Faculty of Social Sciences and Humanities

UTM UNIVERSITI TEKNOLOGI MALAYSIA

VLCPIS 2021

# VIRTUAL LANGUAGE AND COMMUNICATION POSTGRADUATE INTERNATIONAL SEMINAR

2 0 2 1

# PROCEEDINGS


EDITORS:

DR NUR'AIN BALQIS HALADIN

DR WAN FARAH WANI WAN FAKHRUDIN

LIEW YUNN YI

ESTHER VOON SUK HSIEN

AMIRAH NABILAH ZAFRULSHAMIRZA

DR NUR SALWA ABD WAHID

MOHAMAD RIDHWAN OTHMAN

DR FARHANA ABU BAKAR

# VIRTUAL LANGUAGE AND COMMUNICATION POSTGRADUATE INTERNATIONAL SEMINAR 2021 PROCEEDINGS

**EDITORS**

Dr. Nur'ain Balqis Haladin
Dr. Wan Farah Wani Wan Fakhrudin
Liew Yunn Yi
Esther Voon Suk Hsien
Amirah Nabilah Zafrulshamirza
Dr. Nur Salwa Abd Wahid
Mohamad Ridhwan Othman
Dr. Farhana Abu Bakar

**ISBN: 987-967-2610-30-4**

Published in October 2021



Diterbitkan oleh/ Published by

Language Academy,

Faculty of Social Sciences and Humanities,

Universiti Teknologi Malaysia,

81310 UTM, Johor Bahru,

Johor, MALAYSIA.

# PREFACE

Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2021 is organised by the Postgraduates Students' Society of Language Academy (PGSS LA). This seminar aims at fostering continuous learning and connect bright minds to share, learn and discuss on a wide range of subjects.

VLCPIS 2021 continues to provide virtual seminar through WebEx platform and stream live online through Language Academy's official Facebook page. Since the COVID-19 pandemic has turned everyday life on its head, virtual platform can help everyone to stay connected while remaining safe.

This seminar is a great effort to expand on the opportunity for learning during this unprecedented time. In addition to providing a platform where great ideas are shared through intellectual discussions among researchers, lecturers, and students, this full day seminar also provides an avenue to highlight recent issues and challenges that will contribute to the development of Language and communication field.

Thirty extended abstracts have been submitted – both from UTM and from other universities. We would like to express our gratitude and appreciation for all of the reviewers who helped us maintain the high quality of manuscripts included in the proceedings published by the Language Academy. We would also like to extend our thanks to the members of the organizing team for their hard work.

# TABLE OF CONTENT

## LANGUAGE AND COMMUNICATION

## APPLIED LINGUISTICS

# ONLINE COMMUNICATION SUPPORT GROUP FOR WOMEN WITH REPRODUCTIVE HEALTH ISSUES: A PRELIMINARY REVIEW

Kiran Kaur[1] and NoorAireen Ibrahim[2]

[1]*Faculty of Creative Industries*
*Universiti Tunku Abdul Rahman (UTAR)*
*kirankaur@graduate.edu.my*

[2]*Language Academy, Faculty of Social Sciences and Humanities*
*Universiti Teknologi Malaysia (UTM)*
*naireen@utm.my*

**ABSTRACT**

Understanding communities on Facebook and their potential aim for promoting health information exchange is important. Health-related social media support groups provide patients with new opportunities to gain support from health care professionals and others coping with similar problems. In the Malaysian context, there is still a lack of understanding about Endometriosis. Therefore, women with Endometriosis turn to support groups such as MyEndosis Malaysia and Endometriosis Malaysia to seek and receive information. However, very little is known about the social support mechanism that Malaysian women seek and receive through Endometriosis support groups in Malaysia. To fill this gap, this systematic review aims to explore the literature on social support systems which aims to discover the kind of social emotional support that women receive on social media platforms. The review addresses the following areas: 1) social network and social support system, 2) support groups in relation to women's health research, 3) the role of online support groups for Endometriosis patients and 4) types of support women receive through online social media support groups. Included in the review's methodology are inclusion/exclusion criteria, keyword searches, abstract screening, and a fixed search period from (2000-2021). Key words such as online support system, endometriosis support groups and women's health research were used to search for related articles. The search was confined to Google Scholar, Scopus, and Web of Science databases. For each article, the references were searched using Google at random. The review identified that researchers preferred to study the social support mechanism that women with endometriosis may seek and receive on Facebook, overviewing the relation of social support with women's health. There are also some relevant studies on the role of support groups for endometriosis patients.
**Keywords:** Health Communication; Women Health Research; Social Media; Online Support; Endometriosis

## 1. INTRODUCTION

The communication strategy of research and health are often studied separately when it comes to women’s reproductive issues, where information sharing becomes limited due to the taboo of its subject matter (Gundi, 2019). Women's reproductive issues such as Endometriosis can be chronic as lack of awareness can be a cause of late diagnosis. According to Pierret (2003) the delay in diagnosis is very much associated with lack of awareness “Endometriosis is still a fairly “unknown” illness, even though it is one of the most common gynaecological problems. Statistics show about twenty-five (25%) to fifty percent (50%) of infertile women have endometriosis, and in relation to it thirty percent (30%) to fifty percent (50%) of women with endometriosis are infertile" (Bulletti et al., 2010). There are many chronic conditions related to women's reproductive health, they have major consequences which may place physical, emotional, and mental constraints on patients, and it can also be very time-consuming for their loved ones (Pierret, 2003). Internet and social media platforms have undoubtedly facilitated effective patient-to-patient communication and allowed patients to seek information on medical-related health issues without any restrictions in this age of modern technology (Coulson, 2005). Similarly, Facebook (FB) has emerged as a powerful medium with many advantages over traditional platforms to allow more open discussion of taboo topics, such as endometriosis, in our society (Wilson et al, 2020.) In addition, currently there are many Facebook groups formed by and for patients with other chronic diseases like diabetes, breast cancer, hypertension, and HIV. Benefits of social support groups in various domains have been widely reported in literature, but little is known about fertility support groups especially in the Malaysian context, the kind of support women seek and receive from such platforms are yet to be comprehensively explored. To fill this gap, this systematic review aims to explore the empirical studies on online communication support groups for women with reproductive health issues.

## 2. METHODOLOGY

This review was designed to examine research on social media support systems and women's "reproductive illness.". The literature search began with the following five keywords: health communication, women health research, endometriosis, social media, and online support. The search period was limited to articles published from 2000 to 2021 and the search was guided by the inclusion and exclusion criteria as outlined in Table 1.0.

**Table 1** Articles retrieved, included, and excluded

| Data Base | Number of Papers retrieved | Number of Papers Included | Inclusion Criteria | Exclusion Criteria |
|---|---|---|---|---|
| 1. Google Scholar<br>2. Scopus<br>3. Web of Sciences | 25 | 15 | • Peered reviewed articles on women reproductive health<br>• Online social support system<br>• Role of support groups<br>• Types of support received | Effect of endometriosis on family and partners. |

As can be seen in Table 1.0, article search was conducted in three databases: Google Scholar, Scopus, and Web of Science. The Scopus and Web of Science databases were used to ensure that quality research studies were selected for the literature review. In addition, Google search engine was selected to ensure no relevant studies were left out. A set of inclusion/exclusion criteria were also used to shortlist the most relevant and significant articles. The selection criteria were based on qualitative peer-reviewed journal articles investigating online support groups, which included data on the areas of social network support system in relation to women's health, role of support groups for Endometriosis patients, and types of support received by women from support groups managing reproductive issues. This review did not examine the effects of endometriosis on family and partners. The total paper retrieved was 25 but after the criteria of inclusion and exclusion were applied, the remaining paper for this preliminary review were 15.

## 3. FINDINGS AND DISCUSSION

### 3.1 Definition of Social Network & Social Support System

Social networks can be defined as "all those people with whom we have ongoing relationships and through which individual people are linked into groups and society" (Cleak & Howe, 2004, p. 21). In contrast, social support can be defined as "the exchange of verbal and non-verbal messages conveying emotion, information, or referral, to help reduce one's uncertainty or stress" (Walther & Boyd, 2002, p. 154). Several studies (e.g. Jones et al., 2004) have shown that these platforms are used to shape and understand expectations, provide knowledge about various illnesses, and depict how people with chronic illness balance their health needs. Similarly, many social network researchers (e.g., Wilson; Mogan & Kaur, 2020; Coulson 2005; Moradi et al.,2014; Sormunen et at, 2020) in the review conducted suggest that chronically ill people may receive different types of social support depending on the form and content of their networks. The findings of these studies revealed that users' interactions were based around knowledge, emotion, and community building, which many doctors and nurses were not aware of.

### 3.2 Support Groups in Relation to Women's Health Research

Several studies (e.g., Sormunen et al., 2020; Muhammad, 2011; Malik & Coulson, 2008) in the preliminary review have shown that patients use the internet for health information and assistance, resulting in a dynamic use of online support groups. Patients use online social media support groups to get advice on current medical practices, they also search the internet for new findings and information related to their disease, which is available virtually at any time and helps to clear their doubts and questions about the illness (Sormunen et al., 2020). Breast cancer survivors, for example, used the internet to learn about diagnosis and treatment. Understanding more about the disease and other associated support resources available online helps to enhance the patient's understanding of illness (Muhammad, 2011). Other studies (e.g., Malik & Coulson, 2008; Preece et al. 2001) on online health communities have indicated that participation can improve psychological well-being and coping skills as well as protect individuals from the negative psychosocial and interpersonal effects of infertility. Social support groups are also viewed as a platform for emotional support and empathy (Preece et al. 2001). In addition, Ahlberg and Nordner (2006) pointed out that support groups allowed women with ovarian cancer to share their feelings and experiences, as well as learn from one another. It can also be a source of emotional support for patients which can improve their quality of life. Furthermore, research by Sormunen et al. (2020) also indicated that infertility is a common universal disorder which brings a sense of social isolation. The literature review also found studies (e.g., Sormunen et al., 2020; Palant & Himmel, 2019, Jones et al., 2004) which highlighted the potential risks and potentially negative aspects of support groups. These three studies shared similar findings where Endometriosis has been linked to new multi-dimensional negative impacts such as health anxiety, social isolation, and physical appearance. For example, patients who become part of a support group may be inclined to become emotionally involved in other forum members' experiences. Similarly, Palant & Himmel (2019), pointed out that unwanted confrontation may occur with other members in the support group. This can lead to social isolation which can heighten social anxiety and may lead to a deterioration of patients' health. Therefore, before encouraging patients to seek out others, they should be aware of the risks of social support groups.

### 3.3 The Role of Online Support Groups for Endometriosis Patients: Evidence from Empirical Studies

The review of related studies suggests that support groups are not new and are gaining popularity. Many of these groups were founded on the idea that people going through similar struggles could better understand and support one another (Coulson,2005). In a study conducted by Moradi et al. (2014) it was found that women with fertility issues had both favourable and negative experiences with doctors, but the negatives were emphasized. These women complained about doctors who refused to listen to their concerns, did not have time to address them, and told them their symptoms were "normal" and "not severe." The study reported women had difficulty finding a gynaecologist and faced long surgery wait lists, contributing to diagnosis delays. In fact, some women self-diagnose due to family history, internet research, informed friends, or interactions with other endometriosis patients. The gap between making information available to these women and supporting them in coping with their disease is still at large and needs to be addressed. Online support groups may provide therapeutic benefits to these women. In a research by Shoebotham and Coulson (2016), the four therapeutic advantages identified from online support groups are; (1) the ability to connect, through which people can share advice, have someone to confide in, and lift their loneliness; (2) the capacity to learn, which comes with the aforementioned capacity to connect; (3) the capacity to communicate their stories, as well as reading about other people's stories and (4) the ability to self-present, which is demonstrated through being able to look good online. Subsequently, many support group participants stated that they used the groups for emotional assistance. Similarly, it was also reported that online support groups are said to increase personal support, instil hope, foster empowerment, and help reduce isolation (Malik & Coulson, 2008). However, there is little research on endometriosis online support groups with a paucity of published data on the factors that facilitate health information dissemination in Southeast Asian countries, especially Malaysia (A. Rahim et al., 2019). Using social media sites like Facebook, Malaysian researchers can better understand endometriosis patients. This review provides unique insights into the experiences of those seeking social support online.

### 3.4 Types of Support Women Receive Through Online Social Media Support Groups

Based on the review conducted, several studies (e.g., Coulson 2005; Epstein et al. 2002; Malik & Coulson 2008; Shoebotham & Coulson, 2016; Sormunen et al., 2020; and Wilson, 2020) on women fertility and online support system found that women receive different forms of help from online support groups. According to Wilson et al. (2020), individuals frequently discussed medical treatments and medications on their Facebook wall, even making references to specific medications. Members of social support groups may give factual or technical information on medications and procedures, which is also evidenced in the study by Coulson (2005). To support this notion, Sormunen et al. (2020) showed that participating in infertility forums offers information about fertility treatments and social support in the process of coping with infertility. Coulson's (2005) paradigm identifies five categories of support. (1) emotional support, (2) esteem support, (3) information support, (4) network support, and (5) tangible support system that may help patients cope with distressing symptoms brought by the disease. Similarly, in a study of online infertility group, Malik & Coulson (2008) identified four other main areas concerning types of support received online which are (1) the round-the-clock support available for patients, (2) the ease of communication and support enabled by anonymous online communication, (3) the honest and personal discussions on sensitive, painful negative issues and emotions, and (4) the lack of real time pressure within an online support group offered a control over patients amount of involvement compared to traditional face to face communication. Similarly, (Wilson et al, 2020) also mentioned in her study that users' interactions were centred on a support system which relates to informational support, emotional support, and community building support. In short, social networking groups were designed as a peer-to-peer social network that fosters camaraderie and social impact. (Wilson et al,2020).

## 4. CONCLUSION

There are two major conclusions that can be made based on this preliminary review. First, the role of online support groups in women's lives. Second, the types of online support women receive allows them to better understand the disease and appreciate the proactive role of communicating their everyday struggle as individuals coping with their illness. In addition, this review addresses some implications. First, this paper illustrates that most of the studies perceive support groups in a positive light and the benefits they bring to patients dealing with their illness. Secondly, a qualitative approach is essential to explore the impact of social media support groups especially in the South Asian continent on providing support to women with fertility issues. Thus, future research on fertility related support groups is required to better understand women and their reproductive health issues.

## REFERENCES

Ahlberg, K., & Nordner, A. (2006). *The Importance of Participation in Support Groups for Women With Ovarian Cancer.* Oncology Nursing Forum, 33(4), E53–E61. https://doi.org/10.1188/06.onf.e53-e61

Bulletti, C., Coccia, M. E., Battistoni, S., & Borini, A. (2010). *Endometriosis and infertility*. Journal of Assisted Reproduction and Genetics, 27(8), 441–447. https://doi.org/10.1007/s10815-010-9436-1

Coulson N. S. (2005). *Receiving Social Support Online: An Analysis of a Computer-Mediated Support Group for Individuals Living with Irritable Bowel Syndrome*. Cyberpsychology &behavior: the impact of the Internet, multimedia and virtual reality on behavior and society, 8(6), 580–584. https://doi.org/10.1089/cpb.2005.8.580.

Cleak, H., & Howe, J. L. (2004). *Social Networks and Use of Social Supports of Minority Elders in East Harlem.* Social Work in Health Care, 38(1), 19–38. https://doi.org/10.1300/j010v38n01_02

Epstein, Y. M., Rosenberg, H. S., Grant, T. V., & Hemenway B.A, N. (2002). *Use of the Internet as the only Outlet for Talking about Infertility*. Fertility and Sterility, 78(3), 507–514. https://doi.org/10.1016/s0015-0282(02)03270-3.

Gundi, M., & Subramanyam, M. A. (2019). *Menstrual Health Communication Among Indian Adolescents: A Mixed-Methods Study*. PLOS ONE, 14(10), e0223923. https://doi.org/10.1371/journal.pone.0223923.

Jennifer J. Preece & Kambiz Ghozati. (2001). *Experiencing Empathy Online.* In The Internet and Health Communication: Experiences and Expectations (p. 237). SAGE Publications. https://doi.org/10.4135/9781452233277.n11.

Jones, G., Jenkinson, C., & Kennedy, S. (2004). *The impact of endometriosis upon quality of life: a qualitative analysis*. Journal of Psychosomatic Obstetrics & Gynecology, 25(2), 123–133. https://doi.org/10.1080/01674820400002279.

Malik, S. H., & Coulson, N. S. (2008). *Computer-Mediated Infertility Support Groups: An Exploratory Study of Online Experiences*. Patient Education and Counseling, 73(1), 105–113. https://doi.org/10.1016/j.pec.2008.05.024.

Mojgan, A., Muhammad, F. A. G., & Norfariza, M. R. (2011). Use of the internet by breast cancer patients. *Scientific Research and Essays, 6*(17), 3571–3576. https://doi.org/10.5897/sre11.713.

Moradi, M., Parker, M., Sneddon, A., Lopez, V., & Ellwood, D. (2014). *Impact of Endometriosis on Women's Lives: A Qualitative Study*. BMC Women's Health, 14(1). https://doi.org/10.1186/1472-6874-14-123.

Pierret, J. (2003). *The illness Experience: State of Knowledge and Perspectives for Research*. Sociology of Health & Illness, 25(3), 4–22. https://doi.org/10.1111/1467-9566.t01-1-00337.

Palant, A., & Himmel, W. (2019). *Are There also Negative Effects of Social Support? A Qualitative Study of Patients with Inflammatory Bowel Disease*. BMJ Open, 9(1), e022642. https://doi.org/10.1136/bmjopen-2018-022642.

A. Rahim, A., Ibrahim, M., A. Salim, F., & Ariffin, M. (2019). *Health Information Engagement Factors in Malaysia: A Content Analysis of Facebook Use by the Ministry of Health in 2016 and 2017*. International Journal of Environmental Research and Public Health, 16(4), 591. https://doi.org/10.3390/ijerph16040591.

Shoebotham, A., & Coulson, N. S. (2016). *Therapeutic Affordances of Online Support Group Use in Women with Endometriosis*. Journal of Medical Internet Research, 18(5), e109. https://doi.org/10.2196/jmir.5548.

Sormunen, T., Karlgren, K., Aanesen, A., Fossum, B., & Westerbotn, M. (2020). *The Role of Social Media for persons Affected by Infertility*. BMC Women's Health, 20(1). https://doi.org/10.1186/s12905-020-00964-0.

Wilson, S., Mogan, S., & Kaur, K. (2020). *Understanding the Role of Facebook to Support Women with Endometriosis: A Malaysian perspective*. International Journal of Nursing Practice, 26(4). https://doi.org/10.1111/ijn.12833

# COMMUNICATION WITH EMPATHY: A REVIEW OF RESEARCH ON HEALTHCARE PROFESSIONALS AND ENDOMETRIOSIS PATIENTS

Surita Mogan[1] and Noor Aireen Ibrahim[2]

[1]*Universiti Tunku Abdul Rahman*
*surita@graduate.utm.my*

[2]*Language Academy, Universiti Teknologi Malaysia*
*naireen@utm.my*

## ABSTRACT

Empathy is an affective and cognitive understanding of a patient's experience, and it is key to effective communication between healthcare professionals (HCPs) and their patients. However, HCPs find it challenging to practise empathy when communicating with patients who suffer from illnesses in which HCPs lack experience and understanding. Women with endometriosis have reported communication experience with HCPs who lack knowledge and understanding of endometriosis, often mistaken with chronic period pain. Despite numerous guidelines, the management of care of endometriosis patients remains suboptimal. HCPs' attitudes that patients exaggerate their pain or imagine their symptoms are often reflected in their communication with patients. This interaction may lead to feelings of vulnerability and anxiety among patients during medical consultations. This review examines the research gap in examining the challenges faced by HCPs while communicating with empathy to endometriosis patients. To improve the study on the key challenges of empathic communication, the researchers employed Google Scholar, Web of Science, and Scopus to conduct a review of publications between 2000-2021. The review focuses on the key challenges of empathy: 1) compassion fatigue, 2) mindfulness, 3) minimisation, 4) blaming, and 5) power/control. Through a review of healthcare professionals' experiences, this paper examines the communication challenges when dealing with endometriosis patients, focusing on providing empathic responses to eliminate the erosion of empathic care.

**Keywords:** endometriosis; healthcare professionals; communication challenges; empathy; consultation

## 1. INTRODUCTION

Endometriosis is a disorder that primarily affects women of reproductive age between the ages of 14-49 years and can influence every aspect of a woman's life. Patients with endometriosis commonly experience painful menstruation, heavy bleeding, infertility, constipation, diarrhoea, and chronic lethargy (Kennedy et al., 2005; Moradi et al., 2014). The cause is still unknown, the disease is incurable, and the severity is unrelated to the disease's extent. However, despite the seriousness of the condition, it takes an average of 8 years to diagnose (Ghai, et al., 2020). Patients often turn to their healthcare professionals (HCPs) first when they have problems. Many of them are unfamiliar with the disease's symptoms, which could explain the delay in getting a diagnosis. Besides this, HCPs find it challenging to practise empathy when communicating with patients who have endometriosis, for which HCPs lack experience and understanding.

Moradi (2014) discovered that HCPs typically appeared to be reluctant to hear patients concerns and had little time to respond to patients' questions regarding endometriosis. This, in turn, indicates the lack of empathy in addressing patients' needs. Empathy-based medicine and evidence-based medicine are not mutually exclusive, as the review has shown that empathy indirectly benefits patients (Howick, et al., 2017; Hojat, 2007). Several studies (Banja, et al., 2008; Howick, et al., 2017; Hojat, 2007) widely reported that empathy in healthcare could help lessen pain and anxiety while increasing the overall quality of patient care. Therefore, this review intends to identify the gap by looking at empirical data on healthcare professionals' experiences with communication challenges when providing emphatic care to endometriosis patients.

## 2. METHODOLOGY

This preliminary review aimed to synthesise the existing literature to better understand the communication issues that HCPs face while communicating to endometriosis patients. The literature review began with a search of the following keywords' healthcare,' 'empathy' and 'patient-centred care'. The articles were restricted to articles published from 2000 to 2021. Only three databases were used in the search: Google Scholar, Scopus, and Web of Science due to accessibility and convenience. These databases hold reputable journals which can be reviewed in this study. The Google search engine was used at random to look for peer-reviewed articles published in English, based on the references in each article. The review employs inclusion criteria for studies that use a) qualitative or mixed-method (qualitative and quantitative) approaches in their designs, b) are focused on medical management experience and c) are focused on patient-centred care. The remaining papers were excluded for the following reasons: studies that were not written about healthcare and research that did not use data collected from women's experiences. The resulting small body of literature review has predominantly focused on primary and secondary research on patient-centred care.

Based on the inclusion criteria, fifteen empirical studies on empathy in healthcare were selected and reviewed to create the foundation of knowledge and study of this paper. Thematic analysis was used in this review to facilitate the creation of a structured summary. The data-driven approach was reinforced in consideration of the identified themes. Studies on empathy in healthcare highlighted five prominent themes on the challenges in empathy 1) compassion fatigue, 2) mindfulness, 3) minimisation, 4) blaming, and 5) power/control (Banja et al., 2008; Kenny, 2004; Raab, et al., 2014)). Kenny (2004) and Raab (2014), the primary sources and Banja's (2008) research, the secondary source were used because the studies form the basis of some of the common challenges faced by HCPs. Subthemes identified in the review were allocated to the five most suitable themes.

## 3. FINDINGS AND DISCUSSION

### *3.1 Definition of empathy*

Across the reviewed studies, the term "empathy" was coined over a century ago and may even date back to "the origins of philosophical thought" (Stotland et al., 1978; Cuff et al., 2016). Despite this long lengthy
history, empathy remains a poorly defined concept. However, based on the analysed articles, empathy has a strong connection to immersion, engagement, and compassion. To empathise is to possess the mental capacity to perceive and sympathise with others, regardless of whether one agrees with them (Adolfsson et al., 2016). In Adolfsson's study, the concept of empathy in healthcare has two different approaches, namely cognitive and affective. Affective empathy enables the healthcare professionals (HCPs) to experience the same emotions as the patient, while cognitive empathy allows the HCPs to

comprehend the patient's feelings ((Adolfsson et al., 2016).

### *3.2 Empathy in reproductive health*

Papers reviewed (Banja, et al., 2008; Howick, et al., 2017; Hojat, 2007; Adolfsson et al., 2016) emphasise that in medicine, empathy re-establishes the importance of relationships as the foundation of care. It is key to effective communication between healthcare professionals (HCPs) and their patients, especially reproductive health. When empathy is applied to a female patient, it has been shown to result in more accurate diagnoses, increased compliance, increased result satisfaction, and decreased malpractice litigation (Hojat, 2007). In healthcare, empathy tends to mitigate or eliminate periods of conflict, disagreement, and the urge to dominate patients, primarily by building a relationship where each individual feels valued and dedicated to a mutually held goal (Banja et al., 2008). On the other hand, getting there may require considerable negotiation, particularly on the part of HCPs, due to the way their power shapes communication.

### *3.3 Healthcare professionals' (HCPs) communication challenges when providing empathic care*

In medical discourse, endometriosis is usually regarded as "enigmatic" and a "confusing" disorder in the reviewed papers. Endometriosis symptoms that are medically unexplained could be difficult for HCPs to diagnose, explaining the potential disconnect between patients and HCPs. The patients' expressions of pain are frequently questioned due to a lack of objective confirmation (Bullo, 2018). Considering that endometriosis symptoms are linked to women's monthly periods when some pain level is expected, it's usual for healthcare professionals to dismiss discomfort as a natural part of the female disease (Bullo, 2018). As a result, this could be the catalyst for many HCPs not providing emphatic care to patients. Raab (2014), Kenny (2004) and Banja (2008) mentioned that communication challenges in expressing empathy could be narrowed down to five themes 1) compassion fatigue, 2) mindfulness, 3) minimisation, 4) blaming, and 5) power/control.

#### *3.3.1 Compassion fatigue*

Compassion is a profound awareness of the suffering of others and the desire to help ease it (Raab et al., 2014). Based on the review, several studies ((Raab et al., 2014; Banja et al., 2008; Kenny et al., 2004; Howick et al., 2017) identified compassion fatigue as one of the key challenges in providing empathic responses. Healthcare professionals frequently complain that a growing number of patients, excessive work, insufficient time, and an ever-increasing amount of paperwork have harmed their ability to practise empathy

(Howick, et al., 2017). Their frustration is heightened when patients do not respond to medical procedures or pain medication. Patients with endometriosis who are noncompliant with treatment may fall into this category. As a result, many HCPs develop compassion fatigue, which makes expressing concern and listening attentively a burden.

#### *3.3.2 Mindfulness*

According to the examined articles (Raab et al., 2014; Howick et al., 2017; Hashim et al., 2017), mindfulness is defined as paying undivided attention to what is occurring in the present moment in a non-judgmental manner. In Raab's study (2014), mindfulness is paying attention to the mundane, the obvious, and the present moment. The evidence for the use of mindfulness-based interventions in healthcare is growing where HCPs are expected to become interested in a patient's disease and how she lives in the world while suffering from it. However, the difficulty in practising mindfulness when dealing with endometriosis patients can be exhausting. It can be challenging for HCPs because they did not feel they had an obligation to provide psychosocial care (Rowe et al., 2019).

### *3.3.3 Minimisation*

A few studies (Bullo, 2018; Rowe et al., 2019; Kenny et al., 2004) have shown that endometriosis patients usually fail the good and well-behaved patient test. They frequently do not improve since hormone medications are typically used to suppress symptoms rather than treat the underlying disease. Kenny's study (2004) on four HCPs indicated, "*I have decided not to treat people with chronic unexplained pain any more. I'm no longer interested in people who don't get better. As soon as I know what I am dealing with, I refer on."*. The inability to treat patients successfully could be why affective and cognitive empathy are not present when HCPs interact with endometriosis patients (Banja et al., 2008; Kenny et al., 2004). Similarly, normalising discomfort without first thoroughly investigating the concern may be regarded as obstructing the patient's sentiments (Kenny et al., 2004)

### *3.3.4 Blaming*

In the endometriosis studies reviewed, there is a common perception among HCPs that a patient's pain is in their head (Banja et al., 2008), and there is a strong assumption that it is just normal period pain (Bullo, 2018; Moradi et al., 2014; Rowe et al., 2019). In Kenny's study (2004) the statement such as '*The pain is in your imagination'* is often used in the medical setting especially when there is a lack of improvement in terms of treatment given. Due to the fact that endometriosis is an incurable disease, patients frequently feel as though they are being blamed for their misery. These studies (Banja et al., 2008; Kenny, 2004; Raab, et al., 2014; Rowe et al., 2019) have shown that these encounters can easily erode a healthcare professional's empathy by instilling an unsettling sense of competence in resolving endometriosis. The apparent answer is to imply that patients create their own anguish.

### *3.3.5 Power/control.*

Clinical interactions reviewed always consisted of both HCPs and patients demanding that the other "*Listen to me!*" rather than demonstrating a shared or negotiated understanding to reach a more gratifying clinical outcome (Tzelepis et al., 2001; Kenny, 2004; Banja et al., 2008). In patients with endometriosis, hormonal treatment and surgery to remove cysts can be commonplace and might place great distress on patients when suggested by HCPs (Ghai, et al., 2020). The point worth noting is that the majority of HCPs are committed to preserving their professional image within the medical community. As a result, the tendency to be dismissive and self-protective is prevalent in emotionally draining situations in which endometriosis patients' expertise is called into question (Banja et al., 2008). Therefore, HCPs focused active listening skills are critical, especially when recommending interventions that contradict patients' beliefs (Hashim et al., 2017). In Hashim's study, phrases such as *"Tell me more about what was worrying you."* would be helpful to use when there could be a possible altercation.

