommended for future explorations ought to apply longitudinal methodology for information assortment to research the elements that affect proceeding with CAI use conduct.

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