***3.4 Empathic responses***

It is evident that acknowledging the patient's point of view on the illness and expressing empathy are essential components of patient-centred communication. In several of the reviewed papers (Bullo, 2018; Moradi et al., 2014; Rowe et al., 2019), understanding endometriosis patients' perspective entails investigating the patient's feelings, ideas, concerns, and experiences regarding the impact of the illness and what patients expect from their healthcare professionals. Healthcare professionals who consistently employ empathic strategies, such as acknowledging and examining the patient's feelings and finding the patient's coping mechanisms, may observe that their patients can tolerate some of the difficulties associated with pain, such as endometriosis (Banja et al., 2008; Kenny et al., 2004; Raab et al., 2014; Bullo, 2018; Rowe et al., 2019).

## 4. CONCLUSION

This preliminary review comes to two significant conclusions. First, expressing emphatic care can be challenging when dealing with endometriosis patients due to the illness's enigmatic nature, which closely resembles regular and sometimes intense period pain. Second, normalising pain without fully addressing the patient's concerns could imply the erosion of empathetic care and suppression of the patient's emotion. A significant evidence gap was identified: there was an inadequate investigation of healthcare professionals' communication experiences dealing with endometriosis patients. Current reviews address some common challenges that impede empathy, but a thorough investigation would be greatly needed to enhance our understanding of patient-centred care. Therefore, a communication-based model on providing emphatic care should be considered when constructing a guideline on managing endometriosis patients.

## REFERENCE

Adolfsson, A., & Jordmorfag, I. (2016). The EKC-Model Provides Empathy, Knowledge and Care for Women that Encounter Health Issues During the Reproductive Life. International Journal of Gynecology & Clinical Practices, 3.

Banja, J. D. (2008). Toward a more empathic relationship in pain medicine. Pain Medicine, 9(8), 1125-1129.

Bullo, S. (2018). Exploring disempowerment in women's accounts of endometriosis experiences. Discourse & Communication, 12(6), 569-586.

Cuff, B. M., Brown, S. J., Taylor, L., & Howat, D. J. (2016). Empathy: A review of the concept. Emotion review, 8(2), 144-153.

Ghai, V., Jan, H., Shakir, F., Haines, P., & Kent, A. (2020). Diagnostic delay for superficial and deep endometriosis in the United Kingdom. Journal of Obstetrics and Gynaecology, 40(1), 83-89.

Hashim, M. J. (2017). Patient-centered communication: basic skills. American family physician, 95(1), 29-34.

Hojat, M. (2007). Empathy in patient care: antecedents, development, measurement, and outcomes. Springer Science & Business Media.

Howick, J., & Rees, S. (2017). Overthrowing barriers to empathy in healthcare: empathy in the age of the internet. Journal of the Royal Society of Medicine, 110(9), 352-357.

Kennedy S, Bergqvist A, Chapron C, D'Hooghe T, Dunselman G, Greb R, et al. 2005. ESHRE guideline for the diagnosis and treatment of endometriosis. Human Reproduction 20:2698–2704.

Kenny, D. T. (2004). Constructions of chronic pain in doctor–patient relationships: bridging the communication chasm. Patient education and counseling, 52(3), 297-305.

Moradi, M., Parker, M., Sneddon, A., Lopez, V., & Ellwood, D. (2014). Impact of endometriosis on women's lives: a qualitative study. BMC women's health, 14(1), 123.

Raab, K. (2014). Mindfulness, self-compassion, and empathy among health care professionals: a review of the literature. Journal of health care chaplaincy, 20(3), 95-108.

Stotland, E. (1978). Empathy, fantasy and helping. Sage.

Tzelepis, S. E. A. (2001). Relational control in difficult physician–patient encounters: negotiating treatment for pain. Journal of health communication, 6(4), 323-333.

Rowe, H. J., Hammarberg, K., Dwyer, S., Camilleri, R., & Fisher, J. R. (2019). Improving clinical care for women with endometriosis: qualitative analysis of women's and health professionals' views. Journal of Psychosomatic Obstetrics & Gynecology, 1-7.

# A NARRATIVE REVIEW OF AIDED AUGMENTATIVE AND ALTERNATIVE (AAC) APPROACH ON COMMUNICATION SKILLS AMONG NON-VERBAL CHILDREN

Amina Imran Niazi[1], Hanita Hassan[2]

[1]*Universiti Teknologi Malaysia*
*aminaimran62@yahoo.com*

[2]*Universiti Teknologi Malaysia*
*m-hanita@utm.com*

## ABSTRACT

This review deals with different aspects of the Augmentative and Alternative commination system (AAC) and their outcomes to enhance the communication skills, challenging behaviors, and quality of life of individual suffering from speech difficulty. Articles were searched for review by different search engine using different keywords. Keywords used “Augmentative and Alternative commination system”, “AAC and behavior”, “AAC and Down syndrome”, “AAC and Locked in syndrome”, “AAC and Autism”, “AAC and Rett Syndrome”, “AAC and Angelman syndrome”, “AAC and Cerebral palsy”, and “AAC and challenging behavior”. Various techniques of augmentative and Alternative commination system were reported to enhance the life of patient suffering from disorders like autism spectrum disorder, downs syndrome, locked in syndrome etc. But real time picture with voice recording is the relatively new technique in the AAC and there is not significant amount of data available about this technique. Especially in Asian culture and in Pakistan there is no research data available about the AAC system to enhance the speech of nonverbal individual. Acceptance of aided ACC system is another problem. Parents fear that these devices have adverse effect on their children health and may slow the process of their learning. Cultural barriers and literacy rate are another barrier in the use of AAC system.

**Keywords:** Aided augmentative and Alternative approach; non-verbal children; communication skills, behavior, real time picture

## 1. INTRODUCTION

Augmentative and alternative communication (AAC) system is the tool that enhances the speech of the person. It uses various techniques and tools to help non-verbal individuals to communicate. Various techniques are used in AAC that includes manual signs, speech generating devices, communication boards, and other electric and nonelectric devices. It can help the both individual i.e. individual that need support in the existing speech or/ and individual with speech disability that need alternative for speech (ASHA). In general, ACC includes all the ways that can be used to communicate without or in addition to speech. It also includes method used by individual with typical speech (Zisk and Dalton, 2019). It is reported that about 1 % of world population some sort of communication, speech, or language disability (García-Méndez *et al*., 2018; Kerr *et al*., 2016). This act as the barrier between them and the outside world. they often suffer with from depression, anxiety and aggression which may resulted in the behavior like throwing or/and destroying object, punching, kicking, biting and self-harm. This effect the quality of life of an individual (Sigafoos, 2000). AAC includes all the process that can enhance or change the speech of the person based on degree on speech disability. AAC system can be aided or unaided based on attachment of external device or equipment is on the body. These communication devices can be no tech, low tech, and high tech based on the technology they used (Cook, 2002). These AAC system use different software and hardware system which help the individual to communicate. Speech generating devices (SGDs) are most common type of advance technology used for AAC. SGD translates the user's intended meaning into speech (Murray and Goldbart, 2009). The type of AAC system used by individuals is based on the physical disabilities. In some cases, low and high tech AAC devices are used in combination for effective communication. ACC is much more than the right device especially when it is used for effective communication and the user has physical impairment or learning disability. Diverse medical condition may result in speech, communication and behavior complication including Stroke, Autistic Spectrum Disorder (ASD), learning disabilities, Dementia, Brain injuries, head and neck cancers, and Lock in syndrome (Flaubert *et al*., 2017; Smith and Delargy, 2005). The aim of this narrative review was to deal with different aspects of the Augmentative and Alternative communication system and their impact to enhance the communication skills, challenging behaviors, and quality of life of individuals suffering from speech difficulty. This review includes the use of AAC intervention in different disorder i.e., Locked in syndrome, Autism spectrum disorder, Angelman syndrome, Rett syndrome, cerebral palsy, and Down syndrome. These disorders originated due to different factors. Individuals with these disorders face difficulty in communication and have severe behavior problems.

Locked in syndrome is a pathological neurological condition caused by brain injury or injury affecting the brain stem (Smith and Delargy, 2005). This results in loss of movement in all body part except eyes. In addition to this, locked-in syndrome is also caused by amyotrophic lateral sclerosis (ALS), strokes that cause lesion in the brain stem, and anxious or traumatic brain injury (Posner *et al*., 2007). Individuals with locked in syndrome face severe motor impairments and may suffer from depression and anxiety.

Autism Spectrum Disorder is the neurological condition. Patients with ASD face problems in social skill, communication and repeated or unusual behavior (Nuckols and Nuckols, 2013). About 25% of children with ASD had speech impairment (Eigsti et al., 2011, Rose *et al*., 2016). These individuals also show behavior problems like aggression, self-injury, and tantrums (Matson and LoVullo, 2008). The children and teens with autism often show physical aggressive behavior i.e., hitting, biting, and kicking (Fitzer and Sturmey, 2009). Effective communication skill is a priority for the individual with autism spectrum disorder to lead a successful life.

Angelman syndrome is a rare genetic disorder caused by mutation that causes reduction or absence of expression of maternally imprinted genes present on critical regions of chromosome 15q11-13 (Lalande and Calciano 2007). Individuals with Angelman syndrome face severe intellectual disability and epilepsy. These individuals face severe physical, cognitive, medical and development impairments. Behavior problems faced by individuals include easily evocable laughter, aggression, destruction, and self-injury (Bailus, & Segal, 2014; Mertz, et al., 2013; Clayton-Smith, & Laan, 2003). The distinctive feature of these individuals is their frequently smiling face (Williams, 2010).

Rett syndrome is an X linked neurological disorder caused by mutation in the gene of methyl-cytosine phosphate guanine binding protein 2 (MECP2) which worses with time. Rett syndrome mostly affects the females (Kozinetz *et al*., 1993). Rett syndrome is characterized by motor impairments, intellectual and communication disabilities (Didden et al., 2010). Rett syndrome has four phases i.e., stagnation, regression, stationary, and motor deterioration (Stasolla and Caffo`, 2013). Cerebral palsy is mainly caused by damage to the developing brain or abnormal brain growth and affects an individual's ability to move, maintain balance and posture.

Cerebral palsy is the most prevalent motor impairment in children. Movement impairments caused by cerebral palsy are differentiated into dyskinesia, spasticity, ataxia, and mixed. These children face problems in initiating conversation, expressing feeling, facial expression, and gestures (Krigger, 2006).

Down syndrome is caused by trisomy of chromosome 21. Individuals with down syndrome suffer with various abnormalities in the respiratory immune, endocrine, sensory, renal, cardiovascular, genitourinary, gastrointestinal, hematological, and musculoskeletal system (Arumugam *et al*., 2016). In addition to this they had some abnormalities in the structure of their body and also suffered from learning disabilities which are consequences of their cognitive and developmental impairments (Lana-Elola *et al*., 2011). Due to their cognitive, growth and learning impairments they face problems in communication and independent life.

## 2. METHODOLOGY

Articles were searched for review by different search engines i.e., pub med, science direct, springer and Google scholar. The articles were filtered by searching the material associated with "Augmentative and Alternative communication system", "AAC and behavior", "AAC and Down syndrome", "AAC and Locked in syndrome", "AAC and Autism", "AAC and Rett Syndrome", "AAC and Angelman syndrome", "AAC and Cerebral palsy", and "AAC and challenging behavior". Approximately 60 published literatures were found as per the study design. Articles that used aided AAC devices and published after year 2000 and articles with unaided AAC systems that were published before year 2000 were included in the present study.

## 3. FINDINGS

Various techniques of augmentative and Alternative commination system were reported to enhance the life of patient suffering from disorders. AAC not only improves the communication but also have positive impact on the behavior of individual with disabilities. But real time picture with voice recording is the relatively new technique in the AAC and there is not significant amount of data available about this technique. Different researches reported that used of ACC systems enhance the communication skill, quality of life, and emotion statues of the patient suffering from diseases like autism spectrum disorder, Down syndrome and locked in syndrome. AAC can be used by the patient that were suffering from permanent or temporarily speech impairment. Various techniques including imaging, picture, photographs, speech generating devices, brain interference computers, and symbols are effective to enhance the communication skill of individual with speech impairment. Table 1 is presented ACC interventions and their outcomes in non-verbal children. Especially in Asian culture and in Pakistan there is no research data available about the AAC system to enhance the speech of nonverbal individual. Acceptance of aided AAC system is another problem. Parents fear that these devices have adverse effect on their children health and may slow the process of their learning. Cultural barriers and literacy rate are another barrier in the use of AAC system.

**Table 1: ACC interventions and their outcomes in non-verbal children.**

| Study | Disease | AAC intervention | Outcomes |
|---|---|---|---|
| Corallo *et al*., 2017 | Locked in syndrome | Personal Computer with software EUROVOCS SUITE | Reduction in the depression symptoms and anxiety<br>Improves patient's clinical aspect and the quality of life |
| Käthner et al., 2015 | Locked in syndrome | electrooculography (EOG), an eye tracker and an auditory brain-computer interface (BCI) | Brain computer interface as easiest |

| | | | |
|---|---|---|---|
| Waddington et al., 2014 | Autism spectrum Disorder | iPad® based speech generating device | Learn sequence base communication<br>Able to communicate with others |
| Kasari et al., 2014 | Autism spectrum Disorder | JASP+EMT | Efficiently increase the communication and spoken language |
| Schreibman and Stahmer in 2014 | Autism spectrum Disorder | Picture Exchange Communication System (PECS) and Pivotal Response Training (PRT) | Increase of approximately 80 spoken words<br>Parents were satisfied with behavior of the children. |
| Cafiero, J. (2001) | Autism spectrum Disorder | Picture communication board | Increase the communication and positive behavior |
| Franco et al., 2009 | Autism spectrum Disorder | Speech generating device | Increase child interaction and engagement with teacher, peers and other and have positive effect on their behavior |
| Ahonniska-Assa et al., | Angelman syndrome | Picture Exchange Communication System | Decline in challenging behavior |
| Van der Meer et al., 2012 | Different developmental disorder i.e. Autism spectrum disorder, disintegrative disorder and intellectual disability, Angelman Syndrome, pervasive developmental disorder | Picture exchange communicating system, Speech generating device and Manual sign | speech generating device and picture exchange communication system were preferred by the participants |
| Stasolla et al., 2013 | Rett syndrome | Picture exchange communication systems (PECS) and vocal output communication aid (VOCA) | Positive effect on the mood; Reduced the stereotypical behavior |
| Ahonniska-Assa et al., 2018 | Rett syndrome | Eye tracking technology | Improves the learning abilities, quality of life and communication abilities of the females with Rett syndrome |
| Stasolla et al., 2013 | Cerebral palsy | Computer based technology | Significantly enhanced the interaction and communication skill; increase in happiness index and performance |

| | | | |
|---|---|---|---|
| Lorah, 2016 | Down syndrome, Autism spectrum disorder | Speech generating devices and Picture exchange system | iPad® speech generating devices were preferred device for communication |

## 4. CONCLUSION

The AAC system enhance the communication skill, quality of life, and emotion statues of the patient suffering from different diseases. AAC can be used by the patient that were suffering from permanent or temporarily speech impairment. Various techniques including imaging, picture, photographs, speech generating devices, brain interference computers, and symbols are effective to enhance the communication skill of individual with speech impairment. This review increases our understanding about AAC and how it can be used. It also increases the awareness about AAC and in return acceptance so more individual will benefited with this technology.

## ACKNOWLEDGEMENT

We would like to acknowledge and extend our gratitude to Universiti Teknologi Malaysia for the IDF scholarship received for this study.

## REFERENCE

Ahonniska-Assa, J., Polack, O., Saraf, E., Wine, J., Silberg, T., Nissenkorn, A., & Ben-Zeev, B. (2018). Assessing cognitive functioning in females with Rett syndrome by eye-tracking methodology. European Journal of Paediatric Neurology, 22(1), 39-45.

Arumugam, A., Raja, K., Venugopalan, M., Chandrasekaran, B., Kovanur Sampath, K., Muthusamy, H., & Shanmugam, N. (2016). Down syndrome—A narrative review with a focus on anatomical features. Clinical anatomy, 29(5), 568-577.

Bailus, B. J., & Segal, D. J. (2014). The prospect of molecular therapy for Angelman syndrome and other monogenic neurologic disorders. BMC neuroscience, 15(1), 1-7.

Cafiero, J. (2001). The effect of augmentative communication intervention on the communication, behavior, and academic program of an adolescent with autism. Focus on Autism & Other Developmental Disabilities, 16, 179-189.

Cook, A. M., & Hussey, S. M. (2002). Assistive technologies. Principles and practice.

Corallo, F., Bonanno, L., Buono, V. L., De Salvo, S., Rifici, C., Pollicino, P., ... & Marino, S. (2017). Augmentative and alternative communication effects on quality of life in patients with locked-in syndrome and their caregivers. *Journal of stroke and cerebrovascular diseases*, *26*(9), 1929-1933.

Didden, R., Korzilius, H., Smeets, E., Green, V. A., Lang, R., Lancioni, G. E., & Curfs, L. M. (2010). Communication in individuals with Rett syndrome: An assessment of forms and functions. Journal of developmental and physical disabilities, 22(2), 105-118.

Eigsti, I. M., de Marchena, A. B., Schuh, J. M., & Kelley, E. (2011). Language acquisition in autism spectrum disorders: A developmental review. *Research in Autism Spectrum Disorders*, *5*(2), 681-691.

Fitzer, A., & Sturmey, P. (Eds.). (2009). *Language and autism: Applied behavior analysis, evidence, and practice*. Pro ed.

Flaubert, J. L., Spicer, C. M., Jette, A. M., & National Academies of Sciences, Engineering, and Medicine. (2017). Augmentative and Alternative Communication and Voice Products and Technologies. In *The Promise of Assistive Technology to Enhance Activity and Work Participation*. National Academies Press (US).

Franco, J. H., Lang, R. L., O'Reilly, M. F., Chan, J. M., Sigafoos, J., & Rispoli, M. (2009). Functional analysis and treatment of inappropriate vocalizations using a speech-generating device for a child with autism. Focus on Autism and Other Developmental Disabilities, 24(3), 146-155.

García-Méndez, S., Fernández-Gavilanes, M., Costa-Montenegro, E., Juncal-Martínez, J., & González-Castaño, F. J. (2018). Automatic natural language generation applied to alternative and augmentative communication for online video content services using SimpleNLG for Spanish. In *Proceedings of the Internet of Accessible Things* (pp. 1-4).

Kasari, C., Kaiser, A., Goods, K., Nietfeld, J., Mathy, P., Landa, R., ... & Almirall, D. (2014). Communication interventions for minimally verbal children with autism: A sequential multiple assignment randomized trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, *53*(6), 635-646.

Käthner, I., Kübler, A., & Halder, S. (2015). Comparison of eye tracking, electrooculography and an auditory brain-computer interface for binary communication: a case study with a participant in the locked-in state. *Journal of neuroengineering and rehabilitation*, *12*(1), 1-11.

Kerr, D., Bouazza-Marouf, K., Gaur, A., Sutton, A., & Green, R. (2016). A breath controlled AAC system.

Kozinetz, C. A., Skender, M. L., MacNaughton, N., Almes, M. J., Schultz, R. J., Percy, A. K., & Glaze, D. G. (1993). Epidemiology of Rett syndrome: a population-based registry. Pediatrics, 91(2), 445-450.

Krigger, K. W. (2006). Cerebral palsy: an overview. American family physician, 73(1), 91-100.

Lalande, M., & Calciano, M. A. (2007). Molecular epigenetics of Angelman syndrome. Cellular and Molecular Life Sciences, 64(7), 947-960

Lana-Elola, E., Watson-Scales, S. D., Fisher, E. M., & Tybulewicz, V. L. (2011). Down syndrome: searching for the genetic culprits. Disease models & mechanisms, 4(5), 586-595.

Lorah, E. R. (2016). Comparing teacher and student use and preference of two methods of augmentative and alternative communication: Picture exchange and a speech-generating device. Journal of Developmental and Physical Disabilities, 28(5), 751-767.

Matson, J. L., & LoVullo, S. V. (2008). A review of behavioral treatments for self-injurious behaviors of persons with autism spectrum disorders. *Behavior Modification*, *32*(1), 61-76.

Mertz, L. G. B., Christensen, R., Vogel, I., Hertz, J. M., Nielsen, K. B., Grønskov, K., & Østergaard, J. R. (2013). Angelman syndrome in Denmark. Birth incidence, genetic findings, and age at diagnosis. American Journal of Medical Genetics Part A, 161(9), 2197-2203.

Murray, J., & Goldbart, J. (2009). Augmentative and alternative communication: a review of current issues. *Paediatrics and child health*, *19*(10), 464-468.

Nuckols, C. C., & Nuckols, C. C. (2013). The diagnostic and statistical manual of mental disorders, (DSM-5). *Philadelphia: American Psychiatric Association*.

Posner, J. B., Plum, F., Saper, C. B., & Schiff, N. (2007). *Plum and Posner's diagnosis of stupor and coma* (Vol. 71). OUP USA.

Rose, V., Trembath, D., Keen, D., & Paynter, J. (2016). The proportion of minimally verbal children with autism spectrum disorder in a community‐based early intervention programme. *Journal of Intellectual Disability Research*, *60*(5), 464-477.

Schreibman, L., & Stahmer, A. C. (2014). A randomized trial comparison of the effects of verbal and pictorial naturalistic communication strategies on spoken language for young children with autism. *Journal of autism and developmental disorders*, *44*(5), 1244-1251.

Smith, E., & Delargy, M. (2005). Locked-in syndrome. *Bmj*, *330*(7488), 406-409.

Stasolla, F., & Caffo, A. O. (2013). Promoting adaptive behaviors by two girls with Rett syndrome through a microswitch-based program. Research in Autism Spectrum Disorders, 7(10), 1265-1272.

Stasolla, F., Caffò, A. O., Picucci, L., & Bosco, A. (2013). Assistive technology for promoting choice behaviors in three children with cerebral palsy and severe communication impairments. Research in developmental disabilities, 34(9), 2694-2700.

Stasolla, F., De Pace, C., Damiani, R., Di Leone, A., Albano, V., & Perilli, V. (2014). Comparing PECS and VOCA to promote communication opportunities and to reduce stereotyped behaviors by three girls with Rett syndrome. *Research in Autism Spectrum Disorders*, *8*(10), 1269-1278.

Van der Meer, L., Didden, R., Sutherland, D., O'Reilly, M. F., Lancioni, G. E., & Sigafoos, J. (2012). Comparing three augmentative and alternative communication modes for children with developmental disabilities. Journal of Developmental and Physical Disabilities, 24(5), 451-468.

Waddington, H., Sigafoos, J., Lancioni, G. E., O'Reilly, M. F., Van der Meer, L., Carnett, A., ... & Marschik, P. B. (2014). Three children with autism spectrum disorder learn to perform a three‐step communication sequence using an iPad®‐based speech‐generating device. *International Journal of Developmental Neuroscience*, *39*, 59-67.

Williams, C. A. (2010, November). The behavioral phenotype of the Angelman syndrome. In American Journal of Medical Genetics Part C: Seminars in Medical Genetics (Vol. 154, No. 4, pp. 432-437). Hoboken: Wiley Subscription Services, Inc., A Wiley Company.

# COMMUNICATING BAD NEWS IN HEALTH CONTEXT: A REVIEW OF KEY MODELS USED BY HEALTHCARE PROVIDERS

Nurhidayah Binti Mohd Sharif[1], Noor Aireen Binti Ibrahim[2]

[1]*Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM)*
*nhidayahmsharif@gmail.com*

[2]*Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM)*
*naireen@utm.my*

## ABSTRACT

Breaking bad news is an act of conveying information that negatively and abruptly disrupts a person's view of her or his future. It is a necessary skill for doctors, especially since they are primarily responsible for this task. If this task is executed effectively, it can enhance the bad news experience for the news recipients (patients and family members). There are many available models of breaking bad news. This study investigates four models of breaking bad news: SPIKES, Kaye's 10-step, ABCDE, and BREAKS, and the significant themes of breaking bad news across these models were analysed using the method of thematic analysis. The researcher used vertical analysis to identify themes and horizontal analysis to examine the themes present across all four models. To identify emerging patterns in the data, inductive coding was utilised. The results show that these models have the same basic structure, consisting of five main themes: (1) Prepare for the breaking bad news session, (2) Explore the recipients' state of knowledge, (3) Communicate the bad news, (4) Attend to the recipients' reactions to the news, and (5) Summarise the session. The emphasis put on these themes from the four established breaking bad news models suggest that they are essential components in revealing an exemplary structure of breaking bad news. This research is valuable for providing a collection of predefined themes that will serve as the foundation for future breaking bad news studies, especially those that look into the actual practices of breaking bad news.

**Keywords:** Breaking Bad News; Breaking Bad News Models, Thematic Analysis; Breaking Bad News Themes

## 1. INTRODUCTION

Bad news is still bad news, no matter how well it is put. However, the way it is delivered may profoundly impact both the recipients and the providers. If handled poorly, the patient's well-being will be compromised, the quality of care will be impaired, and future communication with the health care professionals will be impeded (Narayanan, Bista, and Koshy, 2010). In contrast, when bad news encounters are skilfully handled, tough decisions are justified, clients' needs and concerns are acknowledged, and emotions are embraced. This scenario calls for skilled communicators to break bad news (Narayanan, Bista, & Koshy, 2010, Abdul Hafidz & Zainudin, 2016) because recipients' outlook on the patient's condition relies primarily on how bad news is conveyed to them (Fujimori, 2007). In response to this, Mostafavian and Shaye (2018) claim that choosing a suitable method for breaking bad news can help the recipients understand and impact their outlook and attitudes on the news. Therefore, identifying the appropriate model for managing bad news encounters may enable physicians to make better communication decisions. To date, there are a number of models introduced that facilitate the delivery of bad news to clients and ensure effective breaking bad news discourse. The objective of this study is to examine four existing breaking bad news models to identify core themes in delivering bad news.

## 2. LITERATURE REVIEW

In the following paragraphs, four common models of breaking bad news: SPIKES, Kaye's 10-step, ABCDE, and BREAKS, will be reviewed. These models were selected as they share a similar trait; that is, they come in steps.

SPIKES model is seen utilised in multiple conventional medical schools to deliver bad news. Robert Buckman (1984) established it after recognising the need to provide a proper guideline for breaking bad news after realising the stress and difficulty health care providers face at the prospect of delivery or when delivering bad news. The protocol, which consists of (1) Setting, (2) Perception, (3) Invitation, (4) Knowledge, (5) Empathy, and (6) Summary, is a structured communicative act that implements a series of events that breaks down complex clinical tasks and facilitates health providers disclosing distressing information to clients (Buckman, 1984). Each step of the model is detailed out based on the suggestions made by Baile et al. (2000, pg. 305-308) as illustrated in Table 1:

**Table 1**: SPIKES Model

| Step | Descriptions |
|---|---|
| Step 1 - Setting up for the breaking bad news | • Do a mental rehearsal.<br>  o Review the case and brace for recipients' emotional responses or tough questions<br>• Choose a private setting.<br>• Include family members of patients.<br>  o Should be of patient's choice and not too many; one or two members is ideal<br>• Sit down.<br>  o This informs recipients that the discussion will not be in a rush<br>• Make connections with the recipients.<br>  o Consider appropriate body language.<br>• Manage interruptions.<br>  • Inform the patient about any time restrictions you might have or any interruptions you may experience. |
| Step 2 – Assessing the recipients' Perception | • Identify the recipients' state of awareness of the medical status of the patient.<br>  o This can help to correct any misinformation.<br>• Recognise any denial of disease by the recipients.<br>• Adapt the bad news delivery to what recipients understand. |
| Step 3 – Obtaining the recipients' Invitation | • Make sure the recipients invite providers into disclosing the news.<br>  o They should specifically demonstrate a desire for the information.<br>  o If they do not want to know the specifics, offer to address any concerns they might have in the future |
| Step 4 – Giving Knowledge and Information to the recipients | • Warning the recipients that bad news is coming<br>• Break bad news, following the suggestions:<br>  1. start at the recipients' level of understanding and vocabulary.<br>  2. try using nontechnical words<br>  3. avoid unreasonable bluntness<br>  4. give information in small chunks<br>    1. constantly check the recipients' understanding.<br>  5. Do not say that there is nothing you can do for the patient anymore. |

| | |
|---|---|
| Step 5 – Addressing the recipients' Emotions with empathic responses | • Give support and solidarity to the recipients with empathic responses.<br>  • 4 steps to provide empathic responses:<br>    1. Note any emotion on the part of the recipients.<br>    2. Classify the emotion encountered by the recipients<br>    3. Recognize the cause behind the emotion.<br>    4. Allow the recipients some time to share their feelings- let them realise that you have linked the emotion with the cause for the emotion.<br>  • The powerful way of providing support is by combining empathic, exploratory, and validating statements |
| Step 6 – Strategy and Summary | • Summarise the meeting<br>• Discuss future plans. |

Another breaking bad news model was introduced by Kaye (1996), which follows logical sequence. This model comprises 10 steps. In Table 2 below, the specifics of each step are demonstrated as taken from Munjal (2017, pg. e3).

**Table 2**: Kaye's 10-step Model

| | |
|---|---|
| **Prepare** | • Know all the facts<br>• Ensure privacy<br>• Find out who the patient would like present<br>• Introduce yourself |
| **Determine what the patient knows** | • Start with open-ended questions (e.g., "How did it all start?") |
| **Determine if more information is wanted** | • Do not force information onto the patient (e.g., "Would you like me to explain a bit more?") |
| **Give warning shots** | • Not straight out with it! (i.e., "I'm afraid it looks rather serious") |
| **Allow denial** | • Denial is a defence mechanism and a way of coping<br>• Allow the patient to control the amount of information he (she) receives |
| **Explain if requested** | • Go step by step<br>• Details might not be remembered, but the way you explain them will be |
| **Listen to concerns** | • Ask "What are your concerns at the moment?"<br>• Allow time and space for answers |
| **Encourage feelings** | • Acknowledge the feelings<br>• Be non-judgmental |
| **Summarise** | • Review concerns, plans for treatment<br>• Foster hope<br>• Offer written information if asked |
| **Follow up** | • Offer further information<br>• Assure patient of your continued availability |

Besides the SPIKES model and Kaye 10-step model, a comprehensive model, ABCDE, which was synthesised from different sources, was developed by Rabow and McPhee (1999). ABCDE is synonymous with (1) Advance preparation, (2) Build a therapeutic environment/relationship, (3) Communicate well, (4) Deal with patient and family reactions and (5) Encourage and validate emotions. The descriptions of each mnemonic are in the following table, Table 3, as taken from Vandekieft (2001, pg. 1978), adapted from Rabow and McPhee (1999).

**Table 3**: ABCDE Model

| | |
|---|---|
| **Advance preparation** | • Arrange for adequate time, privacy and no interruptions (turn pager off or to silent mode).<br>• Review relevant clinical information.<br>• Mentally rehearse, identify words or phrases to use and avoid. Prepare yourself emotionally. |
| **Build a therapeutic environment/relationship** | • Determine what and how much the patient wants to know.<br>• Have family or support persons present.<br>• Introduce yourself to everyone.<br>• Warn the patient that bad news is coming.<br>• Use touch when appropriate.<br>• Schedule follow-up appointments. |
| **Communicate well** | • Ask what the patient or family already knows.<br>• Be frank but compassionate; avoid euphemisms and medical jargon.<br>• Allow for silence and tears; proceed at the patient's pace.<br>• Have the patient describe his or her understanding of the news; repeat this information at subsequent visits.<br>• Allow time to answer questions; write things down and provide written information.<br>• Conclude each visit with a summary and follow-up plan. |
| **Deal with patient and family reactions** | • Assess and respond to the patient and the family's emotional reaction; repeat at each visit.<br>• Be empathetic.<br>• Do not argue with or criticize colleagues. |
| **Encourage and validate emotions** | • Explore what the news means to the patient.<br>• Offer realistic hope according to the patient's goals.<br>• Use interdisciplinary resources.<br>• Take care of your own needs; be attuned to the needs of involved house staff and office or hospital personnel. |

Another breaking bad news model, a six-step model named BREAKS, was placed forward by Narayanan, Bista, and Koshy (2010, pg. 63-64). This recent model out of the four models, is viewed as the most straightforward and easiest acronym to memorise. BREAKS accounts for (1) Background, (2) Rapport, (3) Explore, (4) Announce, (5) Kindling, and (6) Summarise. The researcher describes the steps suggested by the authors and displays them in Table 4:

**Table 4**: BREAKS Model

| | |
|---|---|
| **Background** | • prepare answers for the anticipated questions from the recipients<br>• sensitive to the recipients' cultural orientation<br>• have a proper physical set up<br>• display proper body language<br>• attend the recipients' emotional breakdown<br>• appointment period should be adequate to attend the task |
| **Rapport** | • establish a good rapport with the patient<br>  ○ a prerequisite to maintaining the conversation |
| **Explore** | • explore the recipients' state of knowledge |
| **Announce** | • provide warning shots<br>• announce only after getting consent.<br>  ○ announcement must be straightforward, avoid medical jargon completely, short (three pieces of information at one time) and easy to understand. |
| **Kindling** | • provide sufficient space for emotions<br>  ○ when attempting to kindle the emotions, do not provide any unreasonable hopes. |
| **Summarise** | • summarise the session and attend to the concerns expressed by recipients<br>  ○ highlights the focal points and future treatments/care plans |

## 3. THE STUDY

To uncover key themes, this research performed a thematic analysis of four breaking bad news models, referred to as study samples (Braun & Clarke, 2006). The researcher used vertical analysis to find the themes in every model, and then used horizontal analysis to look at the topics in common across all four models. Inductive coding, a data-driven inductive method proposed by Boyatzis (1998), was used to detect emergent patterns in the samples. This coding aids in the development of a categorical scheme by the researcher. Lastly, the four models were re-examined to identify the presence of key themes in the study

## 4. FINDINGS AND DISCUSSION

From the analysis of the four breaking bad news models, it can be seen that these models share a standard structure consisting of five core themes: (1) Prepare for the breaking bad news session, (2) Explore the recipients' state of knowledge, (3) Communicate the bad news, (4) Attend to the recipients' reactions to the news, and (5) Summarise the session. The findings of this research resemble a local study conducted by Abdul Hafidz and Zainudin (2016), in which they categorised breaking bad news acts into a few themes based on the previous breaking bad news models. They discovered six core themes, which are: "(1) Preparing for the breaking bad news session, (2) Preparing the setting/environment, (3) Exploring the patient's knowledge, perceptions and expectations, (4) Communicating Clearly and directly to the patient, (5) Attending or Addressing the emotional aspect of the discussion, and (6) Summarising the session" (pp.

36-37). However, they did not mention specifically the name of the models that have been analysed and what kind of analysis was done before arriving at these themes. The researcher then compared the four models after identifying the key themes by marking them as present (+), absent (-), or barely addressed (+/-) in Table 5.

Table 5: The presence and absence of breaking bad news key themes

| **Breaking bad news model / Core theme** | Prepare for the breaking bad news session | Explore the recipients' state of knowledge | Communicate the bad news | Attend to the recipients' reactions to the news | Summarise the session |
|---|---|---|---|---|---|
| SPIKES | + (S = Setting) | + (P = Perception & I = Invitation) | + (K = Knowledge) | + (E = Empathy) | + (S = Summary) |
| Kaye's 10 Step | + **(Step 1 – Prepare)** | + **(Step 2 - Determine what the patient knows)** | + **(Step 3 & 4 - Determine if more information is wanted & Give warning shots)** | + **(Step 5, 6, 7 & 8 - Allow denial, Explain if requested, Listen to concerns & Encourage feelings)** | + **(Step 9 & 10 = Summarise & Follow up)** |

| | | | | | |
|---|---|---|---|---|---|
| ABCDE | + **(A = Advance preparation)** | + **(B = Build a therapeutic environment/relationship)** | + **(C = Communicate Well)** | + **(D = Deal with patient and family reactions)** | +/- **(E = Encourage and validate emotions)** |
| BREAKS | + **(B = Background and R = Rapport)** | + **(E = Explore)** | + **(A = Announce)** | + **(K = Kindling)** | + **(S = Summarise)** |

*The theme is present (+), absent (-), or barely addressed (+/-) in the breaking bad news model

The comparison is made to show that all these essential themes are present in all the models. Even though the theme *summarise the session* is barely addressed in the ABCDE model, it is nevertheless stated briefly. The analysis of the four breaking bad news models has revealed a general structure of breaking bad news that consists of several themes that can be distinguished from one another based on the fact that each is attempting to achieve a certain objective. These themes are distinct from one another, as Sarangi (2000) points out, since each has its own objective to accomplish and has its own interactional structure.

## 5. CONCLUSION

This study believes that the emphasis on the four popular breaking bad news models, SPIKES, Kaye's 10-step, ABCDE, and BREAKS, is important in assisting researchers identify the significant themes in the
breaking bad news act. The findings of this study have provided a list of pre-established themes that will help future researchers analyse the structure of breaking bad news in a real-world context, be it in a training or in a real-life situation. This is because they will become the codes to help researchers perform a deductive coding of data, with the breaking bad news act being referred to as an activity type and the breaking bad news talk occurring during the act being referred to as a discourse type. This enables the researchers to identify the structure of breaking bad news talk by characterising the forms of talk in a breaking bad news 'activity'. This study hopes for healthcare professionals to be more aware of how they break bad news in future as they realise that there are few key components in the act that need to be paid attention to.

## REFERENCES

Abdul Hafidz, M. I., & Zainudin, L. D. (2016). Breaking bad news: An essential skill for doctors. *Medical Journal of Malaysia*.

Baile, W. F., Buckman, R., Lenzi, R., Glober, G., Beale, E. A., & Kudelka, A. P. (2000). SPIKES—A Six-Step Protocol for Delivering Bad News: Application to the Patient with Cancer. *The Oncologist*. https://doi.org/10.1634/theoncologist.5-4-302.

Boyatzis, R. E. (1998). Transforming qualitative information. *Sage Publications, Inc*.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. https://doi.org/10.1191/1478088706qp063oa

Buckman, R. (1984). For Debate. *British Medical Journal*, *288*(6430), 1597–1599. https://doi.org/10.1136%2Fbmj.288.6430.1597

Fujimori, M., & Uchitomi, Y. (2009). Preferences of cancer patients regarding communication of bad news: A systematic literature review. In *Japanese Journal of Clinical Oncology*. https://doi.org/10.1093/jjco/hyn159

Fujimori, M., Akechi, T., Morita, T., Inagaki, M., Akizuki, N., Sakano, Y., & Uchitomi, Y. (2007). Preferences of cancer patients regarding the disclosure of bad news. *Psycho-Oncology*. https://doi.org/10.1002/pon.1093

Kaye P. (1995). *Breaking bad news: a 10-step approach*. EPL Publications.

Mostafavian, Z., & Shaye, Z. A. (2018). Evaluation of physicians' skills in breaking bad news to cancer patients. *Journal of Family Medicine and Primary Care*, *7*(3), 601–605.

Munjal, S. (2017). Breaking bad news. *Current Psychiatry*. 16(9): e1-e3

Narayanan, V., Bista, B., & Koshy, C. (2010). BREAKS protocol for breaking bad news. In *Indian Journal of Palliative Care*. https://doi.org/10.4103/0973-1075.68401

Rabow, M. W., & McPhee, S. J. (1999). Beyond breaking bad news: How to help patients who suffer. *Western Journal of Medicine*.

Sarangi, S. (2000). Activity types, discourse types and interactional hybridity: the case of genetic counselling. In S. Sarangi & M. Coulthard (Eds.), *Discourse and Social Life* (pp. 1–27). Pearson.
VandeKieft G. K. (2001). Breaking bad news. *American family physician*, *64*(12), 1975–1978.

# CROSS-CULTURAL ACADEMIC ADAPTATION DIFFICULTIES AND COPING STRATEGIES OF FOREIGN STUDENTS IN CHINA: A CASE STUDY OF FOREIGN STUDENTS IN YULIN UNIVERSITY

Jie Deng and Hadina Habil
*Language Academy, Universiti Teknologi Malaysia*

## ABSTRACT

Under the background of the rapid development of world economic integration and cultural diversity, cross cultural adaptation issues are increasing. Foreign students' cognition of China and their adaptation to Chinese culture have an important impact on their study and life in China, as well as their cognition and emotional tendency of Chinese culture. In order to help international students to solve the problems of cross-cultural adaption they have met, this study explores the difficulties encountered by foreign students in the process of cross-cultural academic adaptation, and puts forward effective countermeasures. Taking the foreign students in Yulin University as the respondents, and taking the improvement of cross-cultural ability as the theoretical goal. Based on the study and life experience of foreign students and literature, a combination of qualitative and quantitative research methods was adopted, integrating the research results of cross-cultural communication, foreign language teaching and applied language culture etc. The study mainly analyses the characteristics and existing problems of foreign students' cross-cultural adaptation in the form of questionnaire and interview, and explores the main factors affecting the cultural adaptability of foreign students. Suggestions on the main problems of academic adaptation of foreign students during the period of study abroad were put forward, which helps foreign students improve their cross-cultural adaptability. Moreover, this study provides reference and help for foreign students to successfully complete their studies, and further provide reference for the education and management of foreign students in China.

**Keywords:** Cross-culture; Academic Adaptation; Difficulties; Coping Strategies

## 1. INTRODUCTION

With the improvement of China's foreign education policies, the number and scale of international students in China are increasing accordingly, which brought both great opportunities and challenges to China's foreign education. At the same time, some problems have emerged during the daily life and management of international students in China. The acculturation of international students is the primary problem that troubles the normal study and life of foreign students in China. How to improve the cross-cultural adaptability of international students has become a problem with important theoretical and practical value (Quan, 2017).

Chen (2021) analysed cross-cultural adaptation problems of international students. She concluded three main components of cross-cultural maladjustment problems of international students: socio-cultural adaptation, the adaption of individual psychological expectation and campus culture and cross-cultural communication and interpersonal communication. Effective solutions were put forward to solve these problems from standpoint of the university, which including building an international cultural exchange platform for international students, permeating intercultural communication theory into subject teaching to form a more internationally adaptable teaching environment, and attach importance to the cultivation of civilized class style and high-quality campus culture.

Shen (2021) analyses the reasons and influencing factors of cross-cultural maladjustment of international students in Suzhou vocational colleges. And put forward the construction of teacher training platform, cultural exchange platform, talent training program, software and hardware support and other aspects of Suzhou higher vocational college students' cross-cultural adaptation strategies. This provides useful strategies from different views.

Zhang (2020) concludes that factors affecting cross-cultural adaptation include external factors and internal factors. External factors include cultural differences, changes in social supporting living environment and differences in values, while internal factors include evaluation and coping styles, ethnocentric knowledge and skills.

This paper will be based on this previous research to analyse those factors. The different part is that this paper will include some teachers to fulfil the stargates to guarantee the feasibility and effectiveness of the stargates. Consideration will also be given to the source of international students and the local characteristics of Yulin University.

RQ1: What problems appeared in international students' daily life and management in Yulin University?
RQ2: What are the main factors that influence international students' cross-cultural adaptation?
RQ3: What solution can be put forward to solve the existing problems of cross-cultural adaptation?

## 2. METHODOLOGY

The present study adopted a concurrent mixed-methods design via analysing questionnaire and interview data collected from the international students from Yulin University.

In this study, the researcher used questionnaires as quantitative data and online interview contents as qualitative data. Participants of the study included 20 international students in Yulin University and 4 Chinese teachers. The international students will be included in both quantitative and qualitative data and 4 teachers will only be included in the qualitative part. The questionnaire was used to determine the current situation of cross-cultural adjustment difficulties experienced by international students and reflect that cross-cultural adjustment difficulties are common problems faced or experienced by international students in China. The qualitative part, in the form of analysis of interview data will be collected and analysed to corroborate the quantitative findings. Through in-depth interviews, the cross-cultural adaptation of international students in Yulin University from social and cultural adaptation dimensions such as climate, environment, eating habits, public service, learning, adaptation and consumption concepts, and psychological adaptation dimensions such as excessive attention to language barriers in homesickness. The reasons and influencing factors of cross-cultural maladjustment of international students will be analysed according to the online interview data.

## 3. FINDINGS AND DISCUSSION

For the research on the cross-cultural adaptation of foreign students in China, colleges and universities should pay attention to the psychological characteristics, learning needs and ideological problems of foreign students in different countries. Through the construction of international cultural exchange activities, we can ensure the rapid deepening of understanding between international students and between international students and our students. And can save for the present conduct a comprehensive understanding of the actual problems in order to formulate more targeted solutions. Through this study, the external factors and internal factors affecting cross-cultural adaptation would be found, and the strategies to solve the problems in cross-cultural adaptation of international students would be further discussed.

## 4. CONCLUSION

Cross-cultural adaptation of international students is a long and complicated process. The feeling of discomfort will seriously affect their normal study and life. It is necessary for Universities to attach importance to cultivate international vision and intercultural communication skills and take effective measures to help international students through cross-cultural adaptation.

## ACKNOWLEDGEMENT

We express sincere gratitude to the sponsors.

## REFERENCE

Chenyue. (2021). Analysis of cross-cultural adaptation problems and strategies of international students. *Public Relations World* (02),95-96.

Quan Shanshan. (2017). Research on cross-cultural adaptation of foreign students in China and Its Countermeasures -- a case study of W University. *(Doctoral dissertation, Wuhan University of Technology).*

Sheng Jiejin. Cross cultural adaptation of one student abroad along one belt, one road. *Education and Teaching Forum* (13), 6.

Zhang Runqi. (2019). Analysis of the factors one of the "one belt, one road" students' cross-cultural adaptation to China and the corresponding countermeasures. *Comparative study on cultural innovation*, 000(022), P.193-194.

# A MULTIMODAL DISCOURSE ANALYSIS OF THE BBC DOCUMENTARY '*CHINESE NEW YEAR: THE BIGGEST CELEBRATION ON EARTH*'

Ruihua Nai
*Language Academy, Universiti Teknologi Malaysia, 81310, Johor Bahru, Johor, Malaysia*
*nairuihua@graduate.utm.my*

Hanita Hassan
*Language Academy, Universiti Teknologi Malaysia, 81310, Johor Bahru, Johor, Malaysia*
*m-hanita@utm.my*

**ABSTRACT**

During the process of globalization, new technology has brought about new ways of communication. The trend is shifting from using language towards using other semiotics, such as image in meaning making. Different semiotic modes combine to construct meaning, contributing to the emergence of "multimodality". It studies the interrelationships between different communicative modes, and it is the result of social, economic, cultural and technological changes. Multimodal discourse analysis (MDA) is a new field of discourse analysis and it emerges and develops quickly. On the basis of Halliday's systemic functional linguistics (SFL) theory, scholars have conducted theoretical discussions on meaning construction in multimodal discourse and the complementary synergy among various modalities. In addition, they have carried out MDA of various genres and its application in foreign language teaching. This paper aims to give an overview of SF-MDA on documentary film to demonstrate the significance and necessity of carrying out dynamic MDA on the specific genre-- documentary film. First, the review of the developments of MDA will be provided before review on multimodal film discourse analysis. Then, the focus falls on the review of dynamic multimodality of documentary film discourse. The findings of the research are that the study of MDA developed considerably since its advent in the 1990s, while the studies on dynamic multimodal discourses analysis, for example, film discourse, is still in its initial stage for perfection and maturation, due to the dynamic feature of film texts and the complexity of data extracted from the texts, in spite of the application of relevant software as analyzing tools and the support of digital technology. More importantly, very few studies have focused on SF-MDA of documentary films, which are important in spreading culture and recording reality, so this leaves the gap for future research.

**Keywords:** multimodal discourse analysis, systemic functional grammar, BBC documentary

## 1. INTRODUCTION

With the rapid development of science and technology, especially the development of multimedia and the internet, a variety of semiotic modes, such as images, colors, sounds and gestures are involved in information transfer. Therefore, traditional discourse analysis, which studies language, is gradually transferred to multimodal discourse analysis (MDA). "Multimodality refers to the combination of different semiotic modes, for example, language and music in a communicative artefact or event" (Van Leeuwen, 2005:281). Multimodal discourse constructs meaning through the combination of different semiotic modes in communication. Documentary, a special type of film, as a typical multimodal text, has many modes, such as verbal, visual, audio mode and other semiotics. According to Bordwell and Thompson (2012), a documentary film is a nonfictional motion picture intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a historical record. The past twenty years has seen China's employment of multi-media devices such as BBC documentaries to display its unique culture and history.

Telling Chinese stories well and disseminating Chinese culture have become an important part of China's current cultural undertakings. As an important carrier of China's international cultural communication, BBC documentary film about China is an important part to show China's national cultural soft power. It is of great value in recording China's history, shaping China's national image, and disseminating Chinese cultural values. China and BBC co-produced some well-received documentaries, for example, *Wild China* is the first documentary co-produced by China Central Television (CCTV) and BBC. It is made with a high artistic level and it is the "business card" for China' national image promotion. It reveals the great beauty of Chinese wild fauna and flora as well as the harmonious relationship between Chinese people and nature to the world audience. The *Story of China* is also popular among audience. During the Spring Festival of 2016, BBC launched the co-produced documentary film, *Chinese New Year, the biggest celebration on earth,* which comprehensively demonstrates China's most important festival -- Chinese New Year and has been acclaimed in the world. Therefore, the present study selects this documentary as a corpus to analyze how the meaning of national cultural image is constructed.

Many Chinese documentaries with good themes often fail to achieve the desired communication effect in the international market. Therefore, this study aims to make a multimodal discourse analysis of this documentary, so as to help publicity filmmakers with some available suggestions on how to make the most of visual and verbal modes to publicize Chinese culture, and the translation of subtitles of documentary materials in a more efficient way. This study also intends to examine how the documentary appeals to the world audience and achieve the effect of disseminating Chinese culture.

Wildfeuer (2012, 2013), O'Halloran ( 2004), Bateman and Schmidt(2012) studied filmic discourse and provided a framework for systemically analyzing filmic discourse from multimodal perspectives.The theoretical framework of this study includes Halliday's Functional Grammar, Kress and Van Leeuwen's Visual Grammar, and Zhang Delu's theory of relations among different modes.

## 2. METHODOLOGY

This study adopts a qualitative research methodology to analyse how the meaning of China's national cultural image is constructed in the BBC documentary--*Chinese New Year, the biggest celebration on earth*.

### 2.1. Data Description

Chinese New Year: the Biggest Celebration on Earth is a large-scale TV documentary, which is co-produced by China Central Television (CCTV) and BBC during the 2016 Spring Festival, which attracts the attention of the world. It consists of three episodes: Migration, Reunion and Celebration. It provides a comprehensive show of Chinese New Year and has been acclaimed worldwide Therefore, this study chooses this documentary as a corpus to analyze how the meaning is constructed.

### 2.2. Data Collection

Images are carefully chosen from the three episodes through the software Thunder Player which can capture images during the film playing. These images are directly made by the screenshot. Subtitles in the documentary are collected by transcription.

### 2.3. Data Analysis

The analysis is conducted from three aspects: the visual mode in the documentary will be analyzed on the basis of VG, the verbal mode based on SFL, and the relation between these two modes based on Zhang Delu's Framework (Zhang, 2009).

## 3. FINDINGS AND DISCUSSION

The findings of the study is that the relation between verbal mode and image mode belongs to complementary relationships. After a synthesis analysis, it is concluded that the employment of various modes in this dynamic discourse contribute to spread Chinese traditional culture and shape China's national cultural image. It is hoped that this paper will provide a new perspective for semiotic studies of documentaries, as well as a new angle for the audience to appreciate this documentary.

## 4. CONCLUSION

This study has made a multimodal discourse analysis of the BBC documentary Chinese New Year: the Biggest Celebration on Earth. The theoretical framework of this study includes Halliday's Functional Grammar, Kress and Van Leeuwen's Visual Grammar, and Zhang Delu's theory of relations among different modes. Aiming at exploring how the meaning of this documentary is constructed, the author will adopt a qualitative method, and analyze each episode from three aspects: the visual mode, the verbal mode and the relation between these two modes. The relation between verbal mode and image mode is a complementary relationship. They combine to provide the audience a whole picture of Chinese New Year. The study provides valuable suggestions to the translation of subtitles of documentary materials in a more efficient way, so as to contribute to spread Chinese traditional culture and tell Chinese stories well to the world.

## ACKNOWLEDGEMENT

I would like to extend my sincere gratitude to my supervisor Dr Hanita Hassan for her expert advice and constant encouragement. She not only gives me valuable advice, but also provides me with additional sources of reference. In addition, I am also indebted to my mother, my husband, my daughter and friends who show their patience and willingness when I am in difficulties. I also express my sincere gratitude to my fellow schoolmates who helped me.

**REFERENCE**

Baldry, A., & Thibault, P. 2006. Multimodal transcription and text analysis. London: Equinox.

Bateman, J. A. & Schmidt, K.H. 2012. Multimodal Film Analysis: How Films Mean [M]. London: Routledge.

Bateman, John A. 2008. Multimodality and genre. A foundation for the systematic analysis of multimodal documents. London: Palgrave Macmillan.

Bordwell, D., & Thompson, K. (2012). Film Art: An Introduction (8th ed.). Beijing: World Publishing Corporation.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). An Introduction to Functional Grammar. London: Edward Arnold.

Kress, G. & Van Leeuwen, T. 1996. Reading images: The grammar of visual design. London : Routledge.

Kress, G. and Van Leeuwen, T. (2001) Multimodal Discourse. London: Arnold.

Kress, G. & Van Leeuwen, T. (2006). Reading images: The grammar of visual design. (2nd edt.). London: Routledge.

O'Halloran, K. L. (2004). Multimodal discourse analysis: Systemic-functional perspective. New York: Continuum.

O'Halloran, K. L. (2004). Visual semiosis in film. In K. L. O'Halloran (Ed.), Multimodal Discourse Analysis: Systemic functional perspectives. (pp. 109-113). London and New York: Continuum.

O'Toole, M. 1994. The Language of Displayed Art. London: Lancaster University Press.

Van Leeuwen, T. (2005) 'Rank in the Analysis of Images', in R. Martinec (ed.) 'Topics in Multimodality', in R. Hasan, J. Webster and C. Matthiessen (eds) Continuing Discourse on Language, Vol. 1. London: Equinox.

Wildfeuer, J. (2012). Film discourse interpretation: Towards a new paradigm for multimodal film analysis. London: Routledge.

Wildfeuer, J. (2013). Film discourse interpretation: Towards a new paradigm for multimodal film analysis. London: Routledge.

Zhang, Delu. 2009. On a synthetic theoretical framework on multimodal discourse analysis. Foreign Languages in China (1): 24-30.

# THE ELEMENTS OF HUMOUR IN THE MALAYSIAN PRODUCT PARODY ADVERTISEMENTS

Siti Noraisyah Binti Jamal[1] and Nur`ain Balqis Binti Haladin[2]

[1]*Language Academy*
*Universiti Teknologi Malaysia*
*aisyahjamal.work@gmail.com*

[2]*Language Academy*
*Universiti Teknologi Malaysia*
*nurainbalqis@utm.my*

**ABSTRACT**

Recently, social media advertisers have been using the approach of parody advertisements replicated from the viral issues that are happening in our community. Therefore, this study intends to explore the elements of humour in the Malaysian product parody advertisements. This study focuses only on Instagram-based product advertisements which project the elements of humour involving these three selected brands: *Domino's Pizza, Nando's*, and *APOM!* The content of the selected parody advertisements was analyzed based on the Humour Theory: Incongruity Theory and Superiority Theory. Findings have shown several categories of humour that fall under the umbrella of these three theories such as perpetual displacement, surprise, putdowns, and malicious joy. It is hoped that this study could bring some useful insights and findings to the advertisers to keep up with the trends and be capable in meeting public demands as well as expectations in order to promote their products and services.

**Keywords**: Social Media Advertisement; Parody; Humour; Incongruity Theory.

## 1. INTRODUCTION

The emergence and evolution of the Internet and technology are unpredictable and surprising. The Internet could make most things possible from as simple as to get in touch with loved ones and even to shop online. The same goes to the advertisement, it is going along and parallel with the evolution of the technology. It all started with the conventional way of printed newspapers or magazines, followed by the radio, television, the Internet and the most recent is Social Media Advertising. Facebook, Instagram, Twitter and YouTube are among the trendy and targeted medium of the advertisers as these are the online platforms that happen to gather across all ages; teenagers, youths, adults or even folks.

However, recently social media advertisers have been using the approach of ‘parody advertisements' replicated from the ‘viral issue' happening around that community. It has come to the researchers' query and attention that; from the researcher's experiences, people tend to skip the part of the advertisement, regardless of any medium, whether it is in the newspaper, radio, television, computer or even on the smartphone. Prasanna and Venkateswara (2013) claim that a business cannot conceive of being a well-known brand until it spends in its promotional activities, for which the campaign has dominated the consumer market. They spend huge amounts of money to keep an individual interested in their products. They claimed that companies need to figure out what makes potential customers behave the way they want. It also appears that advertising has the ability to contribute to the choice of brands among consumers (pp. 37-45).

The advertisers are in a state of dilemma and perplexity whereas they are feeling indecisive of creating and inventing the fresh, current and up-to-date concept of their advertisements. They do not merely ensure that the public are not bored or discontented, but they have to always ensure to come up with more advertisements or promotions and to get the profits worth the cost spending in producing one single advertisement. This is supported by Terkan (2014), companies must be creative and aggressive in their production to satisfy the needs of consumers from every part of the globe where competition is being seen on a worldwide scale. In today's world, companies are dealing with the challenge of capturing and maintaining ICT and global clients.

This study intends to explore the concept of humour in Malaysia-based product parody advertisements in the Social Media platform. Undeniably, social media users or netizens are one step ahead in making all those things come into reality, they are creative and unexpected. Hence, advertisers should always be aware and be mindful towards the surroundings for the reason that the best idea of promoting is the one that has a strong relation to the circle of community. Therefore, it is hoped that this study could bring some useful insights and findings to the advertisers out there for always keeping up with the trends and capable of meeting public demands and expectations in order to promote the products and services provided.

## 2. METHODOLOGY

A qualitative content analysis was conducted to achieve the research aim which is to explore the concept of humour in Malaysia-based product parody advertisements in the Social Media platform.

### 2.1. Data Collection

Social Media Platform was the primary data where it has helped the researcher in gathering the relevant data relevant to the research objectives. A major focus and thorough attention were paid for the posting of the advertisements as well as the comment sections of each posting. Therefore, ten parody advertisements which were uploaded in *Instagram* from these three brands: i) *Domino's Pizza*, ii) *Nando's*, and iii) *APOM*!. The sample of chosen advertisements are demonstrated as follow:

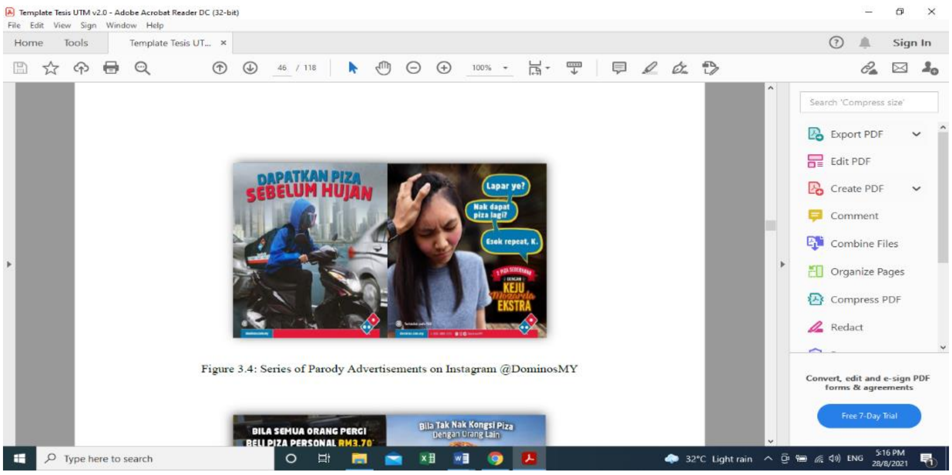



Figure 1: Samples of Parody Advertisements on Instagram by *Domino's Pizza*

## 2.2. Research Procedure

In the first phase of the process, the researcher aforethought to first browse the Social Media Profile of the chosen brands on Instagram Feed as well as the Facebook timeline. The advertisements were systematically chosen based on several criteria in order for the researcher to reach the saturation level of the data collection. In finding the most relevant advertisement to answer the research questions, (1) the time frame allocated in collecting the data is one year; February 2018 until February 2019. The postings must be uploaded within these dates for the reason that this kind of advertisement concept is not common, which is not easily encountered every day. As a matter of fact, something that happens or takes place beforehand and being widely spread before they can come out with those advertisement concepts.

Next, the chosen advertisement must (2) portray the elements of parody based on the true event as long as the element of product promotion is still there and (3) the advertisements must be their original product and content, by which not reposting from other Social Media profiles. The screening process continues by further assuring that the selected concept of (4) the parodical advertisement should be known and aware among the Malaysians', as the main goal is to explore the Internet users' emotional impact which is grounded on the real event. According to Mimadi (2010), a good knowledge of popular phrases, proverbs, movie songs, and patriotic slogans is needed for understanding the intertextuality of the parody advertisements. Intertextual can be defined as a reference to another separate situation. The primary data collection process will claim for the level of saturation when the researcher intensively selects the advertisements based on the four mentioned criteria.

## 2.3. Data Analysis

The selected parody advertisements were analyzed based on the Humour Theory proposed by Barry and Graca (2018). Stemming from the study conducted by Speck in 1991, there are several other types or category of humour proposed by them that fall beneath the umbrella of Incongruity Theory and Superiority Theory which involves hyperbole, ironic juxtaposition, puns, surprise, perceptual displacement, unruliness, and malicious joy (Barry & Graca, 2013). The advertisements were examined carefully and methodically based on the stated features and elements according to its respective category.

# 3. FINDINGS AND DISCUSSION

The following sections present the findings obtained from the analysis of the 10 parody advertisements.

## 3.1. Incongruity Theory

### *3.1.1. Perceptual Displacement*


Figure 2: *Nando's* Advertisement

Figure 2 shows a clip from a video of the unexpected event that took the whole Dewan Rakyat by surprise when our former King, Yang di-Pertuan Agong Sultan Muhammad V express a peculiar remark "*Ahli Yang Berhormat, sila duduk dan jangan lari*" (translated: Ahli Yang Berhormat, please sit down and don't run away)" during the opening ceremony of the 14th Parliament on the 17th of July 2018. It is believed that he was referring to the opposition's appointment as Speaker during the swearing-in of the Members of Parliament on Monday. According to New Straits Times Press (2018), the opposition legislators from Barisan Nasional and Pas left Parliament in protest at the appointment of former Court of Appeal Judge Datuk Mohamad Ariff Md Yusof as the new Dewan Rakyat Speaker.

Therefore, *Nando's* Malaysia has utilized this powerful phrase in their advertisement and has garnered a lot of responses. Even though it was just a simple and straightforward advertisement where there was only a King's chair, with the appearance of the famous remark by our former king, it was able to attract the reaction of netizens as they eventually understood after making a relation between the picture and their advertisement. This is in line with what Barry and Garca (2018) claim, witnessing the contrast in character, a harmless cognitive change produces the amusement in which the viewer sometimes imagines an outsider putting others in their position.

### *3.1.2. Surprise*

According to Barry and Garca (2018), a surprise twist will cause the audience to laugh when they see a change of course or experience it, which derives from the Theory of Incongruity, hence entertaining us through a distracting segue. This surprise twist can be realized in the form of visual anomalies (e.g., sudden arrivals, changes or revelations) or conceptual incongruities (e.g., storyline twists or unexpected responses).


Figure 3: *Nando's* Advertisement

Figure 3 is a single image of a brown egg that was shared on the "world record egg" Instagram account, requesting the internet to break the world record set by Kylie Jenner. After weeks of steam collection, the egg finally reached its goal and is now with more than 46 million likes, the most liked Instagram post on the platform. Meanwhile, in response to this viral matter, *Nando's* Malaysia utilized a question on their advertisement '…so which one came first?' probing the answers from the netizens whether the famous egg or their *Nando's* chicken. Surprisingly, there was where the plot twist when they put an answer to their previous question, stated; "One is loved by millions across the world and the other is an egg #EggGang". Obviously, what the audience expected to read was the one who is loved by millions across the world is referring to the egg because that is the fact that the whole world knew, but in reality, they referred to themselves. The viewers sensed a difference with what they expected to happen next in each situation. Therefore, it is proved that scene trickery is another effective way to steal the attention of the public by taking down a subconscious plot that ends in an unexpected turn of events.

## 3.2. Superiority Theory

### *3.2.1. Putdowns*

As reported by Barry and Graca (2018), the principle of superiority implies that in reaction to dismissing others, we typically laugh after enduring a well-deserved putdown; the pleasure of the suffering of others; or awkwardness that relieves us from feeling the same discomfort. The process begins with a system of irony such as sarcasm, outwitting, parodies, and paybacks. The mocking process also results in illusions of instant joy that make us laugh when seen as well-deserved or innocent. Laughing is conveyed in the form of a "Hah-Hah" in this case. There are four advertisements that can be categorized under this theme and all of them were advertised by *Domino's Pizza Malaysia*.

Both of the pictures below indicate the similar contexts, whereas the original idea derived from the portrait of a Malaysian celebrity, named Neelofa Mohd Noor. The photo was uploaded on her Instagram account while enjoying the sunset view during her vacation at Maldives. Meanwhile, the picture next to it was a parody from Dominos' Pizza Malaysia where they have applied the similar concept of the background and even to the extent of imitating her fashion style. Even though it may look funny at the first place, the placement of the pizza does make sense as it resembles Neelofa's attractive hat. In fact, the pattern of the clothes worn by the pizza model was nearly alike, especially with the colours. This is a good idea of marketing as they have employed the theory of superiority in humor where the sentence of '*bila tak nak kongsi pizza dengan orang lain*' (translated: when you do not want to share your pizza) blended well with the picture.


Figure 5: Domino's Pizza Advertisement

### *3.2.2. Malicious Joy*

Malicious joy, or schadenfreude, refers to the pleasure individuals derive from seeing others fail or suffer misfortune (Barry & Graca, 2018). Another successful way to get humor from deceptive pleasure, based on superiority's moral philosophy, is by presenting surprises (e.g. spoiling romance) and plots that end with unintended harm, injury or danger.


Figure 6: APOM! Advertisement

Figure 6 portrays an individual named Low Taek Jho, often called Jho Low who was alleged as the mastermind of a scheme to move a total of US$ 4.5 billion from 1MDB to his personal account. APOM! has used this opportunity to advertise their brand by putting a satirical drawing of the Malaysian businessman, Jho Low as their attraction to promote the sale during the Christmas season. The cartoon version of this individual really resembles the identity and character of that most wanted Malaysian man where it was attributed as a symbolic figure or a mascot of *APOM!*.

In fact, they play with the word ‘jolly’ and turn it into ‘jholly’ as derived from the name of Jho Low shows their courage in expressing their contempt to this serious issue. This is in line with a study conducted by Xiaoli (2015), in order to maximize an advertisement's appeal, advertisers pay a great deal of attention to word and phrase usage. Puns are commonly used in advertising as one of the rhetorical devices. This is definitely a clever way of attracting the attention of people and thoroughly impressing them with the transformation of a particular term or word, for example ‘eggsactly’ derived from the actual word ‘exactly’ as in the statement ‘we know what eggsactly you want’.

## 4. CONCLUSION

The results of this investigation show that all of these three brands have employed the theory of humour and all of the 10 advertisements can be assigned into their respective typology of humour where every type has its own attribution and features. They consist of; (1) perceptual displacement, (2) surprise, (3) putdowns, and (4) malicious joy. The most obvious finding to emerge from this study is that, of all those three theories that act as the guideline, advertisements belonging to the Superiority Theory were recorded as the highest in contrast to the other two. There were 6 advertisements that conformed to the attribution of this theory and it was dominated by the only two brands, *Domino’s Pizza* and *APOM*!.

The results of this study will contribute to the social media researcher and especially to online marketers. This research also aims to fill the gap and focuses on Malaysian-based brands because in recent years there has been a shortage of studies in the Malaysian context. As the main objective of this study was to discover the elements of parody applied to be chosen and advertised by these brands, it may help advertisers to learn and plan their marketing strategies rigorously. The main findings can thus be confirmed by the consumer's perception of parody advertising itself, where every reaction or response from the consumers is considered to be paramount and significant to their promoting style.

## REFERENCES

Barry, J. M. and Graça, S. S. (2013). A Cross-cultural typology of advertising humor. Proceedings of *15th Cross-cultural Research Conference*, Antigua, Guatemala, 8-10 December.

Mamidi, R. (2010). Context and humor - Understanding Amul advertisements. Presentation at *LAFAL Linguistic Approaches to Funniness, Amusement and Laughter, 1st International Symposium*. Lodz, Poland.

New Straits Time. (2018). *Nation: King jokingly tells MPs: 'Sit down and don't run away'*. Retrieved from https://www.nst.com.my/news/nation/2018/07/391553/king-jokingly-tells-mps-sit-down-and-dont-run-away

Prasanna D. K. & Venkateswara, K. R. (2013). The Role of Advertising in Consumer Decision Making. *IOSR Journal of Business and Management*, 37-45.

Terkan, R. (2014). Importance of Creative Advertising and Marketing According to University Students' Perspective. *International Review of Management and Marketing*, 4(3), 239–246.

Xiaoli, G. (2015) A Study of the Humor Aspect of English Puns: Views from the Relevance Theory. *Theory and Practice in Language Studies*, 5(6), 1211-121

# THE INTERFACE BETWEEN LANGUAGE, CRIME AND LAW; DISCOURSE ANALYSIS OF LEGAL DRAFTING IN PUNJAB

Badriah Khaleel[1] and Nur`ain Balqis Binti Haladin[2]

[1] Language Academy
Universiti Teknologi Malaysia
*badriahkhaleel@hotmail.com*

[2] *Language Academy, Faculty of Social Sciences and Humanities*
*Universiti Teknologi Malaysia (UTM)*
*nurainbalqis@utm.my*

## ABSTRACT

Forensic linguistics is the relevant branch of Applied Linguistics that deals with the interpretation and analysis of oral as well as written legal discourse (drafting) for investigation purposes. The present research explores the existing problem of bilingualism and recommends the need of introducing forensic linguistics to the Pakistani Judiciary (Punjab) so the legal drafting would not be misinterpreted by the layman. It streamlines the language of the courtroom and the teaching language of legal schools as well, in order to make justice easily accessible to the layman. Specifically, it aims to identify bilingualism as an intruding factor in the interpretation of legal discourse. It further justifies the fact that introducing Forensic Linguistics is basically needed, as it is the interface between language, crime, and law. This research is a qualitative analysis in terms of collecting the data with the illustration of the textual material through considering the legal textbooks and the practicing aspects within the courtroom with respect to their registered legal Jargon and specific terminologies. The triangulation lens encompassed the fact that by improving the teaching methodology, providing authentic material for the specific learning environment, written by the local authors is actually required. The learning and practice of judges should complement each other at university level.

**Keywords**: Bilingualism; comprehensive ability; curriculum; legal discourse.

## 1. INTRODUCTION

According to Fairclough (2014), Language has been acknowledged as the “principal medium of social control and power” particularly in legal settings where language is employed in a way to express control via the exercise of power. Legal language is actually very complex and not easily understandable for the layman and this is exactly why the use of legal language in legal proceedings is considered as controversially impractical particularly by linguists as it is often used to practice power. Therefore, this research article tries to analyze the relationship between language and power in the courtrooms of Pakistan where legal language is English. It also explores the extent of influence imposed by the lawyers and judges by using powerful linguistic terms which are beyond the understanding of a layman. The methodology employed in this research is quasi-qualitative based on triangulation methods i.e. interview, observation and analysis. The research population included 15 lawyers and 15 civil judges of the Lahore High Court. The results show that greater use of power is exerted via the use of complex legal terms in courtrooms by the professionals as a silencing technique.

Language and law itself has a strong link altogether with the linguistics components and the structural use of language in the legal context. “The law is a profession of words” (David 2012). The field of linguistics is the study of language and its structure and its use in different situational contexts in any society. Pakistani law is a common law which was established in the British rule since 1947, which is why Pakistan is a common law country. In Pakistan there are many languages being used as a first language, second language or a lingua franca. Lingua franca is another term in linguistics, which means the language of a community as a mother tongue or a native language. In Pakistan the multilingual and a bi-lingual shift is being used in which two or more than two languages are used among the pupils. The major languages that are being used are Urdu language and the English language which is also the official language in Pakistan as well other than these languages some of the other languages are also being used such as Punjabi, Sindhi, Saraiki, Pushto, Balochi and the Potohari, which creates a great ambiguity in terms of comprehension of the vocabulary of the official languages that comes under the phenomena of bi-linguicism, which depicts problems in terms of sub division of the group of pupils.

The scope of bilingualism as a major component of legal language comprehension and the use within the courtroom setting or in the classroom setting has an impact of different cultural norms and the notions of different regional varieties of language with the aspects of different social background, educational background, gender, age and the social dialects which can be translated into the Urdu language or the English language that depicts their ethnicity which strengthens one's identity as an individual that is cultivated (Baker and Gibbons, 1998). Bilingualism is a refined process which is very common indeed and all over the world, pupils are required to attempt to learn at least one other language to be able to interact with the other individual easily in the society. Similarly, Cummins (2000 b) claims that the phenomena of bilingualism has a strong connection with the developed linguistics, cognitive and the academic development when both the languages are encouraged to develop. Another very important aspect in terms of bilingualism can be seen in the provided work of Krashen’s (1996), where he says that the bilingual phenomena is a systematic process which should be a subject matter of every textual based content and needs to be taught in the first language without the translation at least with in the class-room setting of the legal written and the spoken discourse through which the literacy transitions will be developed and that can be transfer.

Law consists both of a code of laws and the processes for applying them and disputing their application. This distinction among the static or codified is a dynamic force and the dialogic aspects of law is vital , although the two interaction has many variations in language which can be seen in the written or the spoken discourse of the legalese, that boundary may be fuzzy (for instance “precedents” which operates as medium of converting the outcomes of the dynamic legal processes into static bases for specific interpretation, in any regulatory system this kind of law needs to be developed long before the writing discourse in terms of legal content which can be adopted by any “traditional law” in an ornate cultures. In Pakistani legal bilingualism, another prominent features which has an effect on the legal discourse, is the element of religion law, which is an important predecessor of Common Law Courts were the Ecclesiastical courts; i.e. Islamic Or Shari’ah Law is the basis of many legal systems around the world , although not entirely but it has a blended effect not just in the law making scenarios but also in the transitions of the language being used which is not feasible to understand either by the legal law bodies nor the layperson. Language is the only tool to communicate, and the legal language is no exception. Whenever we talk about legal language we refer to the laws which are written, and they are products of specially trained draft men with a strong educational background through which they can comprehend such language easy to understand, as the language is an approach in real life not a product.

The approach of bilingualism is evidently seen in the field of criminology law and the property law more than the other subfields of legal setting in the Pakistani context, which creates a major difference in the understanding of the content, especially by the layperson. The criminal laws, also comes under the Forensic linguistics discourse, as the subfield of linguistics which deals with the components of forensic phonetics, in terms of investigating purposes as a written discourse which can be in the form of text, email or through the internet, chat etc., which is due to be prepared as evidence in the courtroom. For any legal language analysis this, sub field can be used in three areas:

- **The language of written legal text:**

Here the linguists will be actually investigating the content of the vocabulary, grammar, punctuation and the syntax which determines through analysing the textual material and its interpretations and the consequent problems that readers are facing with the textual content. (Tiersma 1999, Stygda 2010)

- **The spoken language of the legal process**:

In this approach, the linguists focus on the nature of the police interviews with the suspects, through applying the rules which will be governing the specific interactions of the courtroom that tends to the difficulties experienced by those who do not speak the language of the courts, specifically in the Pakistani legal context. (Haworth 2010, Heffer 2005, and Hale 2010)

- **The linguist as expert witness**:

In this approach of forensic linguistics, linguistics will be determining the content with respect to the different expressed opinion on the confusability of rival trademark, on the authorship of the legal documents on the meaning of the words and the expression on the specific content of even the origin which can be seen in terms of the IDPS and the asylum seekers. (Shuy 2002, coulthard and Johnson 2007)

## 1.1 Statement of the Problem

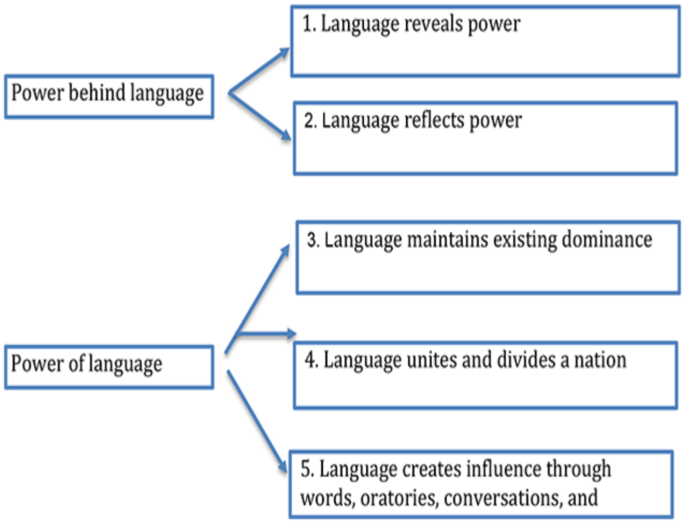
The Bar and Bench relationship in Pakistan has been subjected to personal and political interests thus Language and Power Relationship in Courtrooms Discourse is required to be studied.

## 1.2 Research Objectives

The present research aimed to achieve the following objectives
1. To analyze the discarding of the old cases registered in the respective Court Management Plan.
2. To measure the ardent influence of Bar over the Bench for highlighting the power relationship.
3. To identify the main factors that may cause hindrance in the way of providing justice to the litigants.
4. To analyze bilingualism as an element of misinterpretation among the justice seeker.

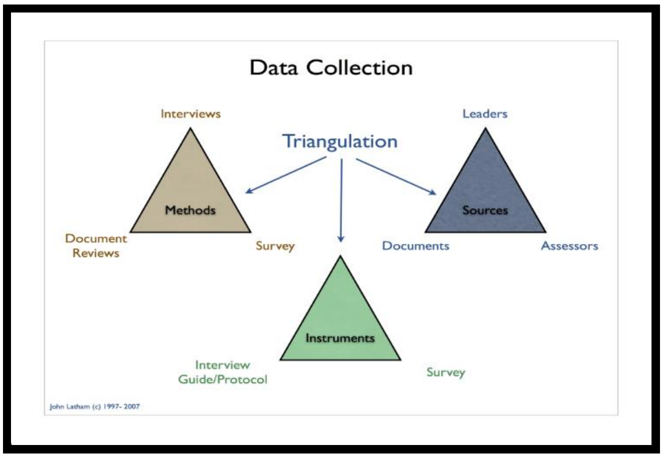
## 2. Methodology

Language and Power is a widely recognized phenomenon. It focuses on how language functions in maintaining and changing power relations in modern society, the ways of analyzing language which can reveal these processes and how people can become more conscious of them, as well as, more able to resist and change them**.**




## 2.1 Research Design

The methodology employed in this research is quasi-qualitative based on Triangulation method i.e. Interview, observation, and content analysis. The research population comprised 15 Lawyers 15 Civil judges of Lahore High Court.



## 3. FINDINGS AND DISCUSSION

### 3.1 Complex Nature of the Legal Discourse

This complex nature of the legal discourse needs a lot of more improvements, not just referring with the forensic linguistics analysis but also in terms of the legal interpretation of the terminologies which have been shaped since the independence of Pakistan as being Muslim country The Islamic terms also plays a vital role in that colourful legal comprehension and its interpretation's within the legal discourse and towards the understanding of layperson. Another problem with the bilingual approach is the issue in the courts view of interpreters and their consequent treatment and use of them. Lawyers appear to have problems as well with the use of interpreters, being uncomfortable with the loss of control over the discourse in the interpreting process and not understanding that an interpreter is not a robotic device of "conduit" that converts word for word from one language into another (Hale 1997).

### 3.2 Problems Raised by Legal Interpreting Itself

A second issue involves the problems raised by legal interpreting itself, given the complex technical nature of legal language. As the description problems also occur in legal discourse of Spanish-English interpreting, particularly register features. (Berk-Selig son 1990)

### 3.3 Mismatch between Understandings of the Law

A third issue is a conceptual mismatch between understandings of the law when witnesses or accused are from a different cultural background. To give just one example of a problem, Hale and Gibbons (forthcoming) mention that certain courtroom formula such as "I put it to you that…." Are embedded in Common Law concepts and a literal interpretation which is probably the best an interpreter can do, cannot convey this conceptual frame to a person from a roman law background. This is why Morris (1998) refers to legal interpreters as a "necessary evil". There is a wide consensus that lawyers and police require explicit in the nature of interpreting, in what interpreters can and cannot do, and in how best to use interpreters, which again varies in the sources of training from one place to another. As the initial study reveals the aspects of bilingual problem in our society in the local context where the language of communication legal matters is different and the legal jargons being used which differs in the local context of language which includes various languages i.e. use of Urdu, Punjabi, Saraiki, Sindhi and the Pushto language have the influence in the legal language discourse. Another aspect which is being affected is the background knowledge of the lawyers and the judges themselves in terms of their educational situations according to their current legal local in universities and not living in metropolitan social structure.

### 3.4 The Socio Economic and the Cultural Values; Bilingualism

Another very important aspect of the evolution of the legal language is the socio economic and the cultural values, traditions and language skills which determine the future course of the legal language in our legal system, the law in literate societies is asocial institution which has become highly specialized, predominantly written and since it involves the imposition of societal norms associated with the deployment of power. There are three characteristics which are marked in the language of law, which leads to the bilingualism problem in legal setting, such as:

- The movement of speech to write the specialization and the technicality of the legal language.
- The use legal jargons which can be seen through the legal dictionaries to comprehend their lexical and semantic meaning.
- The use of power within the legal context of its cultural pragmatic use.

By the bilingualism use of language individuals faces problems with the relating aspects of grammar of the language of the law which reflects is very long noun phrases the need to package complex and precise meanings and in the complex syntactic structures the need to establish both the nature of laws and the conditions under which they apply and interpreted in terms of the legal structural language use which can be written or spoken discourse. (Dante 1990) Other coercive tactics the elements of presupposition , reformulations which distort what a witness said, variation in pace , unexpected ordering of questions , and the use of loaded vocabulary, and the complex structure which leads to misconception and misleading not only for the layperson but at times for the lawyers itself.

### 3.5 Technical Use of Language

The technical use of language may also serve a power purpose, which the laypersons resists and interprets on their own. At the legal discourse level, there are two levels of reality that are manifested in the courtroom language, the primary courtroom reality and the secondary reality of the events under the litigation, which means the legal proceeding of any case. The primary level provides within the taxonomy of the legal genre with respect to the bilingual approach within the courtrooms, ant the secondary approach defines the narration itself which includes the understanding of the lawyers and the laypersons. There are also certain areas of written discourse which needs to be flourished as in the word structure, the syntax approach with references to the lexical and the semantic context of the bilingual phenomena, which will be more concise and clear to the audiences as in the most pompous in writing simple comprehension. With these aspects, the responsible identities such the role of "legislation" as an independent body which refers to the meaning as the "Law making power" i.e. legis means "law"; lation means "to make". Such law making bodies are known as the 'Legislature" or the "Legislative authority", as the fundamental role of law making it is their prior duty as well to determine the linguistics development in the legal context as per the requirement of the pupils targeted needs to achieve the understanding of the legal comprehension according to their notion of grasping the concept but also they should be making vital changes in the legal discourse not just in the curriculum of the legal institutions but also in the use of the courtrooms language as well, through which not only the judicial system will be benefited but the layperson also get facilitated as well, which make them aware of their rights and will be more effectively understand the legal language with different common context of the legal proceeding which will leads to a positive impact on the justice and the on the justice seekers itself.

It is noted that the Bilingual, specialized legal vocabulary and the unusual lexical sentences structure both have great contributions to the peculiarity of the legal written or even in the spoken discourse. These two traits, grammar and the lexicon variety of the language is a basis fundamental building blocks of every human being in terms of learning a language to enable them to communicate and understand one another in a better way. Language is a mechanism, and for knowing a language one needs to be aware of the basic of any language with respect to its cultural or social use, in order to speak, to write and to understand every individual requires a great approach to control both these components which helps and improve the in ability of the pupils specifically in the legal setting for the lawyers an d the judges. We can also relate it with an example as in, learning a foreign language (F1) and you grasp all the basic common words with their various semantic meaning, but not truly aware of the syntactical and the grammatical instructions which will be creating problems in different context of developing a structure in terms of its sequence and in choice of words by adding appropriate ending which may varies and is not exactly executed in a proper mannerism of the specific language. On the other hand , if any individual are aware with the technicality of the language grammar , which can either be English language or Urdu language appropriate manner of language acquisition ( As many linguistics have suggested) but then it lacks in the formulation of the vocabulary items and their proper slots of words and their semantic and the pragmatic values are not accurately indicated and are not relatively connected with the specific context of the situation , where the nouns, verbs and other parts of speech are not supposed to occur , it would be creating problem and will be incompetent for the entities , either for the speakers, the hearers or the writers of the language explicitly in the Pakistani legal discourse.

A law professor and the Author of a popular manual on the “legal Writing” discourse, say that the best legal English is the formulation of the plain English language as he condemns the typical technical language which is not the language of convenience for the individuals in the legal context. He further mentioned, that the lawyers do not use the simple English writing they use eight words to say what can be said in two words, the use of arcane phrases are common in terms of sharing common places and their specific ideas, it is not the concise information which than leads to make them too “redundant” and in being caution in different aspects they also become “verbose”. The sentence structure is twisted one, where the uses of clauses within the other clauses glaze the eyes and the mind of the readers, which creates a problematic situation which gives an unclear expression of the legal language used among the common man (Wydick Richard 1996).

## 3.6 Age & Justice

Age plays a vital role in the factors that may cause hindrance in the way of providing justice. According to a research by Kenneth (2004), the "older judges exhibit a decision-making pattern that is more supportive of plaintiffs in age discrimination cases when compared to younger jurists. "There is an association between judicial age and rulings in age discrimination cases. This relationship appears to occur among the very youngest and oldest jurists. The respondents of the current research highlighted the fact that Age of the Judge does matter in maintaining the decorum of case management. The bar respects age and seniority more than intellect as it adds more to their benefit. The respondents provoked a concern that the bar is still bereft of the culture that demands a fair play.

Among the several external reasons the intrinsic factor is their own reputation that secures monetary benefits. Despite of the time and torture along with the financial constraints of the litigants what is being misquoted is the none other than the delay from the part of the Bench. Few other factors highlighted by the respondents are education, Exposure, Financial Status that may alter the temperament of the Bar towards the bench.

In an article published in Pakistan Today "Problems faced by the bar and bench" it was mentioned that Civil society too lamented that hundreds of thousands of cases were gathering dust without being decided for years– in some cases even decades. To meet the soaring expectations and demands, the National Judicial Policy was introduced in 2009. It was revised in 2012. A consensus was reached among the CJP, the chief justices of the High Courts and the chief justice of the Federal Shariat Court, to usher in revolutionary judicial reforms. By and large, the legal fraternity in particular and civil society in general were appreciative of the effort. The Bar and Bench should sit together and address festering problems and thorny issues sooner rather than later, so as to restore the confidence of general public in the administration of justice. At the heart of the judicial policy introduced in 2009 lay a resolution to 'fast track' court proceedings. This brought pressure to bear upon courts. Old cases were divided into three categories according to the time elapsed since their filing. The files were placed in red folders. The trial courts were clogged with hundreds of cases listed every day out of the long pending cases (old, older, oldest), new cases, cases in which evidence was to be recorded, applications and cases in which final arguments were to be heard. It soon became humanly impossible for a judge to give each case an attentive hearing. Justice was thus sacrificed at the altar of expediency, as the disposal rate rather than the quality of judgments became the be-all and end-all. Consequently, many judgments and orders fell far short of the requirements of law and were bereft of sound reasoning. Regrettable as this was, when these judgments and orders were challenged before the District and Sessions courts, for the most part, they were simply rubber stamped. The judges, it appeared, were no longer applying their independent judicial minds in examining the findings of the lower courts. Instead, they were merely rehashing and reiterating the findings. There is no denying that some of the judges were still handing down well-reasoned, well-considered and well-argued judgments, the rush of work notwithstanding; it's just that there were very few of them. A hard-to-handle workload is not unique to the district judiciary."

The current research highlights the fact that the old saying of Bar and Bench needs to be reviewed and revised. Asfandyar Khan Tareen, Barrister from Lincoln's Inn and heads Tareen Barristers Chambers in Lahore had also mentioned the same thing in his recent article that "The blame is for both the Bar and Bench to share. On one hand, the increasing culture of Bar representatives calling strikes over political or any other issue directly impedes access to justice, and this must come to an end. The society has better expectations from lawyers and doctors than boycotts, as both perform the noble functions of safeguarding the right to life and liberty enshrined in Article 9 of the Constitution. Even professional ethics require that "It is the duty of advocates to appear in court when a matter is called and if it is so possible to make satisfactory alternative arrangements." He further added another fact that" This is not the time for both Bar and Bench to take sides. If we must be on any side, it must be that of the rule of law. If both Bar and Bench stand with the rule of law, they will always stand together."

## 4. CONCLUSION

Bar and Bench are the most integral constituent of Judicial System of any country where their collaboration is a pre-requisite for prompt justice. However, in Pakistan their coordination is subjected to many factorsthat hinders them to dispense justice timely and fairly to individuals. The results show that greater use of power is exerted via the use of complex legal terms in courtrooms by the professionals as a silencing technique. Similarly, the use of language along with the social relation that is present between the participants in the courtroom is identified by the role and position each occupies. Furthermore, the effect of intimidation legal language has on the person in question often pressurizes and provokes them into saying things they wouldn't have said otherwise. For this reason, legal language has been used by lawyers for their own advantages as to suppress the client. This complex nature of the legal discourse needs a lot of more improvements, not just referring with the forensic linguistics analysis but also in terms of the legal interpretation of the terminologies which have been shaped since the independence of Pakistan as being Muslim country. The majority of the respondents shared a very optimistic view for the fact that a more highly qualified Bench; belonging to refined strata of the society is entering in Judiciary and they are introducing and implementing a fair zest to the case management. Lastly, the special legal jargon is not understandable by the local people therefore, they are unaware of the proceedings being carried out by both bar and Bench.

Moreover, age and seniority should not be allowed to devalue the intellectual in any court proceedings as cases need to be resolved rationally and logically. For smooth and speedy justice, legal practitioners must not use legal language as a weapon of intimidation and power; rather they should facilitate a layman to their best. It is highly recommended to decrease this gap by enhancing the collaboration between both wings of the judiciary. They must be kept out of feudal or political influence by penalizing those who try to abuse their authority.

## ACKNOWLEDGEMENT

I am really thankful to my supervisor who has helped me and guided me through the journey of this research.

## REFERENCES

Boyle Fiona, Capps Deveral, Plowden Philip & Sandford Clare. 2001. A practical guide to lawyering skills. 25-64, 70-110, 140-260

Brown Blake, Celia and Paul Chambers. March 2007. International Journal of Speech, Language and the
Law March 2007.

Burke, K., and S. Leben (2007). "Procedural Fairness: A Key Ingredient in Public Satisfaction: A White
Paper of the American Judges Association," 44:1-2 *Court Review* 4. http://aja.ncsc.dni.us/htdocs/AJAWhitePaper9-26-07.pdf (last accessed March 9, 2011)
Cameron, K. S., and R. E. Quinn (2006). *Diagnosing and Changing Organizational Culture*. San Francisco: Jossey-Bass.

Card Richard 1998. Card, Cross & Jones. 14th Edition. Criminal Law. 8-60, 78-97.

Chapper, J. A., and R. A. Hanson (1983). "The Attorney Time Savings/Litigant Cost Savings Hypothesis:
Does Time Equal Money?" 8 *Justice System Journal* 258.

Colin, Joan & Puth Morris. 1996. Interpreters and the legal process. Winchesters, UK waterside press. Dowel, Richard 2016. International Journal of legal Discourse. 295-318.

Eades & Diana. 2003 b. the participation of Second language and second dialect speakers in the legal system. Annual Review of Applied Linguistics 23, 113-133.

Eades, Diana. 1994. A Case of Communicative Clash. Aboriginal English and the legal system. In Gibbons John (ed), Language and Law. London, Longman, 234-64.

Edwards, 2004. Multilingualism in the English speaking world. Oxford Blackwell.

Friesen, E. C., Jr. (1984). "Cures for Court Congestion," 23:1 *Judge's Journal* 4.

Gibbons, John. 2001. Revising the language of New South Wales police procedures. Applied Linguistics
in action 20(4) 439-469.

Hale, Sandra 2004. The discourse Practices of the Law the Witness and the Interpreter Amsterdam. Benjamin's John.

Hanson, R., B. Ostrom, and M. Kleiman (2010). "The Pursuit of High Performance," 5 *International Journal of Court Administration* 2.

Heifetz, R., A. Grashow, and M. Linsky (2009). *The Practice of Adaptive Leadership*. Boston: Harvard
Business Press.

Home offices, United Kingdom 2007. National Agreement on Arrangements for the use of Interpreters, Translators and Language Service Professionals Proceedings with in the Criminal Justice System.

Ingman Terence 1998. 7th Edition. The English Legal process. 3-65, 240-315.

Lawton, R. L. (1993). *Creating a Customer-Centered Culture*. Milwaukee,WI: ASQC Press. Miller, K.
(2006). *We Don't Make Widgets*. Washington, DC: Governing Books.

Mahmood. M 2005. 26th edition. The Majors Acts 22-70, 73-79, 115-204.

National Center for State Courts (2010). *CourTools Performance Measurement Tools for Trial and Appellate Courts*. Williamsburg,VA: National Center for State Courts. www.courtools.org

# APOLOGY AND REQUEST STRATEGIES AMONG LIBYAN UNIVERSITY STUDENTS AND THEIR INSTRUCTORS

Mohammed Abulqasem Mohammed Elasfar[1], Hema Roshney Mustafa[2], and Aliakbar Imani[3]

[1]*Sebha University, Libya, PhD Candidate at Language Academy at Faculty of Social Sciences and Humanities at University Technology Malaysia.*
*mohammed-1975@graduate.utm.my*

[2]*Faculty of Social Sciences and Humanities, University of Technology, Malaysia*
*hemarosheny@utm.my*

[3]*Faculty of Social Sciences and Humanities, University of Technology, Malaysia*
*imani.aliakbar@utm.my*

## ABSTRACT

The objectives of this study are to explore the strategies of the request and apology by Libyan university students. This study investigates about linguistic and pragmatic competence of students in making request and apology. The rationale and motivation behind this research study are to indicate how the results and finding would facilitate to Arab native speakers and English native speakers belonging to diverse cultures to perform the pragmatics of speech acts of request and apology in a group discussion. So, the intention of this paper is to understand the challenges faced by the Arab native speakers of Libyan universities while apologizing or requesting in a group discussion with the English-speaking teachers who belong to diverse cultural background. Hence this study will help the Libyan university students to develop effective communication skill. In the methodology, relevant articles and the corresponding technology from online sources has been discussed with the help of PRISMA which is used by the reviewers of Google Scholar, Research Gate and Scopus for reviewing the systematic review, eligibility & exclusion criteria. Four stages of data abstraction steps for the systematic review process includes identification, screening and eligibility have been discussed. The findings and results of this paper will have profound implications for researchers aiming to understand the cultural influence on speech acts and to understand the scenario where an act of politeness is misunderstood. During the procedure, Discourse Complete Test （DCT） for data collection is elaborate. Three speech acts theories, Locutionary act， Illocutionary act and Perlocutionary act are about interpersonal communication to understand the verbal communication of the concerned persons.

**Keywords**: pragmatic competence; apology; request; instructors; speech act theories.

## 1. INTRODUCTION

The study related to linguistic acts and corresponding situation in which it is performed is called Pragmatics (Stalnaker, 1972). In regard to the interaction process between two speakers, pragmatics recognises the role of social and cultural factors (Demirezen, 1991). Being part of the pragmatics Speech Act fields is designed as the action of verbal comment by speakers. According to Hamdani (2019), the response from target language (LT) speakers in some situations is the Speech Act (SA). Apology, request, refusal, compliment is some of the types of SA (Khalib&Tayeh, 2014).

English has become an indispensable language after being the internationalised one and this has made people to speak it globally (Mustafa, 2016). Libya being a country with the majority population speaking Arabic has English as one of the widely spoken foreign languages. The Libyans who perceive their education in Western European nation speak more fluent English despite showing an inclination towards directness in speech which is the custom of native Arab speaking people. It is essential for the native Libyan

students who speak English to apologise and make request in English in group discussion in a polite way (Megaiab, Machalla, I Wijana, and Aris Munandar, 2019).
The art of doing expression related to the culture is expressed by TL in aspects of pragmatic competence, which was discussed by Bachman (1990). This effect of culture on the apology and request SA which prefers being direct in one is considered as awkward in other thereby bringing about a difference of opinion despite having a same goal and approach among students in group discussion. This is discussed in this research paper to enable the Libyan students to overcome the challenges in English communication despite being conversant in English.

## 2. METHODOLOGY

In this part, the relevant articles and the corresponding technology with reference to online sources is discussed. This method is called PRISMA. This method is used by the reviewers of Google Scholar, ResearchGate and Scopus for the purpose of executing the systematic review, eligibility and exclusion criteria, data abstraction steps of the review process (identification, screening, eligibility) and analysis.

### 2.1 PRISMA

The review is enhanced by the PRISMA Statement i.e., Preferred Reporting Items for Systematic review and Meta-Analyses.

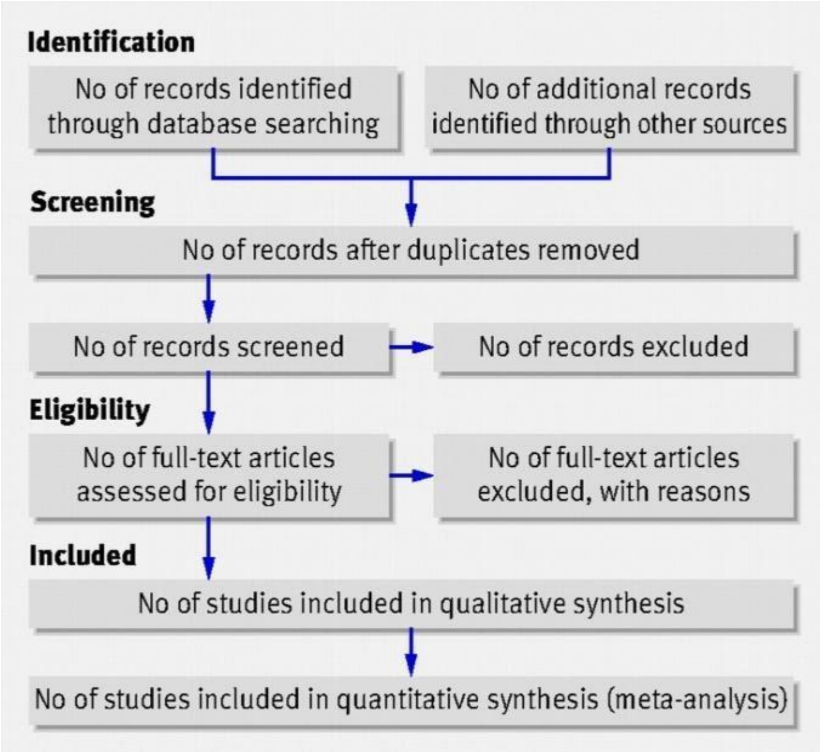



Figure.1 – Working of PRISMA

The figure 1 shows the working of PRISMA.

The various advantages of PRISMA Statement are:

1. Clearly defined research questions for systematic research.
2. Criteria for inclusion and exclusion recognition.
3. Scrutinization of huge databases in limited time (Sierra-Correa and Kintz 2015).

## 2.2 Resources

Documents were collected through electronic media on journal websites. Google Scholar, ResearchGate and Scopus were major contributors. Pragmatically the best content of related documents is available on some websites like Google Scholar, etc. Sociocultural details were mainly collected at other sites. The Scopus site has a great deal of relevant content on the research topic.

## 2.3 Eligibility and Exclusion Criteria

The eligibility and exclusion criteria are considered as the first step in the research. In the case of the literature part, the articles from different journals focus mainly on the request part and sometimes on the apology part too. In the case of book series or review articles, both the criteria are discussed in a vague manner and hence they are excluded. In order to make the task hassle free and avoid translation consuming work, the non-English publications were avoided and only English publications were considered. Considering the latest condition of the research, it was ensured that the research was up to date and the time period chosen was around 5 years (2016-2021). In most of the articles despite having information about the relevant content, the review process concentrates on the pragmatic concept of other languages and their influence on the English speakers. Regarding the literature part, it is not just limited to the learners EFL. Therefore, these articles have been left out. The eligibility and exclusion criteria are mentioned for information purposes in Table 1.

**Table 1.** Eligibility and Exclusion criteria

| ***Particulars*** | ***Inclusion*** | ***Exclusion*** |
|---|---|---|
| *Research Papers accessibility* | *as full-text* | *had full text not available* |
| *Category* | *English written* | *Non-English written* |
| *Span of research papers* | *Between 2016and 2020* | *Papers issued before 2015 and those without bibliographic information* |
| *research question* | *Papers dealing with the influence of culture on the apology and request of students in group discussion* | *Duplicate papers (only the most complete, recent and improved one is included). The rest are excluded* |

Besides these various resources had been considered on Speech Acts including apologies. This includes various book, articles and theses (Abedi, 2016; Huwari, 2018; Mey, 2001).

## 2.4 Systematic Review Process

The Systematic Review Process (SLR) was conducted in four stages. In the first stage, search was done with the help of the corresponding keywords of the research. Synonyms of the keywords were also used to search for the relevant content, where Thesaurus proved to be helpful. The online databases where search is hence illustrated as ("request" or "apology") AND ("Native Lebanese "or "Lebanese") AND ("social" or "cultural"). Upon careful searching and screening, some 90 articles were eliminated. In the second stage of the SLR Process, screening was done using the techniques of titles and abstracts screening. Here a number of articles were reviewed. In the third stage, the available articles were reviewed and accessed. Upon careful understanding of the contents, around150 articles which provided important contents were eliminated, mainly those which concentrated on non-Lebanese students and native English speaking countries other than Lebanon. In the fourth stage, 15 articles were selected and all the contents were analysed qualitatively for proven end result.

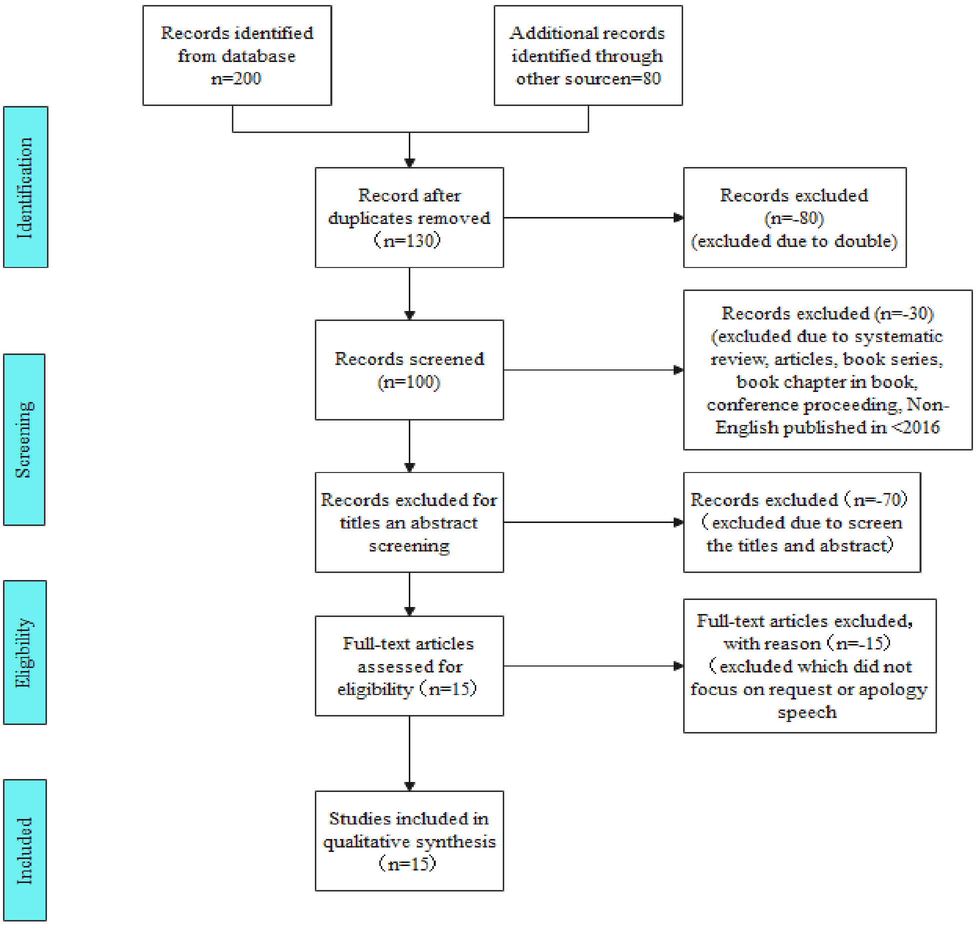



Figure 2. The flow diagram of the Study

### 2.5 Data Extraction and Synthesis

The extraction of the data and the synthesis of the information received proved to be an important part of SLR. Table 2 shows the data extraction which has the details about the extraction of data from various sources. Every single article was carefully analysed. The relevant data was taken and the realized content was condensed. The synthesis of the extracted data led to the condensation of the ideas. Each and every study was carefully analysed and the information was manipulated in Microsoft Excel spread sheet for easy comparison.

### 2.6 Research Questions

The main aim behind the Systematic Literature Review (SLR) is to explain the literature published on the apologizing and requesting acts of speech of native Libyan students in a group discussion. This is done with the help of various methods and trends. As a result, the following Research Questions (RQ) are formulated in order to assist the research.

1. Do native Libyan students apologize and request differently?
2. Does culture have influence on native Libyan students' apology and request acts of speech?
3. Does cultural influence on speech differ between Libyans and other English speakers?
4. What are the limitations and gaps?

## 3. RESULTS

This section presents the findings of the research. Initially, a brief overview of the research is presented. This result is discussed based on the three-research question. Then a thorough analysis of the same is performed with separate sections. This gives a general idea of the research and explains the results of the research.

| Author(s) | Study Title | Limitations | Type of Speech | Method |
|---|---|---|---|---|
| (Alshehab and Rababah 2020a) | Apologies in Arabic and English: A Cross-Cultural Study. | Single tool used (DCT) | Apology | Quantitative |
| (Ezzaoua 2020a) | Apologies in EFL: An Inter-language Pragmatic Study on Moroccan Learners of English | Single tool used (DCT) | Apology | Quantitative |
| (Megaiab, Wijana, and Munandar 2019) | Politeness Strategies of Request Used between Libyan Students and their Lecturers Using English as a Foreign Language | Qualitative tool alone used to ignore quantitative tool | Request | Qualitative |

| | | | | |
|---|---|---|---|---|
| Tarawneh et. Al. 2019 | A Deeper Look into Requests: Insight from Jordanian Speakers of Arabic Vis-Ã€-Vis American English Speaker | Lesser explanation of qualitative tool | Request | Mixed method |
| (Masaoud 2019) | Apology Strategies Among Libyan Learners of English at Omar Al-Mukhtar University | Single tool used (DCT) | Apology | Quantitative |
| (Alishahand hammoodi2018) | The Pragmatic Transfer of Requestive Speech Acts By Arab and Turkish EFL Learners at the Preparatory School | Interview details insufficient | Request | Mixed method |
| (R. Almegren 2018) | The Speech Act of Apology for Saudi EFL Students | Single method (Quantitative Data Collection) is used | Apology | Quantitative |
| (Tag-Eldin 2016b) | Pragmatic transfer in Sudanese university students' requests | Single tool used (DCT) | Request | Quantitative |
| (Tag-Eldin 2016a) | Realization Patterns of Request Strategies in Sudanese Arabic and English | Single tool used (DCT) | Request | Quantitative |
| (Ugla and Abidin 2016c) | A Study of the Apology Strategies Used by Iraqi EFL University Students | Insufficient qualitative and quantitative result explanation | Apology | Mixed |

| | | | | |
|---|---|---|---|---|
| (Alsulayyi 2016c) | Apology Strategies Employed by Saudi EFL Teachers | Single tool used (DCT). Common strategies of apology could have been explained. | Apology | Quantitative |
| (Keshani and Heidari-Shahreza 2017b) | A Comparative Study of Apology Strategy Use by Iranian and German EFL Learners: Gender Differences in Focus | Using one tool to collect data that is a DCT. Insufficient DCT scenarios to elicit polite responses | Apology | Quantitative |
| (S. A. Ali and Pandian 2016) | Inappropriateness in Iraqi EFL Learners | Using an old model of analysis.<br>The test (emails) has a high level of formality & thus politeness is expected to be high. | Request | Mixed |
| (Ghazzoul 2019) | Linguistic and Pragmatic Failure of Arab Learners in Direct Polite Requests and Invitations: A Cross-cultural Study | Does not provide the qualitative data analysed | Requests & Invitations | Mixed |
| (Alzeebaree and Yavuz 2017b) | Realization of the Speech Acts of Request and Apology by Middle<br>Eastern EFL Learners | Single tool used (DCT) and the data is analysed using coding. | Apology and Request | Quantitative |

Table 2. Tabulation showing various studies

### 3.1 Difference in the speech acts of apology and request of native students? (RQ1)

The culture of a society is seen in their language. The native people use different types of common words which are entirely different from the words of other people. The native students use words like excuse me and please to make a polite way of requesting rather than making a direct request (Megaiab, Machalla, I Wijana, and ArisMunandar. 2019). When the students as a whole interact with each other and teachers in a group discussion, the sharing of ideas is ultimately done through the English language. The students are either the native Arab students speaking English or the native English speakers. The native Arab students use indirectness in speech to show politeness (Megaiab, Machalla, I Wijana and Aris Munandar, 2019).

The speech Acts (which includes apologising and requesting) and the degree to which the composition of words an individual makes in a language are basically related to their culture which depends upon rules of the particular native language and the influence of the same in target language cannot be well taught in native language (1986). Hence many students interact to use words in apologising and requesting in a group discussion. The native English-speaking instructors consider Arabic way of speaking as nostalgic, over emotional and sloppy and the native Arab speakers consider English as cold hearted, lacking a sense of worthiness and showing no affability (Nahed Ghazzoul,2019). This leads to the genuine lack of understanding of the apology and request made by the native Arab speaking English students in the interview.

The Arab students face several problems while making a request (Al-Ammar (2000); Al-Eryani 2007; Awad 2012). This is because when a polite request is asked, it is felt to be impolite by the others owing to their cultural background which taught them that the direct requests are rude. As far as the non-speakers of English are concerned, being polite in the English language is difficult (Marazita, 2010). The way one requests in politeness varies across cultures. Hence, when the Arab students translate their requests directly from Arabic language to English language, they are often misunderstood or their request becomes unacceptable (Megaiab, Wijana and Munandar, 2019). The native English students use more rhetoric and morphological words in English as compared to the native Arab students who speak English and the case is the same for the native Arab students who have studied higher levels of English (Umar, 2004).

Example: As Megaiabn (2019) analysed, the native Arab students while speaking in Arabic, ask for a book by saying, “Give me a book”. This is considered as ill-mannered and discourteous by the native English speakers.

***Speech Act Theories***

As far as communication is concerned three main speech act theories are widely used. In inter-personal communication to understand the importance of verbal communication between the concerned persons, Speech Act Theories are used. Initially Austin (1962) who is an English Professor worked on it. Then, R. Searle developed it further. Besides them there are a number of persons who worked on it and developed it further. The Speech Act theory was articulated by Austin in 1962 which paved the way for further research.

a. Locutionary Act

In a locutionary act, the speaker says something with meaning and grammar and the listener understands the meaning of the same communicated aspect.

b. Illocutionary Act

An illocutionary act is what the speaker does while saying something to another person in a particular context. In this case, the speaker might make a promise, ask a question or issue a command.

c. Prelocutionary Act

Prelocutionary Act is the effect of a person saying something to another person. For example, consoling someone in distress, tempting someone to get angry, make someone believe something etc.

The locutionary act, illocutionary act and Prelocutionary act occur while speaking any language. Whatever be the language these acts occur. The same acts occur in the case of native Arabic Students of Libya speaking English and the native English-speaking instructors too. While speaking English in a group discussion, the illocutionary Act and Prelocutionary Act are common in both the languages and understandable for both since they perform the same intention for expressing it. But, in the case of the Locutionary Act, the Arab native students speak English in a manner different from that of the native English-speaking instructors. The Arab natives speak English in a manner where they are so direct in speech and that is the way of showing politeness according to their culture. The native English-speaking instructors speak English in a manner where the speech is so indirect that the Arab native Libyan students don't accept it.

In the locutionary phase, the difference comes out. Though the motto and ideology of Arab and English speakers are the same, the difference comes out in a group discussion where some are less interactive than others. Obliviousness in expressing apology leads to break down of good communication (Khorshidi&Nimchahi, 2013). Due to the restriction of cultural knowledge, the EFL learners directly translate Arabic to English while speaking (Al-Khaza'leh,2018).

### 3.2 Does culture influence the apology and request acts of speech? (RQ2)

The cultural background from which the students come, deeply play a vital role in their request and apology strategies. This is evident when the native Arab students are with their instructors in a group discussion too. When trying to make a request, the native Arabs even having an educational background of advanced level of English, the influence of their cultural background seems inevitable. (Umar, 2004). The way the students make a request or apology vary with the community as they involuntarily employ words to apologize or request in their native language and culture as per their respective speech community style (Megaiab, Machalla, I Wijana, and ArisMunandar. 2019).

A similar thing occurs when they apologise or request in a foreign language like English while translating the words to their native language. The socio-cultural environment of a student usually influences the speech acts since they are deeply rooted in them. (Megaiab, Machalla, I Wijana, and ArisMunandar, 2019). In the case of Arab speakers of English, they often lack a proper understanding of the difference between the speech acts of apology or request or even politeness in speaking. Their speech acts are entirely dependent on their cultural background (Umar, 2004). The value given to the target culture plays a vital role in learning a language and also the attitude (Mustafa, 2016).

Libya is one among the Arabic countries which got benefitted from learning a new language from colonisation. That is by learning the language of the colonizers. This is because of the cultural background from which they are raised (Rabab Abdel Kareem (2020). People of the countries like Libya have a higher ability to learn and speak English as compared to the rest of the non- English-speaking countries (Shawish, 2010; Said, 2012). Though in non-English speaking countries, special training is to be given for students to enable them for English speaking. A little training will be sufficient to increase their English communication.

The concept of proficiency deals with the fact that proficiency in grammar makes a qualified learner, a professional in the target language (Erton, 2017). As Benacchio(2002) suggests, there is a relation between politeness and the imperatives used. The correlation is that negative politeness is related to positive imperatives and vice versa. In the case of most of the individuals, expressing the right apology in the target language is a difficult task (Jassim&Nimehchisalem, 2016).

EL-Shazly (1993) is one of the researchers who studied the Arab request and apology strategy with the other communities of the world. She analysed request and apology strategies of English speakers, Egyptian Arabic speakers and the native Egyptian speakers of English and found the inclination of the Arabic speakers to the verbal hue of Arabic which led to the effect of the same in their English conversation. Similarly, Nureddeen (2008) also conducted research to find out the politeness strategies of the native Arab students speaking English.

### 3.3 The limitations and gaps of the Currently Reviewed Studies (RQ4)

The use of English as a foreign language in Arab countries and the influence of several external and internal factors are widely discussed in the articles. This is supported theoretically by the details and extracts from various sources and some methods are employed in the same aspects.

The most common method employed here is Discourse Complete Test (DCT) for data collection. Besides the advantage of rapid collection and development of data, it has the disadvantage of being a narrow method applied (Kasper and Dahl, 1991). When the DCT method is used, the replies received are not elaborate and are very brief. The intrinsic use of the language cannot be forged in DCT (Kasper, 2000). A proper qualitative as well as quantitative analysis of data in detail is essential. To a certain extent the common speech act of apology and request has started to get intertwined with the speech act of the Arabic communities just like the way English has intruded in all the world languages. So, it is essential to get to the next level of usage of words for apology and request from the usual basic words used in group discussions. The synonymous meaning gives way for more and more words to get into the Arabic community and a proper qualitative study is the need of the hour to understand the intrusion and compare it with the cultural influence on the speech acts.

Many of the prior-art literature make a Discourse Complete Test for data collection. The main advantage of DCT methods is that the data can be gathered and developed rapidly with little difficulty. In addition, with DCT, a huge number of respondents can be enquired effortlessly and by making sure the statistical analysis' feasibility. But using only DCT methods for data collection as a quantitative method (Keshani and Heidari-Shahreza 2017b; Ezzaoua 2020a; Tag-Eldin 2016b; Alsulayyi2016b), (Alzeebaree and Yavuz 2017b) has its own disadvantage. First of all, DCT itself has some disadvantages. It is not based on naturally happening circumstances. DCTs do not depict the real use of language (Golato, 2003).

An exact portrayal of it would be an account based on what the audience think they would say, or what they would like the author to think they would say, rather than an account based on actual behaviour. The findings it supplies are not rationally precise, and the responses are mostly shorter than natural talk (Beebe, 1985:11, cited in Wolfson et al., 1989; Eisenstein and Bodman, 1993). Cummings (2006) notes that DCTs does not succeed to detain all the formulas in spoken discourse and that the obtained replies incline to be shorter than the spoken responses.

Even though (Nelson et al.2002) observed DCT as an appropriate data collection tool for the field of interlanguage pragmatics, Kaper (2000) comments that DCTs cannot replicate the dynamic aspects of discussion such as turn-taking. This directs (Kasperand Dahl 1991) us to think of DCTs, along with oral role-plays, as DCT is rather a constrained method of data collection.

Although there are some disadvantages discussed over the application of DCT, this method is preferred over others for administrative advantages (Billmyer and Varghese 2000: 517). This proves to be of immense help especially in the study of politeness related strategies and contexts in cross linguistic and cultural aspects (Ogiermann, E. (2009).

Also, Byon's (2004) semantic formula which is mainly used for the study of the cross linguistic strategies of apologizing or requesting English by a non-native speaker such as an Arab native, is not widely used in the works. Further, the use of sub-strategies in the Query Preparatory strategies by Lin (2009) is also limited. These studies will be fruitful for the research if done extensively.

A sample query preparatory strategy of Lin with sub-strategies is shown below:

I. Can/could

(a) Can/could I/you

Could you please elaborate it?

(b) Do you think (that) I/you can/could

Do you think it is true?

II. Will/would

(a) Will/would I/you

Would you explain it?

(b) I would appreciate it if

III. May I sit here, please?

IV. Mind (Do/Would you mind)

Excuse me Sir, would you mind considering a wide picture of the topic?

V. Possibility

It is possible for you to explain it as a whole?

The participation of Libyan Students in English language related activities is limited (Abidin et al., 2012) and hence the native cultural influence on their English conversation is many a time disregarded. Owing to which there is not much research on the influence of the cultural factors in the English language they speak in group discussion.

## 4. DISCUSSION AND CONCLUSION

Arabic being the native language of Lebanon plays a crucial role in the apology and requesting speech acts of the native Lebanese students in group discussion. In group discussions, both the native Arab English-speaking students and the native English-speaking students participated. As a reflection of their cultural background, the Arabic students chose a direct method of requesting (S. A. Ali and Pandian). This direct method of requesting was considered to be quite hostile among the English-speaking students. The difference in the method of speech acts is contributed by the speech community. When all the students are together rounded up in a group discussion, it includes both the native people and the others. In Libya, the native people are Arabic speaking and the way they apologize and make requests differs with that of the rest of the English-speaking ones. When something which is said is not getting understood by the other person it is considered to be a pragmatic failure (Thomas, 1983, p.22). This is what happens in the case of group discussion with native Arab speaking students while they apologize and make requests to the native English speakers. Such a small misunderstanding undermines the effectiveness of the group discussion which would otherwise have been better.

Literally, communication depends upon cultural limitations and bashfulness and the circumstance as well as the person involved in it (Gumperz and Hymes, 1986, Gass and Neu, 2006). Cross-cultural pragmatics plays an effective role in enhancing the role of language by speech acts of apology or request in a group discussion. This proves that cross-cultural study is also an essential part of learning a language and getting conversant enough in it. Though students apologize and make requests normally to their teachers and the native English-speaking teachers consider to be gracious varies and hence their intention is misunderstood. The requests made by a person varies with the culture from which the person comes and the language of the person and requires a high level of felicitousness from the side of the speaker for the successful completion of the request made (Abdul Sattar,2009).
Various studies have been carried out on Speech Acts including request act and apology and the apology speech recognition and usage had been identified and studied on NSE (Native Speakers of English) and NNSE (Non-Native Speakers of English) (Bataineh, 2013; Rabab'ah& Al-Hawamdeh, 2020).

The results varied with the usage of the techniques (Bataineh, &Bataineh, 2008; Qari, 2019). Any speech usually consists of two parts. One is the head act and the other is the modifier. The head act is the vocalization of the main content and works even in the absence of modifiers. The head act is most often preceded and/or followed by the modifiers which eventually makes a positive or negative impact on the addressee (Reiter, 2000).

Though it is the convention of Iranians who speak Arabic to show direct request and apology, when the students show it in email communication, it is considered to be a failure (S.A. Ali and Pandian). This is because in the English language, any direct Act of speech is considered to be harsh and unpolished and the cultural background makes the linguistic change which has implications of the intention of being polite is seen as a behavior of rudeness in the other person. The indirect requests create a feeling that the speaker is devious and crafty (Pinker, 2007:442). The Arabs consider direct strategies to show politeness as a custom (Ghazzoul, 2019).

Even the Arab Students who have finished advanced levels of education fall back in this problem of directness in English communication due to their cultural background owing to which the requesting and apologizing acts of speech is different (Ogunsol,2011) as compared to the English-speaking ones in a group discussion. This problem of being polite in apologizing and requesting in native Arabic becoming an act of harshness occurs in other languages too. One of the reasons behind it is the lack of a standard code for showing and perceiving politeness, since it varies with various cultures and norms (Ghazzoul, 2019). In all the Arab cultures politeness is perceived in the same way. In English culture it differs.

Lack of proper teaching methodology and improper training by the teachers in Libya is also a reason behind the abruptness in English communication (Al Khaiyali, 2016) like apologizing and requests made by the native Arab speaking Libyan students as compared to the rest. The cultural influence of the native Arab speaking students in the group discussion showing different words for apologizing and requesting pushes the other culture students to awkwardly feeling situations (Ghazzoul, 2019).

The apologizing and requesting act of speech is of utmost importance since the entire discussion depends upon the speech of others. People originating from different cultures perceive ideologies in different ways. Since the cultural background of the Arabs holds that directness in speech acts mean politeness which makes the native Libyan students to approach people with a direct approach. When the students do so, the native English teachers who come from a cultural background where being indirect is taught as a polite manner, feel awkward. The politeness in speech is innate in native Arab speakers and the politeness varies across cultures. For Example, the Jordanians exhibited optimistic strategies while apologizing whereas the British English speakers exhibited pessimistic strategies (Bataineh, 2003).

The native Arab English-speaking students experience great difficulty while handling the speech act of requesting due to the directness in their request making strategy which is vulnerable to wrong realization of the request made which varies across cultures (Abdul Sattar, 2009). Lack of focus on cultural aspects while teaching English language, is also a reason behind the aspects of apologizing and requesting (Khorshidi et al., 2016). Further, studies were conducted to understand the effects of culture which produces the apology request in people. Some researchers found the correlation between positive correlation (Rabab'ah& Al-Hawamdeh, 2020) while some found it to be a negative one (Al-Ghazalli& Al-Shammary, 2014).

Though the aim or ideology is the same, the native Arab speaking Libyan students and native English-speaking teachers don't have a good communication because of the difference in their cultural background showing directness in one being considered rude in another culture. Theoretical and analytical frameworks must be developed in order to overcome the same issue. Communication as a key must be developed in English both in words and the act of being indirect in speaking (Kerkam, Zainab M., 2015) to overcome this challenge of being perceived in a wrong way.

## REFERENCES

Stalnaker, R. C. (1972). Pragmatics//Semantics of natural language. *Boston, 1972.–380–397 p*.

Demirezen, M. (1991). Pragmatics and language teaching. *HacettepeÜniversitesiEğitimFakültesiDergisi, 6*(6). 281-287.

Hamdani, B. (2019). Pragmatic competence among EFL learners, presented at International English language teachers and lectures conference. State University of Malang, 2019, Indonesia.

Khalib, F. M., &Tayeh, A. (2014). Indirectness in English requests among Malay university students. *Procedia-Social and Behavioral Sciences, 134,* 44-52. doi:https://doi.org/10.1016/j.sbspro.2014.04.223

Bachman, L. F. (1990). *Fundamental considerations in language testing.* Oxford: Oxford university press.

Kasper, G. (1992). Pragmatic transfer. *Interlanguage studies bulletin (Utrecht), 8*(3), 203-231. doi:https://doi.org/10.1177/026765839200800303

Sierra-Correa, Paula Cristina, and Jaime Ricardo CanteraKintz. 2015. "Ecosystem-Based Adaptation for Improving Coastal Planning for Sea-Level Rise: A Systematic Review for Mangrove Coasts." *Marine Policy* 51: 385–93.

Bonvillain. (2003). Language, culture, and communication: The meaning of messages. Upper Saddle River, N.J: Prentice Hall.

Megaiab Umar, A. (2004). Request Strategies as Used by Advanced Arab Learners. Journal of Educational & Social Sciences & Humanities, 16 (1): 42-8

Machalla, I Wijana, and ArisMunandar. 2019. "Politeness Strategies of Request Used between Libyan Students and Their Lecturers Using English as a Foreign Language." *Online Submission* 2 (4): 203–12

Kasper, G. (2000). Data collection in pragmatics research. In *Culturally Speaking: Managing Rapport through Talk Across Cultures,* H. Spencer-Oatey (eds.), 316-341. London: Continuum.

Umeton, Diana, GhaithTarawneh, Eugenia Fezza, Jenny CA Read, and Candy Rowe. 2019. "Pattern and Speed Interact to Hide Moving Prey." *Current Biology* 29 (18): 3109–

Verma, Chaman, Ahmad S Tarawneh, ZoltánIllés, VeronikaStoffová, and Mandeep Singh. 2019. "National Identity Predictive Models for the Real Time Prediction of European School's Students: Preliminary Results." In *2019 International Conference on Automation, Computational and Technology Management (ICACTM)*, 418–23.IEEE.

Ali, ShurooqAbboodi, and AmbigapathyPandian. 2016. "Inappropriateness in Iraqi EFL Learners'e-Mail Requests to Professor." *IRA-International Journal of Education & Multidisciplinary Studies* 3 (3): 402–17.

Ghazzoul, Nahed. 2019. "Linguistic and Pragmatic Failure of Arab Learners in Direct Polite Requests and Invitations: A Cross-Cultural Study." *Theory and Practice in Language Studies* 9 (2): 223–30.

Ogunsola, LA. 2011. "Libraries as Tools for Capacity Building in Developing Countries." *Library Philosophy and Practice*.

KERKAM, Zainab M. (2015). A comparison of Arabic and English directness and indirectness: Cross-cultural politeness. Doctoral, Sheffield Hallam University (United Kingdom).

AL-Ammar, M. (2000). The Linguistic Strategies and Realizations of Request Behaviour in Spoken English and Arabic among Saudi Female English Majors at Riyadh College of Arts.Unpublished M.A. Thesis). Riyadh: King Saud University.

Al-Eryani, A. A. (2007). Refusal Strategies by Yemeni EFL Learners. Journal Quarterly, 9 (2), 19-34.

Awad, Y. M. S. (2012). Study of Request Strategies Employed By Libyan and Malay Postgraduate Students at USM. International Journal of Learning & Development, 2 (2), 144-151.

Marazita, R. A. (2010). The role of negative politeness in requests: the strategies that nonnative speakers apply and fail to apply when performing requests1. tercerforo de lenguas ANEP 1-15.

EL-Shazly, A. (1993). Requesting Strategies in American English, Egyptian Arabic And English as Spoken by Egyptian Second Language Learners.UnpublishedM.A.Thesis. Cairo: American University.

Nureddeen, F. A. (2008). Cross cultural pragmatics: Apology strategies in Sudanese Arabic. Journal of pragmatics, 40(2), 279-306

Pathan, Mustafa, Al Khaiyali, Al Tiyb and Marayi, Zamzam (2016). Teaching English as a Foreign Language in Libyan Schools: Issues and Challenges.International journal of English and education, 5 (2), 19-39.

Aldarasi, RababAbdelkareem (2020) *Foreign language anxiety: Libyan students speaking in English.* PhD thesis.

Shawish, H. (2010). ‘Campaign to Save the Arabic Language in Lebanon’, BBC News, available at: http://www.bbc.com/news/10316914, last accessed 04/06/2019.

Said, F. (2012). ‘Arab Linguistic Imperialism and the Decline of Arabic: Does anyone speak Arabic?’ Part 2. *Arabizi*. Available at: https://arabizi.wordpress.com//?s=rab+Linguistic+Imperialism+and+the+Decline+of+Arabic%3A+Does+anyone+speak+Arabic%3F+part+2&search=Go, last accessed 04/06/2019.

Thomas, J. (1983). Cross-cultural pragmatic failure. Applied Linguistics, 4(2): 91-112.

Gumperz, J. and Hymes, D. (1986). Directions in Sociolinguistics: The Ethnography of Communication. Oxford: Blackwell.

AbdulSattar, H., Lah, S., & Suleiman, R. (2009). Iraqi postgraduates' production and perception of requests: A pilot study. The International Journal of Language Society and Culture, 29, 56-70.

Reiter, R. M. (2000). Linguistics Politeness in Britain and Uruguay.A Contrastive Study of Requests and Apologies. Amsterdam: John Benjamins Publishing Company

Byon A. S. (2004). Sociopragmatic analysis of Korean requests: pedagogical settings. Journal of Pragmatics, 36,1673–1704

Lin, Y.-H. (2009). (In press) Query preparatory modals: Cross-linguistic and cross-situational variations in request modification. J.Pragmatics, doi:10.1016/j.pragma.2008.12.007

Benacchio, Rosanna (2002). Konkurencijavidov, vezˇlivost’ i e˙tiket v russkom imperative. Russian Linguistics 26: 149178.

Billmyer, Kristine and Manka Varghese (2000). Investigating instrument-based pragmatic variability: effects of enhancing discourse completion tests. Applied Linguistics 21(4): 517552.

Ogiermann, E. (2009). Politeness and In-Directness Across Cultures: A Comparison of English, German, Polish and Russian Requests. Journal of Politeness Research: Language, Behaviour, Culture, 5(2), 189-216.

Pinker, Steven (2007). The evolutionary social psychology of off-record indirect speech acts. Intercultural Pragmatics 4 (4): 437461.

Erton, İ. (2017). Types of competence in Linguistics: A review of processes and their implications in human perception and action. doi:10.1501/Dtcfder_0000001508

Jassim, A., &Nimehchisalem, V. (2016). EFL Arab students’ apology strategies in relation to formality and informality of the context. Ampersand, 3, 117-125. http://dx.doi.org/10.1016/j.amper.2016.06.00 1

Khorshidi, H. R., &Nimchahi, A. B. (2013). Motivation and Interlanguage Pragmatics in Iranian English Language Learners. English Language Teaching, 6(6), 86-96. doi:10.5539/elt.v6n6p86

Al-Khaza'leh. B. A. (2018). Influence of social power on perception of speech act of apology by Jordanian second language speakers. Journal of Language and Linguistic Studies, 14(1), 211-229.

Khorshidi, S., Mobini, F., &Nasiri, M. (2016). Iranian English Teaching Applicants' request and apology speech acts: Special focus on language proficiency. Journal of Language Teaching and Research, 7(3), 534-541. doi:http://dx.doi.org/10.17507/jltr.0703.14

Abedi, E. (2016). A Cross-cultural comparative study of apology strategies employed by Iranian EFL learners and English native speakers. Advances in Language and Literary Studies, 7(5), 35-44.

Huwari, I. (2018). A study of apology strategies in English: A case study on Jordanian and Asian undergraduate students at Zarqauniversity. Arab World English Journal (AWEJ), 9(1), 335- 349.

Mey, J. L. (2001). Pragmatics: An introduction. Oxford: Blackwell.

Bataineh, R. F. (2013). On congratulating, thanking, and apologizing in Jordanian Arabic and American English. Journal of Intercultural Communication, 32.

Rabab'ah, G., & Al-Hawamdeh, R. (2020). Apologies in Arabic and English: A cross cultural study. Journal of Psycholinguistic Research, 49(6), 993-1009. https://doi.org/10.1007/s10936-020-09723-6

Bataineh, R. F., &Bataineh, R. F. (2008). A cross-cultural comparison of apologies by native speakers of American English and Jordanian Arabic. Journal of Pragmatics, 40(4), 792-821. doi:10.1016/j.pragma.2008.01.003

Qari, I. (2019). The gender of the addressee as a factor in the selection of apology strategies: The case of Saudi and British. International Journal of Society, Culture & Language, 7(1), 83-95.

Al-Ghazalli, M., & Al-Shammary, M. (2014). Pragmatic difficulties in the production of the speech act of apology by Iraqi EFL learners. Advances in Language and Literary Studies, 5(6), 239-245. doi:10.7575/aiac.alls.v.5n.6p.239

Kasper, G. and Dahl, M. (1991)'Research methods in interlanguagepragmatics', *Studies in Second Language Acquistion*, 13: 215-247.

Keshani, Kourosh, and Mohammad Ali Heidari-Shahreza. 2017a. "A Comparative Study of Apology Strategy Use by Iranian and German EFL Learners: Gender Differences in Focus." *Journal of Applied Linguistics and Language Research* 4 (1): 199–212.

Ezzaoua, Omar. 2020a. "Apologies in EFL: An Interlanguage Pragmatic Study on Moroccan Learners of English." *Studies in Literature and Language* 20 (2): 1–8.

Tag-Eldin, Khalid. 2016a. "Realization Patterns of Request in Sudanese Arabic and English." *Horizons in Humanities And Social Sciences*, 65–81.

Alzeebaree, , and Mehmet Ali Yavuz.2017a. "Realization of the Speech Acts of Request and Apology by Middle Eastern EFL Learners."*Eurasia Journal of Mathematics, Science and Technology Education* 13 (11): 7313–27.

Golato, Andrea. 2003. "Studying Compliment Responses: A Comparison of DCTs and Recordings of Naturally Occurring Talk." *Applied Linguistics* 24 (1): 90–121.

Nelson, Gayle L, Joan Carson, Mahmoud Al Batal, and Waguida El Bakary. 2002. "Cross-Cultural Pragmatics: Strategy Use in Egyptian Arabic and American English Refusals." *Applied Linguistics* 23 (2): 163–89.

# THE ROLE OF LEGAL TRANSLATION AND CONTRACT DEVELOPMENT OF THE OIL SECTOR IN IRAQ

Alderi Ali Bashar Obaid[1], Hadina Habil[2]

[1]*Universiti Teknologi Malaysia*
*Bashar20@graduate.utm.my*

[2]*Universiti Teknologi Malaysia*
*hadina@utm.my*

## ABSTRACT

The structure and style contrasts and similarities between the legal texts from Arabic to English. The study in the Iraqi Ministry of Oil and Basra Oil also addresses problems related to legal translation practices as well as their effects on legal translation caused by the consultation of legal translators with legal writers. There are two different ways in all of these fields; firstly, through a contradictory language analysis of legal writings in general in Arabic and in English; and, secondly, through empirical research of two professional categories: legal interpreters and lawyer-based experts in Iraqi Ministry of Oil / Basra Oil Company.

**Keywords: legal translation, Iraqi Ministry of Oil, the role of translation, Iraqi sector, stylistic and elements**

## 1. INTRODUCTION

The study looks at generic legal translation and the language problems Faced in particular with legal translators. Prior to this study, however, the structure and style of the legal language must be assessed. The trader has the right instruments for carrying out his duty precisely because he knows the nature of the language of the law. "Each component of the legal document has its own language that is basically formal in nature, according to Hatim (1997: 14). Therefore, in both English and Arabic, the translator must be aware of those conventions." This research, therefore, tries to 1) provide such knowledge as a linguistic contrast analysis in the second language to deal with the practical aspects of legal translation in, English and Arabic, and 2) give an insight into the real language difficulties that legal translators face through an empirical study.

Iraq is a significant part of the international oil market's historic, and current political development and economic trend. Iraq's known 115-billion-barrel oil reserves, which were perhaps exaggerated during Saddam Hussein's regime, are among the greatest in the world. In addition, its oil Export policies have for more than 30 years been a crucial part of international oil supply and price establishment. The country's oil resource base is considered the second greatest in the world, second to Saudi Arabia Iraq was one of the first countries Producing oil to nationalize certain of its oil reserves in 1961 and was a founding member of the Organization of Petroleum Exporting Countries (OPEC) cartel. Iraq's National Oil Corporation (INOC) was an early leader in world oil policy and could, depending on the tendency of the new Iraqi government, play a similar role in future Iraq's output standing currently at approximately 2.0 million barrels a day (b/d) or 2.5% of global oil supplies. In 1979, Iraq was 4 million BPD; OPEC, behind Iran and Saudi Arabia, is the third-biggest output. Oil output began to fall in the 1990s following the Gulf War and the imposing of international sanctions against Baghdad, which averaged 3.5million b/d before the 1990 Iraq invasion of Kuwait. The country's oil production capabilities were assessed at between 2.5 to 2.7 million b/d at the moment of the U.S. military intervention in Iraq in 2003. Production was significantly below the average of 1,5 million b/d in 2003, and 2.00 million b/d in recent years. In 2003, 2.00 million b/d and 1.8 million b/d and in 2005 at 1.5 million b/d. Iraq's annual oil production rates at the beginning of 2006 were at approximately 2.06 million b/d significantly below the predicted Iraqi government objective of 2.5 million b/d in 2006. However, Iraq has been able to achieve its budget income goals since oil prices have been higher than predicted

## 2. METHODOLOGY

The research will be conducted in two parts: contrastive linguistic analysis and survey questionnaire. In the first part, two levels of analysis will be conducted.

### 2.1 Contrastive Linguistic Analysis

A contrasting linguistic study is made of legal writings in both Arabic and English, and in particular of commercial contracts and agreements, on different types of law. The following research topic is answered using this method:

In terms of syntactic, synanthropic, text, and style, what is the difference and similarity between Arabic and English legal texts? The investigation focuses on the above-specified levels of linguistic characteristics. Heuristic processes are involved in the analytical method. Hatim and Mason (1997:14) believe that: it would be preferable if just sound Empirical evidence were used to make an observation. However, we occasionally learn that heuristic techniques are required because they are what they are—an incomplete record of communication events. Interaction creates its own laws, a process that involves entire conceptual systems, even those created by our own textual skill.

**Level 1: Syntactic and Semantic Characteristics Analysis**
By studying the syntactical and semantic properties of mainly used language contracts, the texts selected are quantitatively and quality assessed. The frequency of grammatical characteristics are examined, for example, the usage of time in multiple verb phrase groups, the use of passive voices, and the usage of legal writing methods in Arabic and English.

### 2.2: Part 2 - Survey Questionnaire.

In Part 2, a questionnaire survey will be carried out in IRAQ in two professional categories: legal translators and lawyers specialized in drafting, employing a methodology that follows:

A. The initial questionnaire consisted of 15 questions addressed to 24 professional legal translators regarding challenges in general and culturally bound legal translations, and the impact on the legal translation of new trends and legal language developments, in particular; the importance of consulting legal drafters (lawyers). These translators also translated two text samples from Arabic and English contracts.

How difficult do law texts, especially contracts, and translation of specific legal phrases, have to be translated?
What effect does working with legal drafters have on legal translation?

B. A second the questionnaire will ask eight questions from five legal raftsmen (lawyers) on the drafting of legal documents in general and commercial agreements in general, as well as the criteria or basis for choosing a single language version as the prevailing version of the translated contract rather than accepting the two versions as legal documents within a court of law.

## 3. FINDINGS AND DISCUSSION

**Textual Analysis and Stylistic Characteristics**
This linguistic research shows how legal draftsman place restricted values on legal documents as a tactical element in the law (these may be features of lexis, syntax, or even discourse). The analysis is conducted in Arabic and English through the analysis of many legal writings. In law, draftsmen have strong preferences in their choice of terminology. Some legislative writings are decorated with old terminology and ancient Idioms that can only be used by attorneys. These words or sentences can provide everybody with a dependable guide to the wording of a Document as "these words like 'aforesaid' or 'hence' or 'witnessed' have traditionally been employed by lawyers" (Crystal & Davy 1969: 207).

However, it does have its own technical phrases and expressions legal language limited to the legal domain like What is earliest, according to which the parties see or apply legal domain resolutions in a specialized meaning. There are also other colloquia, such as 'the competent authority and certain legal texts are ornamented with antiquated terms and idioms of a sort that only lawyers can use. These phrases or sentences are a reliable guide to the drafting of a document as "writers have traditionally used such words as 'foreshadowed' or 'therefore' or 'witnessed'" (Crystal & Davy 1969: 207). It has its own technical terms and legal phrases, however this may or may not be the reason that binomials in modern legal Arabic are employed. Binomials may be encountered in Arabic sometimes. "For example, the parties to this agreement are binding. If the words "are translated into English literally, then they read "effective and compulsory."

## 4. CONCLUSION

Most legal translators find it harder to translate legal documents from Arabic to English than from Arabic to Arabic, and trade contracts are harder to translate than English into Arabic. The main reasons for this may be because the primary language of translators is Arabic, the lack of adequate second-language learning particularly in the legal language and less consultations with English lawyers.
Besides that, the study discovered that translating commercial contracts and agreements from Arabic to English, followed by general legal terminology, text design, and, finally, tense modalities, punctuation, capitalization, and sentencing structures pose a significant challenge for legal translators when translating from Arabic to English and vice versa. It also confirmed that coordination between legal translators and Draftsmen in the Iraqi Ministry of Oil and Basra Oil Company was particularly crucial when translating commercial agreements.

**ACKNOWLEDGEMENT**

Thank you to the Ministry of Oil, Iraq for providing the legal documents.

## REFERENCES

Hatim, B. & Mason, I (1997) . *TheTranslator As Communicator* London: Routledge.

Hatim ,B., ( 1997:14 ) The translator and communicator London ; New York : Routledge, © 1997.

Al Manna ,A ., (2016) History theory and practice , First published 2016 by Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Al Manna, F., (2016). History theory and practice, First published 2016 by Routledge, 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Eppel, M, (2004) Iraq *from Monarchy to Tyranny: From the Hashemites to the Rise of Saddam.* Miami: University Press of Florida.

Ferruh . D., (April 25, 2003) "Oil in Iraq: The Byzantine Beginnings," *Global Policy Forum*,

Fursenko, A.A. (1990) *The Battle for Oil*. London: Jai Press,

Lebkicher, R. (1960) *Aramco Handbook*. New York: Arabian American Oil Co.

Yergin, D., (1992) *The Prize: The Epic Quest for Oil, Money and Power*.New York: Simon and Schuster.

# THE EFFECTS OF CULTURALLY FAMILIAR TEXTS TOWARDS SECOND LANGUAGE LEARNERS' READING COMPREHENSION: A GENERAL OVERVIEW

Farhanah Mohamad Fikray[1] and Hadina Habil[2]

[1]*Universiti Teknologi Malaysia*
*farhanafikray@gmail.com*

[2]*Universiti Teknologi Malaysia*
*hadina@utm.my*

**ABSTRACT**

Cultural familiarity in the reading materials for ESL learners helps to enhance reading comprehension as it supports meaning construction and enables learners to engage with the content of the texts optimally (Erten & Razi, 2009). This paper aims to discuss two main objectives. Firstly, focus will be given on the notion of culturally familiar texts in the second language settings. The next part of the discussion describes the effects of using culturally familiar texts on the ESL learners' reading comprehension. Specifically, this study employs the systematic literature review approach where thematic analysis is used to analyse ten journal articles that have been gathered by the use of four main online academic databases which are Jstor, Elsevier, Wiley online library and Google Scholar. The search for the resources involves the use of important keywords such as cultural familiarity, ESL reading comprehension, and second language reading. In addition, it is also significant to describe the theoretical perspectives related to the issue of cultural familiarity from the past to present. Therefore, articles ranging from the year of 1983 to 2019 are chosen for the review to enrich the research findings. Besides that, emphasis is also given on the significance of selecting culturally familiar reading materials in enhancing second language learners' reading competence. Particularly, previous research highlights that culturally familiar texts can be defined as localized literature which are unique to the learners' cultural identity, historical background, and other social representation relevant to their way of life (Brock, 1990). Furthermore, many of the research findings also show that using culturally familiar texts in the language lessons gives positive effects on learners' reading performance and helps to lower the affective filter among students.

**Keywords**: ESL Reading comprehension; Cultural familiarity; Second language reading.

## 1. INTRODUCTION

According to Bernhardt (2005), culturally familiar reading materials enable learners to conceptualize the texts' content leading to better reading comprehension in language classrooms. Besides, it is also proven that many researches highlight positive impact of using culturally relevant texts for ESL learners as it aids to enhance their reading comprehension (Carrell 1984; Foo 1989; Droop & Verhoeven, 1996; Bensoussan, 1998; Pulido, 2004; Salmani-Nodoushan, 2003; Sharp, 2002; Peregoy & Boyle, 2000). It is also important to emphasize that this paper aims to elaborate on the issue of cultural familiarity in the second language reading settings. Therefore, further discussion in this paper aims to fulfill the following research objectives, which are:

1. To describe on the notion of using culturally familiar texts as reading materials in the ESL classroom
2. To elaborate on the effects of using culturally familiar texts towards second language learners' reading comprehension.

As the discussion on reading comprehension continues, it is also beneficial to describe other concepts of reading and understanding texts among learners. The process of comprehending the reading content involves both active as well as interactive practices on students' part in which background knowledge and experience encourage better understanding of the texts (Grabe & Stoller, 2013; Anderson, 1999). In second language studies, the input hypothesis suggests that students are expected to acquire comprehensible information of the second language in the teaching and learning session (Krashen, 1985). The theory proves that reading ability is vital for learners' language development as it cognitively supports the addition of new language units and structure for the readers. This is because, Malik (1990) and Hayes (1991) highlight that reading comprehension is a meaning constructing process where learners decode messages which writers are trying to convey. As a matter of fact, understanding the texts can be a complex process involving a variety of specific skills that are utilized by the students to grasp important L2 input (Ashrafzadeh, Don, and Meshkat, 2015). Furthermore, Piaget (1971) also highlights that reading requires transaction practices where learners interpret the texts by connecting themselves with the real context within the discourse. Besides that, Goodman (1984) also proposes that reading comprehension involves the reader-text interaction where meaning is extracted through the use of both visual and non-visual information. Furthermore, reading progress is also affected by learners' mind activities and thinking ability. Thus, it agrees with what has been stated by Perfetti (1985) who describes it as an interactive procedure consisting of multiple tasks that are performed as part of mental operation. Therefore, it can be said that, reading comprehension proves to be a vital language skill that may be affected by many factors (Yousef, Karimi & Janfeshan, 2014). This situation is consistent with a study conducted by Carrell and Eisterhold (1983) which discussed that many empirical studies highlight the positive impact of schemata towards increasing comprehension among second language learners.

Specifically, the subject of cultural familiarity is closely related to the roles of schema in supporting learners' reading comprehension during the reading sessions. The word schema can actually be defined as a set of abstract structures of knowledge (Anderson & Pearson, 1984) which learners have already possessed based on their available experiences. According to Carrell (1983), Rumelhart (1980), Alderson (2000), Alptekin (2006), and Grabe & Stoller (2013), schema theory emphasizes on the way a reader bridges their background knowledge with the new input from the reading materials. There are a lot of discussions that have been made on the theory of schema and its relationship with students' reading comprehension especially through the use of culturally familiar texts as the main teaching resources in language lessons (Ketchum, 2006). This is because texts which are culturally friendly aids in readers' recall level and activate learners' available schemata through contextual clues as well as cultural convention that they are aware of (Carrell, 1984; Carrell, 1987; Floyd & Carrell, 1987). Not only that, studies conducted by previous researchers such as Pulido (2004), Sharp (2002), Carrell (1984), and Peregoy & Boyle (2000), affirmed that utilizing texts which are culturally familiar leads to positive impact on learners' performance in reading comprehension. Furthermore, the cognitive operation of learners' minds is activated through culturally relevant text by enabling them to conceptualize the text's content. Indirectly, this situation helps to minimize learners' workload in processing the reading materials. In addition, contextual clues in texts of culturally familiar stimuli stimulate the level of readers' working memory and schemata which then may increase their potential towards successful reading activities (Bernhardt, 2005). Despite cognitive development, it has been proven in studies conducted by Carrell (1984), Carrell (1987), as well as Floyd & Carrell, (1987) that, using culture-friendly learning materials affect students' psychological and emotional conditions. This is because, the familiarity in the cultural convention within any kind of discourse in the lesson helps in lowering learners' affective filter in the second language classroom. At the same time, this situation will encourage the teachers to optimize learners' interaction with the texts effectively (Carrell, 1984 & Williams, 1987).

## 2. METHODOLOGY

This study applies the use of systematic review approach in order to fulfill the research objectives that have been highlighted. This strategy was chosen as a tool to analyse the articles since it proves to be an effective way to perform systematic synthesis of data and information that can be extracted from previous academic research or literature (Van Laar, Van Deursen, Van Dijk & Jos de Haan, 2017). Besides that, Hart (1999) explains that systematic review is a reliable method of analyzing data which enables authors to analytically criticize articles within the discussion. Specifically, this study involves the use of 10 journal articles as samples of analysis. In order to highlight the focus of the research, thematic analysis is conducted to discuss the two main objectives of the study which are (i) the notion of culturally familiar texts and (ii) the effects of culturally familiar texts towards second language learners' reading comprehension.

Specifically, the articles that are selected for this review were gathered through the use of four main online academic databases which are Jstor, Elsevier, Wiley online library as well as Google scholar. These scholarly platforms are beneficial channels to search for resources as it provides numerous amounts of valid and reliable references related to the topic and theme of the present study. Besides that, the search for relevant papers involves the use of keywords such as Cultural familiarity, ESL reading comprehension, and second language reading so as to avoid any deviation of the research focus. In addition, it is also important to highlight that the distribution of year for the sample is from the year of 1983 to 2019. In the researcher's point of view, bridging the past theories on the aspect of culturally familiar texts in the ESL classroom with the present findings on the topic is vital as it provides more information on the current trends and development within the research area. As systematic review requires a lot of theoretical information and ideas to be discussed, the snowballing technique is also use to track for more resources in the references section of each article that has been collected so that it may provide better insights to the field of knowledge. The research methodology for this study is illustrated in Table 1:

<table>
<tr><th colspan="5">The methodology of the study</th></tr>
<tr>
<td>• This study applies systematic review approach</td>
<td>• Thematic analysis was done on 10 journal articles</td>
<td>• Articles are gathered through 4 main online academic databases:<br>• Jstor<br>• Elsevier<br>• Wiley online library<br>• Google scholar</td>
<td>• The following keywords are used to find resources:<br>• Cultural familiarity<br>• ESL reading comprehension<br>• Second language reading</td>
<td>• Distribution of year for the articles: 1983 -2019</td>
</tr>
</table>

Table 1: The methodology of the study

## 3. FINDINGS AND DISCUSSIONS

As mentioned in section 1.0, this paper aims to fulfill two main objectives. The first one is to describe the notion of cultural familiarity in the reading texts for ESL learners. According to Lazar (1993) culturally familiar discourses are texts that consist of several cultural dimensions. The characteristics include the existence of learners' first language vocabulary and the representations of understandable beliefs, customs as well as rituals. Besides that, subjects that are closely related to learners' identity such as their economic background, historical value, political perspectives and comprehensible sense of humour are also the criteria of which texts are considered as culturally familiar. In a general point of view, any literary discourse that is compatible with learners' schemata or background knowledge can be regarded as culturally relevant texts (Brock, 1990; Carrell & Eisterhold, 1983). Specifically, many researches show that cultural familiarity is closely related to the theory of schema and the significance of background knowledge (Yousef, Karimi, Janfeshan, 2014). It is also emphasized in previous studies that during the reading process, the available schemata in learners' mind are linked to the new input that they acquired from the texts (Ajideh, 2003; Bernhardt, 2005; Pulido, 2004; Sharp, 2002; Nassaji, 2002; Peregoy & Boyle, 2000; Salmani-Nodoushan, 2006).

As the reading process starts, learners are able to get their background knowledge activated so that they will be able to make sense of the reading materials and interpret messages that the writer is trying to convey (Bensoussan, 1998; Carrell 1984; Foo 1989). Therefore, this situation clearly highlights the significance of culturally relevant texts and appropriate schema for learners' development in language skills since insufficient knowledge on the context of discourse may lead to failure in comprehension progress (Harmer, 2001; Nunan, 2015). This is due to the fact that, cultural variations inculcate differences among learners. Thus, it is expected that readers may portray different assumptions and belief about certain phenomenon based on how their available knowledge is shaped through their identity (Alptekin, 2008). According to Alderson (2000), such cultural influences are actually a form of characterization in an individual's knowledge of the world that is displayed through several idiosyncratic elements. Nevertheless, this factor affects learners' preparedness in interacting with the reading texts because of the clear differences in terms of the readers' emotions, experience, ideas, as well as feelings.

Besides, Trivedi (1978) stated that language resides within culture and to acquire one without awareness and intervention of the native elements is rather impossible. Therefore, it can be summarized that, cultural familiarity in reading texts plays significant roles in enhancing second language learners' reading performance. This statement is consistent with Rivers and Temperly (1978), who view culture as a holistic perspective of norms and attitude in specific society settings that helps in designing one's knowledge and experience in learning the language. Thus, incorporating the use of texts that are culturally familiar for learners may contribute to successful and effective reading practices.

The next section of the discussion will shift to the effects of using culturally familiar texts towards ESL learners' reading comprehension. First of all, reading materials that are culturally relevant with learners' background enables them to extract important ideas of the texts' content. Indirectly, readers are given opportunities to interpret and categorize important information while processing the ideas within the reading materials (Malik, 1990). Not only that, according to Ellis (2001), Carrell (1988), Nassaji (2002), and Pulido (2004), culturally familiar texts aid learners in presuming the message that authors are trying to convey which then eases the cognitive process of text adaptation to the new knowledge that is gained from reading. Furthermore, Erten and Razi (2009) added that schemata prove to enhance readers' understanding of the texts holistically. This is because it increases reader-text engagement and encourages learners' cognitive capacity by providing better attentional space to let students to focus more on the construction of meaning. Besides that, studies conducted by Williams &

Burden (1997), and Dörnyei, (2003) highlight that the use of culturally friendly reading content affects learners' understanding of reading texts through the psychological aspects. The activation of schemata lowers students' affective filter which supports their motivation to learn better and gain more comprehensible input of the target language. As a matter of fact, familiar cultural conventions in the teaching and learning resources expand learners' development in their language mastery. Basically, the linguistic elements in texts that are culturally familiar allows learners to grasp more vocabulary and lexical items of the target language as it is possible for them to maximize their working memory capacity (Stanovich, 2000). In addition, the benefits of culturally familiar reading content for second language learners is that it boosts their ability to make inferences as well as to synthesize information while reading (Pulido 2004). Furthermore, Oller (1995) also proposes that learners' workload is lessened in order to deal with the linguistic principle and grammatical complexities of the reading materials if familiar text content is presented to them during the lesson. As a brief note, it can be said that many of the previous studies agree with the fact that culturally familiar texts support reading comprehension among ESL learners (Grabe & Stoller, 2002; Alderson, 2000; Nassaji, 2002).

## 4. CONCLUSION

As a conclusion, the use of texts with cultural intervention for English language learners provides a lot of positive effects on their reading comprehension. Thus, teachers are expected to incorporate the use of appropriate reading materials to make it easier for the students in constructing meanings from the things they read. This condition agrees with Abu-Rabia (1996) and Bensoussan (1998) who propose that aside from supporting students' ability to grasp better reading skills, suitable texts provide an appropriate support system for learners to plan their own strategies in reading. Furthermore, Liu (2015) emphasizes that awareness among teachers on the advantages of cultural-based resources is vital to broaden students' knowledge of the world. Thus, teachers must have insights on the schema theory since they are responsible for selecting texts for their own classroom (Greenberg et al, 2006). Besides that, the syllabus and curriculum designer should also incorporate the elements of culture in creating teaching content, resources and reference for the second language learners. The transformation in the language curriculum will mutually benefit both teachers and students as according to McCullogh (2013), successful reading comprehension leads to higher potential in language achievements.

## ACKNOWLEDGEMENT

I would like to express my gratitude and appreciation to my supervisor, Associate Professor Dr. Hadina Habil for all the advice and motivation that has been given to me throughout my study. I would also like to thank the reviewers for the constructive feedback on my writing. Lastly, thank you to my mother, father and family for their prayers and understanding.

## REFERENCES

Abu-Rabia, S. (1996). Druze minority students learning Hebrew in Israel: The relationship of attitudes, cultural background, and interest of material to reading Comprehension in a second language. Journal of Multilingual and Multicultural Development, 17(6), 415-426.

Ajideh, P. (2003). Schema theory-based pre-reading tasks: A neglected essential in the ESL reading class. The Reading Matrix, 3(1), 1-14.

Alderson, J. C. (2000). Assessing reading. Cambridge, England: Cambridge University Press.

Alptekin, C. (2006). Cultural familiarity in inferential and literal comprehension in L2 reading. System, 34(4), 494-508.

Alptekin, C. (2008). Multicompetence revisited: From EFL to ELF. Plenary speech presented at the 5th ELT Research Conference—Bridging the gap between theory and practice in ELT. Çanakkale Onsekiz Mart University, Turkey.

Anderson, N. J., & Cheng, X. (2004). Exploring second language reading: Issues and strategies. Foreign Language Teaching and Research Press.

Ashrafzadeh, A., Don, Z. M., & Meshkat, M. (2015). The Effect of Familiarity with Content Knowledge on Iranian Medical Students' Performance in Reading Comprehension.

Bensoussan, M. (1998). Schema effects in EFL reading comprehension. Journal of Research in Reading, 21(3), 213-227.

Bernhardt, E. (2005). Progress and procrastination in second language reading. Annual review of applied linguistics, 25, 133-150.

Brock, M. N. (1990). The case for localized literature in the ESL classroom. English Teaching Forum 28.3, 22-25.

Carrell, P. L. (1984). Schema theory and ESL reading: Classroom implications and applications. The modern language journal, 68(4), 332-343.

Carrell, P. L. (1987). Content and formal schemata in ESL reading. TESOL quarterly, 21(3), 461-481.

Carrell, P. L. (1988). Some causes of text-boundedness and schema interference in ESL reading. Interactive approaches to second language reading, 101-113.

Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. TESOL quarterly, 17(4), 553-573.

Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. Language learning, 53(S1), 3-32.

Droop, M., & Verhoeven, L. (1996). Linguistic and cultural diversity and reading comprehension Development. In Yearbook-National Reading Conference (Vol. 45, Pp. 317-328). The National Reading Conference, Inc..

Ellis, N. C. (2001). Memory for language (pp. 33-68). na.

Erten, İ. H., & Razi, S. (2009). The effects of cultural familiarity on reading comprehension. Reading in a foreign language, 21(1), 60-77.

Floyd, P.,& Carrell, P. L. (1987).Effects on ESL reading of teaching cultural content schemata.Language Learning, 37(1), 89-108.

Foo, R. W. (1989). A Reading Experiment with L2 Readers of English in Hong Kong--Effects of the Rhetorical Structure of Expository Texts on Reading Comprehension. Hongkong Papers in Linguistics and Language Teaching, 12, 49-62.

Goodman, Y. (1984). The development of initial literacy. Awakening to literacy, 102-109.

Grabe, W. P., & Stoller, F. L. (2013). Teaching and researching: Reading. Routledge.

Greenberg, D., et al. (2006). Implementation of an extensive reading program with adult learners. Adult Basic Education, 16(2), 81.

Hart, C. (1999). Doing a Literature Review: Releasing the Social Science Research Imagination (1st ed.). California: Sage Publications Ltd.

Hayes, B. L. (1991). Effective strategies for teaching reading. Allyn & Bacon.

Johnson, P. (1982). Effects on Reading Comprehension of building background knowledge. Tesol Quarterly, 16(4), 503-516.

Ketchum, E. M. (2006). The cultural baggage of second language reading: An approach to understanding. Foreign Language

Lazar, G. (1993). *Literature and language teaching.* Cambridge, England: Cambridge University Press.

Malik, A. A. (1990). A psycholinguistic analysis of the reading behavior of EFL-proficient readers using culturally familiar and culturally non-familiar expository texts. American Educational Research Journal, 27(1), 205-223.

McCullough, R. G. (2013). The relationship between reader response and prior knowledge on African American students' reading comprehension performance using multicultural literature. Reading Psychology, 34(5), 397-435.

Nassaji, H. (2002). Schema theory and knowledge-based processes in second language reading comprehension: A need for alternative perspectives. Language Learning, 52(2), 439-481.

Nunan, D. (1998). Approaches to teaching listening in language classroom. *In proceedings of the 1997 Korea TESOL Conference. Taejon, Korea: KOTESOL*.

Oller, J. W. (1995). Adding abstract to formal and content schemata: Results of recent work in Peircean semiotics. Applied Linguistics, 16(3), 273-306.

Peregoy, S. F., & Boyle, O. F. (2000). English learners reading English: What we know, what we need to know. Theory into practice, 39(4), 237-247.

Perfetti, C. (1985). Reading ability.New York, NY: Oxford University Press.

Piaget, J. (1971). Biology and knowledge: An essay on the relations between organic regulations and cognitive processes.

Pulido, D. (2004). The relationship between text comprehension and second language incidental vocabulary acquisition: A matter of topic familiarity?. Language learning, 54(3), 469-523.

Rivers, W. M. & Temperley, M. S. (1978). A Practical Guide to the Teaching of English as a Second or Foreign Language. New York, NY: Oxford University Press.

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), Theoretical issues in reading comprehension. Hillsdale, N.J.: Erlbaum,.

Salmani-Nodoushan, M. A. (2006). Language teaching: State of the art. Online Submission, 6(2), 125-140.

Sharp, A. (2002). Chinese L1 schoolchildren reading in English: The effects of rhetorical patterns. Reading in a Foreign Language, 14(2), 111.

Stanovich, K. E. (2000). Progress in understanding reading: Scientific foundations and new frontiers. Guilford Press.

Trivedi, H. C. (1978). Culture in language learning.English Language Teaching Journal, 32(2),92-97

Van Laar, E., Van Deursen, A. J., van Dijk, J. A., & de Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. Computers in human behavior, 72, 577-588.

Williams, J. (1987). Non-native varieties of English: A special case of language acquisition. English World-Wide, 8(2), 161-199.

Williams, M., & Burden, R. L. (1997). Psychology For language teachers. Cambridge: Cambridge University Press.

Yousef, H., Karimi, L., & Janfeshan, K. (2014). The relationship between cultural background and reading comprehension. Theory and Practice in Language Studies, 4(4), 707.

# A BIBLIOMETRIC REVIEW OF GLOBAL RESEARCH TRENDS ON MULTIMODAL APPROACH IN BIOLOGY EDUCATION USING SCOPUS DATABASE

Misslina Jelani[1] and Hanita Hassan[2]

[1] *Language Academy, Universiti Teknologi Malaysia*

[2] *Language Academy, Universiti Teknologi Malaysia*
*hanita@utm.my*

**ABSTRACT**

The growing needs for employing multimodality in teaching has sparked research activities all around the world. Due to its broad range of applications, multimodality has received a lot of attention as a new approach to be applied in any field specifically in education. This bibliometric study aimed to evaluate the global research trends in applying multimodality to the Biology education based on publication outputs, co-authorships among authors and affiliated countries, and co-occurrences of author keywords. A total of 1891 journal articles published between 1958 and 2021 were retrieved using the Scopus database. The results demonstrate that the number of publications has been steadily increasing since 1958. Approximately 50% of the global total publications were contributed by researchers from the USA and the Journal of Biological Education published the most number of articles related to research on multimodal teaching approach. The findings of this review show that the application of multimodality to biology education may eventually supplant the clusters that dominated multimodality research in the past. In conclusion, the recent progress in implementing the multimodal approach in teaching Biology includes the following, but not limited to, i) teaching strategies, ii) teaching environments, and iii) teaching and learning with educational technology.

**Keywords:** Bibliometric analysis; Multimodal teaching approach; Biology education; Multimodality.

## 1. INTRODUCTION

A part of a multimodal approach provides concepts, methodologies, and a framework for gathering and analyzing visual, aural, physical, and spatial components of interactions and settings, as well as their interconnections (Jewitt, 2009; Kress, 2009). The increased demand for multimodality in education has prompted research efforts all across the world. Multimodality has gotten a lot of attention as a new approach to be utilized in any field, particularly education, due to its vast variety of applications. The objectives of this study were to examine temporary distribution patterns of a multimodal approach in Biology education journal articles by showing publication outputs, contributions of leading countries, preferred journals, leading authors, leading academic institutions, and highlighting co-occurrence of authors' keywords.

## 2. METHODOLOGY

A statistical analysis tool known as bibliometric gives quantitative insight (Benckendorff and Zehrer, 2013), which can be used to determine research trends by looking at literature databases. It is used as an approach to understand global research trends in a specific area (Khudzari et al., 2018). To reach the aim of the study, this technique is used to look at the overall global research trends, niche areas, and research gaps.

### 2.1. Data source and search strategy

The Scopus database was used to undertake data mining between July 4 and 14, 2021. The central theme in this study was articles containing "multimodal approach" OR "multimodal teaching" OR "multimodal instruction" OR "biology education" OR "biology instruction" OR "biology curriculum" OR "biology teaching" AND NOT "medical" in the title and abstract. A total of 1891 journal articles published between 1958 and 2021 were retrieved. The process of data collection was adapted from Zare et. al., (2017); i) topic definition, ii) boundary definition, iii) data source selection, iv) data retrieval, v) data pre-process, vi) analysis and quality check, vii) visualization, viii) evaluation, and x) presentation

### 2.2. Bibliometric maps

Citation, bibliographical, and author keywords information of 1891 articles were exported to VOSviewer (version 1.6.7, Centre for Science and Technology Studies, Leiden University, The Netherlands), a software tool for constructing and visualizing bibliometric maps. Maps generated with VOSviewer include elements of interest, such as countries or author keywords. The VOSviewer user manual was used to study the peculiarities of the relationship between the elements. Each relationship has a positive numerical value that represents its strength. Link strength increases with increasing value (Van Eck and Waltman, 2018).

#### 2.2.1. Co-authorship analysis

In the analysis of co-authorship, 26 countries associated with 177 different authors were considered. The affiliated countries were divided into ten clusters. Each cluster has the major countries of co-authorship such as the United States, Germany, United Kingdom, Turkey, Australia, Italy, Indonesia, France, and Israel.

#### 2.2.2. Co-occurrence analysis

The minimum number of keyword occurrences examined by the VOSviewer was set to five. The overlay visualization option was chosen to display the number of occurrences, average publication year, and keyword strength between the connections. The color represents the article's typical publishing year in which the keywords appear.

# 3. FINDINGS AND DISCUSSION

## 3.1. Growth in research interest and publication output

The results demonstrate that the number of related publications has been steadily increasing since 1958. Figure 2 shows that in 88 years, a total of 1891 articles were produced. The earliest publication was in 1932, and there was no other record of publishing until 1955. It has been stated that a major interest in multimodal approaches in education research began in 1958.

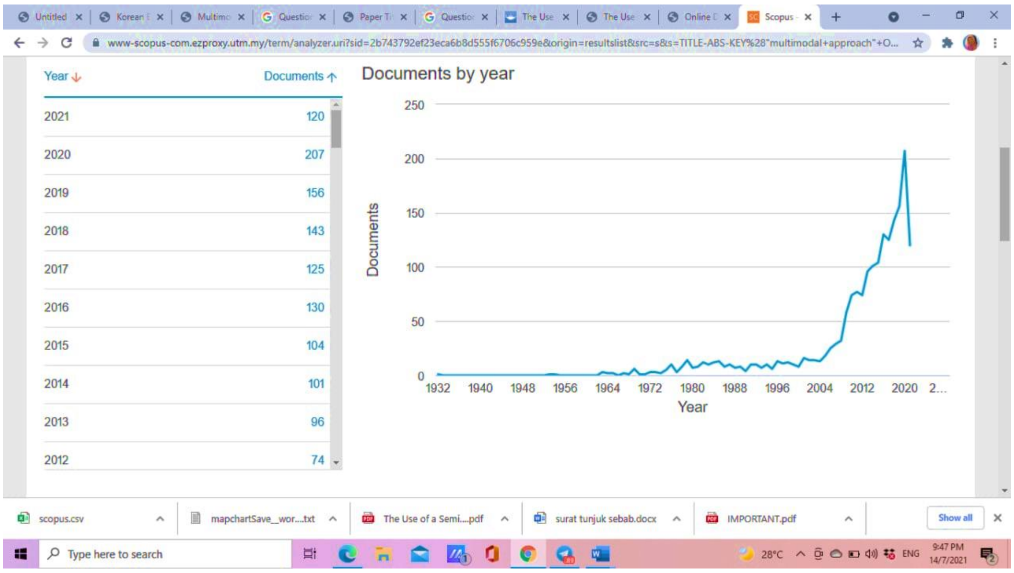



**Figure 2.** The annual and cumulative number of research publications on multimodal approaches in education published in Scopus from 1932 to 2020.

## 3.2. Leading countries, preferred journals, leading authors, and leading academic institutions

Approximately 50% of the global total publications were contributed by researchers from the United States (Figure 3 and 4) and the Journal of Biological Education published the most number of articles related to research on the multimodal approach in education (Figure 5). The highest publication per country came from United States (720) which show the key role in the advancement of multimodal approach in education research followed by Germany (156), United Kingdom (149), Turkey (87), Australia (78), Italy (76), Indonesia (63), Canada (61), France (56) and Israel (56) as shown in geographical distribution map in Figure 3. Similarly, Figure 4 shows the country distribution by area (Figure 3). The VOSviewer reveals that the closer the two countries are, the stronger and greater their relationship (Figure 4). The findings also revealed that the preferred journal in the publication is the Journal of Biological Education (162), followed by Cbe Life Sciences Education (149), American Biology Teachers (95), and Biochemistry and Molecular Biology Education (80) as shown in Figure 5. Leading authors are shown in Figure 6. The ten most prominent authors in multimodal approach in education, as follows: Neuhaus B. J., (18), Fortsch C., (14), Prokop P., (10), Brogner F. X., (9), Tanner K. D., (9), Von Kotzebue l., (9), Rander C., (8), Reiss M. J., (8), Tamir P. (8), and Zubaidah (8). The graph that showing the leading academic institution can be seen in Figure 7. The highest academic institution that working on the multimodal approach in Biology education is the Ludwig-Maximillian University of Munich, Germany (26) followed by the Hebrew University of Jerusalem, Israel (21), Purdue University, Indiana (21), Standford University, California (19), CNRS, France (18), University of Wisconsin-Medison, USA (17), Michigan State University, USA (16), University of Colorado, USA (15), UCL Institute of Education, London, United Kingdom (15), and Utrecht University, Netherland, Germany (15).

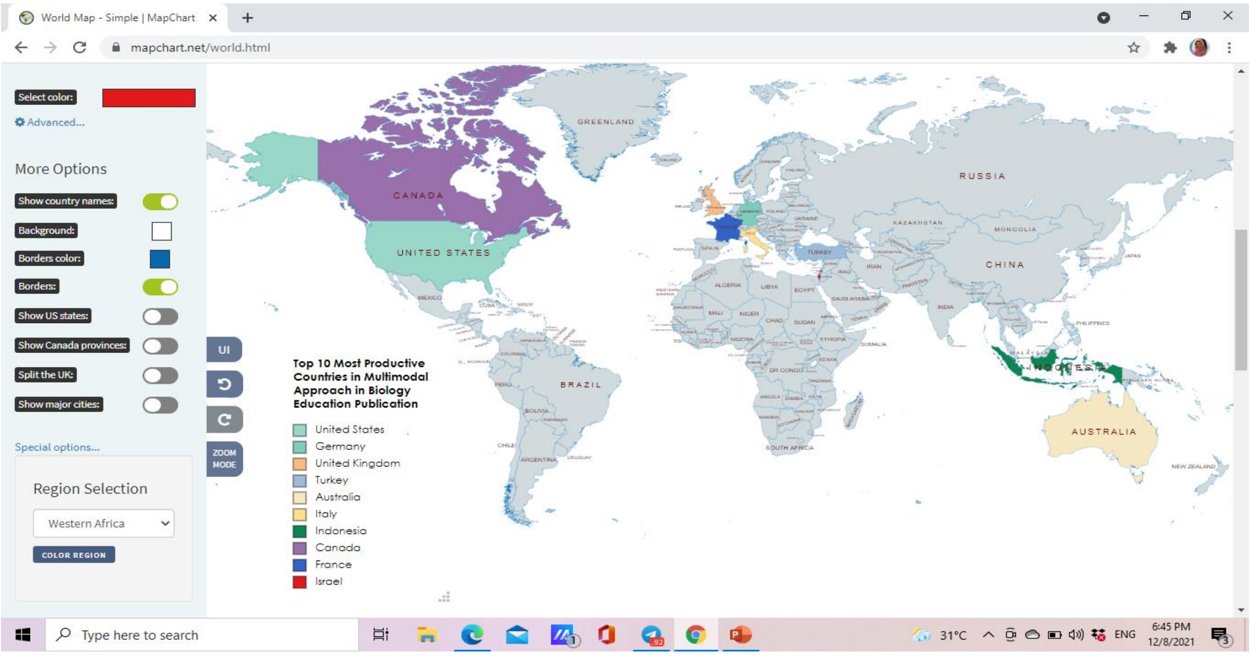



**Figure 3.** The top 10 most productive countries in multimodal approach in education publications

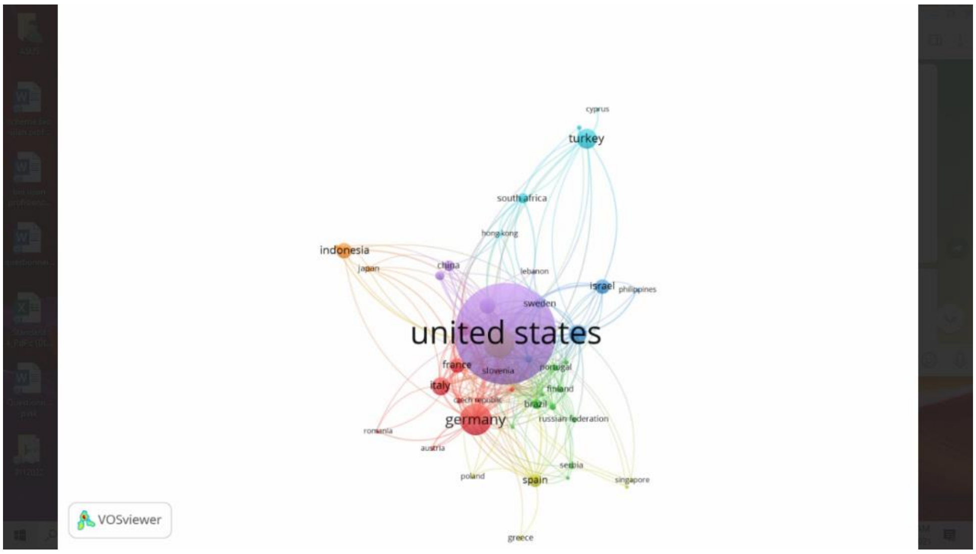



**Figure 4.** A screenshot of the bibliometric map built with network visualization based on co-authorships.

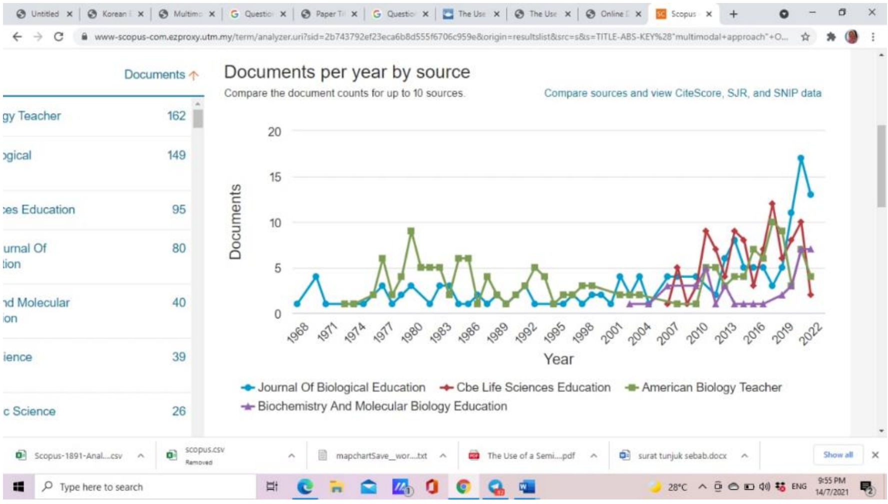



**Figure 5.** Preferred journal in the multimodal approach in education publications

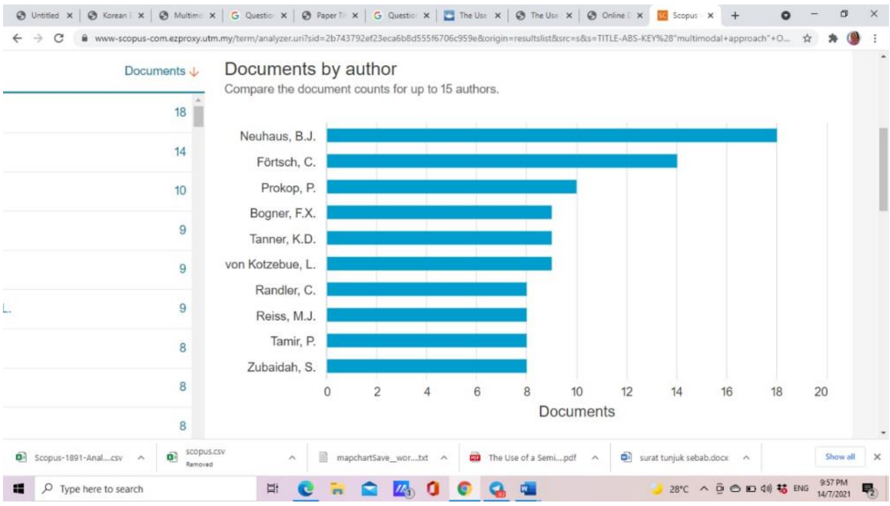



**Figure 6.** Leading authors in the multimodal approach in education publications

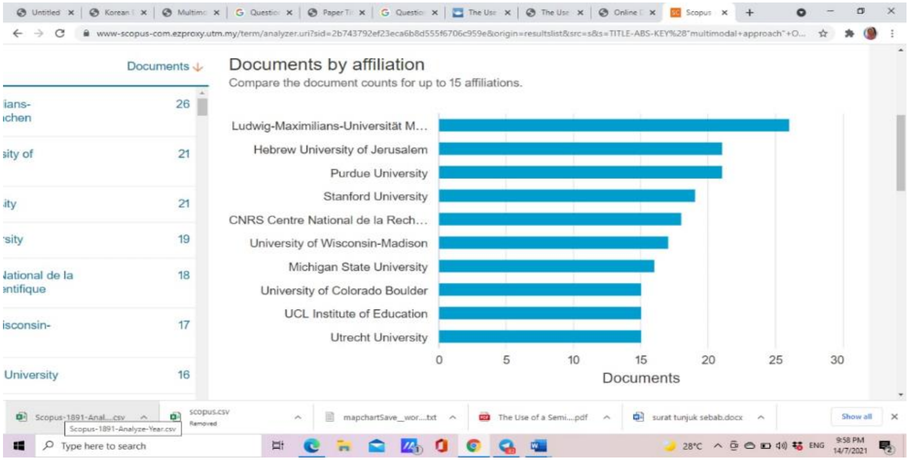



**Figure 7.** Leading academic institution in the multimodal approach in education publications

## 3.3. Co-occurrence (Author keywords)

Co-occurrence analysis is conducted to get the keywords that authors have already studied. The keywords of the top authors can serve as indicators of the study priorities and interests of scientists and researchers in the subject (Zhang et al., 2019). In this bibliometric analysis, it is crucial to examine the list of keywords authors used in the selected articles. Common authors' keywords on the multimodal approach in Biology education were Biology education, education, and multimodal approach. A screenshot of the bibliometric map created based on author keywords co-occurrence with overlay visualization mode is shown in Figure 8. The keywords frequency and count are reflected in the bubble size (Van Eck and Waltman, 2018). The findings of this analysis indicate that the use of multimodality in biology education may eventually supersede the clusters that dominated multimodality in the past. The three clusters are near to each other in the visualization network despite being far apart from other clusters. It demonstrates the close relationship between the terms. Interestingly, the keyword multimodal approach is highlighted in yellow, indicating its popularity in 2018 and beyond (Figure 8 (a)). Aside from this, it reveals that studies have been done on multimodal perspectives in many fields of education, but not focusing on biology education (Figure 8 (b &c)). It is also interesting to see how a particular term is established (Figure 8 (d)). Thereby demonstrating the importance of further research on multimodality in biology teaching and learning.

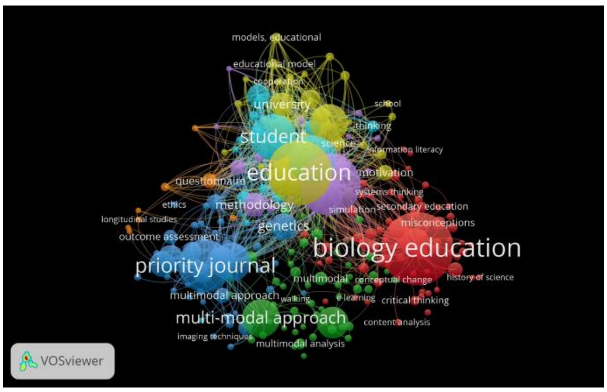



**Figure 8.** A screenshot of the bibliometric map built with network visualization based on co-occurrences.

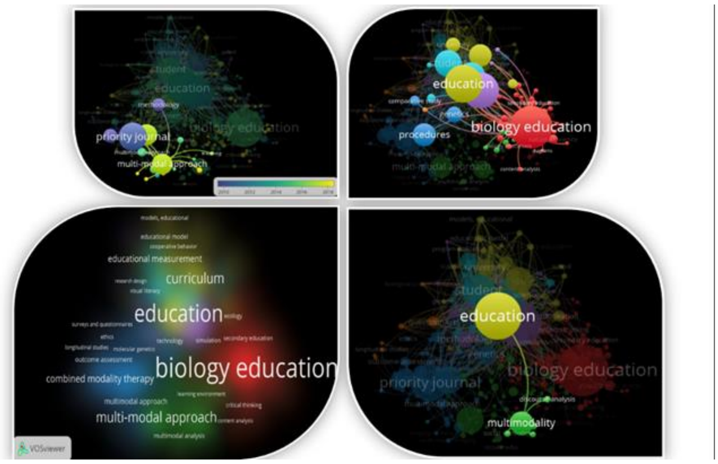



**Figure 8.** A screenshot of the bibliometric map built with network visualization based on multimodal approach (a), biology education (b), education (c), and co-occurrence of the most frequently used author keywords (d).

## 4. CONCLUSION

To sum up, recent progress has been made in integrating a multimodal approach to teaching biology, including but not limited to the following: teaching methodologies, teaching environments, and teaching and learning utilizing educational technology. This study has its limitations. It only used one database, which only contained journal articles written in English. Future studies should compare data from multiple databases, such as WOS, by using another software tool for constructing and visualizing the data.

## REFERENCE


Benckendorff, P., & Zehrer, A. (2013). A network analysis of tourism. *Annals of tourism research*, *43*, 121–149. Retrieved from https://doi.org/10.1016/j.annals.2013.04.005

Jewitt, C. (ed.) (2009) The Routledge Handbook of Multimodal Analysis, London: Routledge

Khudzari, J. M., Kurian, J., Tartakovsky, B., & Raghavan, G. V. (2018). Bibliometric analysis of global research trends on microbial fuel cells using Scopus database. *Biochemical engineering journal*, *136*, 51-60.

Kress, G. (2009) Multimodality: A Social Semiotic Approach to Contemporary Communication, London: Routledge.

Zhang, X., Estoque, R. C., Xie, H., Murayama, Y., & Ranagalage, M. (2019). Bibliometric analysis of highly cited articles on ecosystem services. *PloS one*, *14*(2), Retrieved from https://doi.org/10.1371/journal.pone.0210707

Zare, F., Elsawah, S., Iwanaga, T., Jakeman, A. J., & Pierce, S. A. (2017). Integrated water assessment and modelling: A bibliometric analysis of trends in the water resource sector. *Journal of Hydrology*, *552*, 765-778. Retrieved from https://doi.org/10.1016/jhydrol.2017

# USING WEREWOLF GAME IN SPEAKING LESSONS AMONG PRIMARY ESL LEARNERS: A CASE STUDY

Tan Hon Kian[1] and Farhana Diana Deris[2]

*tanhonkian@gmail.com*

*[2]Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia*
*diana@utm.my*

**ABSTRACT**

The integration of games in language learning has become popular among English language teachers. However, they need more recommendations on suitable and effective speaking games for them to adapt. Hence, this case study aimed to explore the learning experiences in participating Werewolf game in speaking lessons through the lens of a group of primary ESL learners. In general, the Werewolf game is a social deduction game that is fun and communicative. The learners are divided into two teams based on their hidden roles (villagers and werewolves). To complete the game, they must eliminate the opposite team by collecting information through a series of discussions. The population of the study was the primary ESL learners in the Southern Peninsula of Malaysia. 8 learners (n=8) were involved voluntarily as the research participants. Moreover, two qualitative instruments, namely (1) semi-structured interview protocol and (2) observation protocol were used for data collection. Then, a thematic analysis was employed to analyse and discuss the result of the study. The findings revealed the usefulness and the suitability of the game in enhancing learners' learning experiences in speaking lessons. Furthermore, the challenges faced among the learners during the learning process were revealed. Correspondingly, the suggested ways to overcome the challenges identified were highlighted. The findings implied the learners' positive feedbacks and some precautions that should be taken by language teachers in adapting the game in the pedagogical practice. Future research may employ mixed-method research and increase the number of research participants to improve the generalisability of the study.

**Keywords:** Werewolf game, speaking, primary ESL learners

## 1. INTRODUCTION

The primary goal of language learning is to develop speaking skills as means of effective communication (Leong & Seyedeh, 2017). Essentially, speaking skills are used to exchange and convey meaning and thoughts in a various context. However, there are some factors that hinder ESL learners from acquiring the ability and discourage them to speak, for instance, conventional teaching methods with limited communicative activities (Adek & Sitti, 2019), learners' limited vocabulary repertoire and ideas (Leong & Seyedeh, 2017; Maulana, 2019), and their psychological barriers (Yong & Yeo, 2016). Hence, suitable techniques should be adapted to enhance the speaking skills in speaking lessons. Games are one of the renowned methods. The integration of games in language teaching and learning has become ubiquitous for the quality offered. Unlikely, despite being one of the favourable choices, the teachers are still doubtful of using games as learners might favour playing games purely for fun instead of truly developing the focused skills (Akdogan, 2017). As a result, they opt to consider exploiting games by deliberating the procedures and connecting the games to the curriculum. Indeed, different games provide learners with different experiences and benefits in various ways.

Referring to the discussion, rigorous and in-depth studies are needed to obtain more choices of activities to be adapted. Ergo, this case study aimed to explore the learning experiences in participating Werewolf games in speaking lessons through the lens of a group of primary ESL male learners. Their opinions, experiences, and thoughts were collected and investigated through semi-structured interviews and observation. The findings of the present case study would provide insights of the game to ESL teachers. Hence, the research objectives are as the following:

1. What are the advantages of using Werewolf in speaking lessons among primary ESL learners?
2. What are the challenges of using Werewolf in speaking lessons among primary ESL learners?
3. What are the ways suggested or taken to overcome the challenges encountered by the primary ESL learners in using Werewolf in speaking lessons?

## 2. METHODOLOGY

### 2.1. Research Design and Sampling

Since the purpose of this research is to find out and understand learners' experience of participating in a Werewolf game in speaking lessons, a qualitative descriptive case study was conducted. The researcher gathered vast information on the learners' experience while participating in the activity (Thomas, 2021). Besides, to understand the learners' experiences while using the Werewolf game in speaking lessons, 8 primary ESL learners (n=8) were selected to be the research participants via purposive sampling. They are all male and ten years of age, consisting of 4 Indians, 3 Malays, and 1 Chinese.

### 2.2. Werewolf Game

Generally, board games are popular among children. Werewolf is classified as a type of modern and diverse board game, specifically, a social deceptive game. The players are divided into two teams with hidden roles, mainly the good team, and the evil team (York, 2020). The hidden roles, which serve some impact on the overall and development of the game, are provided randomly through the card drawing method at the initial stage of the game. In this study, adapted from Adek and Sitti (2019), and York (2020), there are a group of villagers (the commoners, the fortune teller, and the knight) and two hidden werewolves. The villager team is tasked to uncover the werewolves

### 2.3. Data Collection Methods

To address the purpose of the study, two qualitative instruments were administered, namely semi-structured interview protocols and observation protocols. Semi-structured interview protocols are used to understand the participants' experiences, how they describe those experiences, and the meaning they make from those experiences (DeJonckheere & Vaughn, 2019). A set of interview questions prompting the learners' interest, experience, attitude, the belief of lessons was utilised. The questions were adapted and referred from several past research (Eckstein, 2018; Kawulich, 2012; Sasidharan & Tan, 2013). The interviews were conducted face-to-face with the participants individually using either the English Language or Malay Language. This provides a comfortable environment for the participants to respond and express themselves. A saturated interview (data saturation) was applied whereby the researcher tried to obtain as much information as possible until there was no new idea from the participants. Furthermore, observation protocols involved the researcher making observations based upon the predetermined areas in the study. To gain a better understanding of what was being observed, the researcher became an observer as participant by participating in the game as a gamemaster. The observations were noted and written in the remark column in the protocol. These important notes and details were highlighted and further analysed by the researcher.

## 2.4. Data Analysis Method

In this study, thematic analysis guides the researcher to identify, analyse, organise, describe, and report emerged themes within a data set (Clarke & Braun, 2013). This approach allowed data to be both described and interpreted for meaning. Table 3.1 demonstrates the matrix of data collection and data analysis methods.

Table 3.1 Matrix of data collection and data analysis methods

| **Research Questions** | **Methodology** | |
|---|---|---|
| | **Data Collection Methods** | **Data Analysis Methods** |
| RQ1:<br>What are the advantages of using Werewolf in speaking lessons among primary ESL learners? | 1. Semi-structured interview protocol (48 transcripts)<br>2. Observation protocol (40 transcripts) | Thematic Analysis |
| RQ2:<br>What are the challenges of using Werewolf in speaking lessons among primary ESL learners? | 1. Semi-structured interview protocol (48 transcripts)<br>2. Observation protocol (40 transcripts) | Thematic Analysis |
| RQ3:<br>What are the ways suggested or taken to overcome the challenges encountered by the primary ESL learners in using Werewolf in speaking lessons? | 1. Semi-structured interview protocol (48 transcripts)<br>2. Observation protocol (40 transcripts) | Thematic Analysis |

## 3. FINDINGS AND DISCUSSION

### *RQ 1: What are the advantages of using Werewolf in speaking lessons among primary ESL learners?*

The data obtained primarily reflect the advantages and benefits of using Werewolf games in speaking lessons among the primary ESL learners. The learners expressed the usefulness of the game in helping them increase their motivation levels, cultivate learning, enhance thinking skills, and promote learning community. They interacted actively and contributed their ideas confidently. This is aligned with the past research that explained the roles of amusing, challenging, and interactive elements in the game (Akdogan, 2017). It also created a fun and stress-free learning environment for the learners to express themselves (Adek & Sitti, 2019). In addition, Eckstein (2018) and York (2020) expressed that this can promote the learners' successful and fluent speaking skills by creating a fictitious atmosphere where they contribute their arguments, opinions, and justification in discussions to attain their role-specific win condition. Moreover, the learners learned new phrases and vocabulary as they tried using the language. In fact, games expand learners' vocabulary repertoire (Ayesha et al., 2016). Along with that, the game was useful in fostering a learning community by promoting collaborative learning. This allowed them to work and interact cooperatively with their peers and build good rapport as a learning group (Yong & Yeo, 2016; York, 2020). Besides, the learners also claimed the game procedures and rules are suitable, simple, and clear. The complexity of game rules and procedures is important and should be comprehensive and easy to understand so that the learners can participate in the game with ease (Maulana, 2019). As a result, the Werewolf game was beneficial to be integrated in the speaking lessons.

***RQ 2: What are the challenges of using Werewolf in speaking lessons among primary ESL learners?***

The challenges of participating in the Werewolf game in speaking lessons were identified. The learners pointed out that language factors which included the content speech and the use of first language (L1) were the few concerns. As the game required them to produce their own utterances, some of them found it challenging to determine suitable words to be used in certain situations due to the limited vocabulary repertoire. Gozcu and Caganaga (2016) have reported a similar finding in which learners' language proficiency level and limited vocabulary should be noted. Besides, the learners found it challenging to fully use English. They used L1 to communicate with one another as the quickest way to deliver their thoughts to their friends in the game (York, 2020). Thus, language factors should be noted while implementing the game in the lessons.

Apart from that, learners' interruptive behaviours were another problem. This issue arose as the learners were over excited with the game and unoccupied when they were in the eliminated area. They began talking and disturbed the others. This can be observed in the initial stage of the games because it involved undesirable movements and noises. Indeed, classroom management becomes challenging as learners become overexciting and overwhelming (Akdogan, 2017; Ayesha et al., 2016). Moreover, time constraint was another obstacle. As the instruction and gameplay were conducted in a lesson, they rushed to complete the tasks. Unfortunately, this demotivated and limited them to speak. Akdogan (2017) noted that the game is frequently time consuming as it generally occupies at least half an hour. York (2020) added that including all stages in a single lesson could lead to lack of playtime allocation. Hence, teachers should handle the classroom management cautiously.

***RQ3: What are the ways suggested or taken to overcome the challenges encountered by the primary ESL learners in using Werewolf in speaking lessons?***

The data suggested the appropriate actions taken in overcoming the challenges faced by the learners while using Werewolf game. Both teachers and learners should play their own significant roles in providing adequate language support. Teachers should give constant support and sufficient amount of language inputs for the learners' speaking readiness. York (2020) affirmed that teachers hold the responsibility to prepare and develop learners' knowledge and skills so that they can participate in the activities with ease. Besides, peer support should be encouraged. Learners can seek assistance from their peers in the learning process (Khalid et al., 2018). Hence, teachers and learners should play their significant roles in providing support needed by the learners in difficulties.

Furthermore, vigilant classroom management is imperative. Clear and comprehensive game rules, procedures, rewards, and consequences on learners' behaviours and use of English should be provided and recalled frequently. The teacher and the learners can discuss the learning procedures collaboratively so that the learners can understand the appropriate and expected behaviours (Wafi, 2019; York, 2020). In addition, lesson planning and wise time management are crucial. Teachers may separate the instruction and the playtime into different lessons or set a time limit for each round of the discussions and each learner. As recommended by York (2020), teachers may spread over the stages of pre-play, play, and post-play into several classes. Successful use of games which provide a balance in instruction delivery, game implementation, and learners' participation demand good preparations (Wafi, 2019; Yong & Yeo, 2016). Indeed, this enables the learners to gain more time to explore and practise the language.

## 4. CONCLUSION

In conclusion, the findings uncovered the strengths, challenges, and ways to overcome the challenges of using Werewolf game in speaking lessons among the primary ESL learners. It was found that Werewolf games could increase the motivation level, cultivate learning, develop thinking skills, and promote a learning community among the learners. They also showed a positive attitude towards the suitability and the nature of the game procedures. However, they highlighted some challenges encountered while participating in the game which were speech content, learners' behaviours, and time management. Subsequently, there are some suggested ways that can be taken to overcome the challenges faced, namely providing supports needs, reinforcing of rule and procedures, and appropriate time management. Furthermore, the research sample size in future studies can be increased so that the findings obtained can be generalised to the population. Another fascinating area of future research is the use of Werewolf game in online lessons. Due to the outbreak of Covid-19 pandemic, technological tools are widely used in educational field. Language teachers and learners may contribute their experiences conducting and participating in the game online.

## REFERENCES

Abbott, A. L. (2017). Fostering student interest development: An engagement intervention. *Middle School Journal, 48*(3), 34–45. Retrieved from 10.1080/00940771.2017.1297666

Adek, A. Z., & Sitti, F. (2019). Using Werewolf game to teach speaking to senior high school students. *Journal of English Language Teaching, 8*(1), 61-70.

Akdogan, E. (2017). Developing vocabulary in game activities and game materials. *Journal of Teaching and Education, 7*(1), 31–66.

Ayesha, P., Muhammad, A., Sidra, M., Muhammad, K. K., & Zafar, I. (2016). Effectiveness of language games in second language vocabulary acquisition. *Science International (Lahore), 28*(1), 633-637.

Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist, 26*(2), 120-123.

DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 1-8.

Eckstein, J. (2018). *Game-based language learning for the development of critical thinking and problem-solving skills (Master's Thesis).* Tokyo: Soka University.

Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences, 11*(3), 126-135.

Kawulich, B. B. (2012). Collecting data through observation. In C. Wagner, B. Kawulich, & M. Garner (Eds.), *Doing social research: A global context* (pp. 150-160). McGraw-Hill.

Khalid, A., Muhamad, S., Asmaa, A., & Asmaa, A. (2018). The use of the discussion method at university: Enhancement of teaching and learning. *International Journal of Higher Education, 7*(6), 118-128. doi:10.5430/ijhe.v7n6p118

Leong, L. M., & Seyedeh, M. A. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, *2*(1), 34-41.

Maulana, R. A. (2019). *The use of board game for improving students' English speaking ability (Master's Thesis).* Bengkulu: The State Institute for Islamic Studies of Bengkulu.

Sasidharan, A., & Tan, K. E. (2013). Pupils' and teachers' perceptions of a language board game, CHALLENGE. *The English Teacher*, *42*(3), 201-220.

Thomas, G. (2021). *How to do your case study*. London: Sage Publications Ltd.

Wafi, A. (2019). Using games to improve students' active involvement in the learning of English syntax at Iain Madura: An Autonomous learning. *OKARA: Jurnal Bahasa dan Sastra, 13*(1), 107-120.

Yong, M. F., & Yeo, L. M. (2016). Effects of board game on speaking ability of low-proficiency ESL learners. *International Journal of Applied Linguistics & English Literature, 5*(3), 261-271.

York, J. (2020). Promoting spoken interaction and student engagement with board games in a language teaching context. In M. Farber (Ed.), *Global perspectives on gameful and playful teaching and learning* (pp. 1-26). Hershey, PA: IGI Global.

# ENHANCING STUDENTS' VOCABULARIES THROUGH USAGE OF DIGITAL STORYTELLING

Haddi @ Junaidi Kussin[1] and Nor Liza Haji Ali[2]

*[1]Universiti Pendidikan Sultan Idris*

*haddi@fbk.upsi.edu.my*

*[2]Universiti Teknologi Malaysia*

*norlizaa.kl@utm.my*

## ABSTRACT

The study which took place at a semi-urban secondary government school in Kuala Kubu Bharu, Selangor, Malaysia aimed at examining the impact of using Digital Storytelling (DTS) on vocabulary enhancement in writing narrative essays. In addition, the study also aimed at exploring the notions of learners with respect to utilising DTS in writing class. Total of forty form 4 students were involved in the study and they are divided equally into control and experimental group. The students were selected using convenience sampling from two classes in which the researchers have access to in order to form one group which received treatment in the study, known as the experimental group and another group which did not receive treatment in the study or known as the control group. Data were collected from pre-tests, post-tests and short interview sessions. The quantitative data were analysed using descriptive mean analysis in SPSS whereas the qualitative data from the interview sessions were analysed using thematic analysis. The findings showed significant vocabulary improvement among the students from the experimental group. Additionally, students were also found to have positive notions where practising DTS in writing class is concern. The study implies that Digital Storytelling should be given due consideration to be heavily practiced and embedded into language classrooms especially in teaching writing as it has impactful repercussions on learning, particularly vocabulary enhancement.

Keywords: Digital storytelling, Malaysia, vocabulary, writing, classrooms

## 1. INTRODUCTION

Learning English is like preparing a good cuisine and the very essence of preparing a good cuisine is having good ingredients. Ingredients can be compared to vocabularies. Without vocabularies, there would not be impeccably constructed sentences which will then lead to ambiguously expressed ideas. That realization leads researcher like Decarrico (2001) to highlight the importance of vocabulary acquisition in not just the process of learning first language, but also second or foreign languages. Decarrico (2001) is not alone in upholding that notion. Researchers like Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2001) fully support that notion as they firmly believe that acquisition of vocabularies could open doors to becoming effective language users. This is only true because in language production for instance, when we have a meaning or concept that we wish to express, we need to have a store of vocabularies from which we can select to express the meaning or concept. In other words, effective language use requires adequate level of vocabulary. However, according to Leong, Zainol Abidin and Saibon (2019), mastering the learning of vocabulary causes difficulties to the English as a Second Language (ESL) learners especially in memorizing new, long and rarely used words. This will make impossible for language learning to be achieved. Therefore, it is very important to identify one's learning strategy or learning material which enables learners to learn vocabulary effectively.

Researchers like McGill (2010), Orlova (2003), Kelly, Kelly, Offner & Vorland (2002) believed textbooks and 'chalk and talk' to be ineffective approaches to vocabulary teaching and learning and they urged educators and learners to seek alternative teaching and learning approaches which are more fun, creative, innovative and interesting by using graphics, illustrations, audios, videos and movies as the classroom teaching and learning materials and that is one of the reasons why this study adopted Digital Storytelling (DTS). It is also high time for educators to embrace technology especially during this pandemic time where technology could be seen as complementing lesson implementations.

The integration of technology into education is nothing new and Digital Storytelling is just one of the options one can choose from. There are numerous researches out there that are in favour of Digital Storytelling. The term 'Digital Storytelling' is self-explanatory. According to Kajder (2004), Lambert (2010), McGeoch (2010), Ohler (2008) and Robin (2008), Digital Storytelling often involves either images, voiceover narration and background music, if not all. Wright (2000) believed the use of DTS enables implicit teaching of vocabulary to be conducted in an interesting and attractive way and educators who embraced this approach are said to be in possession of the fundamentals to attract the learners who are now called the 'Digital Natives' (Prensky, 2001) to learn the most important language element, which is the vocabulary. Fletcher and Cambre (2009), Lowenthal and Dunlap (2010), McDury and Alterio (2003), Robin (2008), Sadik (2008), Sandars, Murray and Pellow (2008) concurred with those viewpoints as they firmly believed that there is a strong connection between Digital Storytelling and learners' motivation. Drawing on those literatures, the current study was conducted to answer two research questions:

1. Does using Digital Story Telling have any impact on vocabulary enhancement especially in completing writing?
2. What are the notions of the learners with respect to utilizing Digital Story Telling in language classroom?

## 2. METHODOLOGY

### 1. Site and participants

The study took place at a semi-urban secondary government school in Selangor, Malaysia. Forty students from 2 different form 4 classes in total were involved in the study. One of the groups was made the experimental group, the group which received treatment in the study and in this case the treatment is digital story telling. The other group did not receive treatment and hence, formed the control group.

### 2. Data collection methods

Students from both groups were asked to sit for pre and post-test in which they had to produce narrative writing. Their vocabulary usage in both pre and post writing were compared using CEFR vocabulary profile in order to confirm whether or not there was any vocabulary improvement before and after using DTS, in which the findings provided an answer to research question 1. 10 students from the experimental group agreed to be interviewed and the findings from those interview sessions were used to answer research question 2.

## 3. FINDINGS

### 1. Findings for Research Question 1: Does using Digital Story Telling have any impact on vocabulary enhancement especially in completing writing?

Participants from both control and experimental groups were asked to produce narrative writing in pre and post-test. Their choices of vocabularies were compared using CEFR vocabulary profile to confirm whether or not there was any vocabulary improvement before and after using DTS.

| **Students / CEFR Vocabulary Levels** | **A1** | **A2** | **B1** | **B2** | **C1** | **C2** | **Students'Vocabulary Choice During Pre-Writing Test** | **Students / CEFR Vocabulary Levels** | **A1** | **A2** | **B1** | **B2** | **C1** | **C2** | **Students'Vocabulary Choice in Post-Writing Test** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 1 | 15 | 5 | | | | | | Student 1 | 11 | 4 | 1 | | | | |
| Student 2 | 12 | 8 | | | | | | Student 2 | 10 | 4 | 4 | | | | |
| Student 3 | 11 | 9 | | | | | | Student 3 | 10 | 8 | 1 | | | | |
| Student 4 | 11 | 9 | | | | | | Student 4 | 9 | 3 | 4 | 2 | | | |
| Student 5 | 16 | 4 | | | | | | Student 5 | 12 | 2 | 2 | 3 | 1 | | |
| Student 6 | 11 | 9 | | | | | | Student 6 | 11 | 8 | 1 | | | | |
| Student 7 | 11 | 9 | | | | | | Student 7 | 11 | 9 | | | | | |
| Student 8 | 9 | 8 | 3 | | | | | Student 8 | 9 | 6 | 3 | 2 | | | |
| Student 9 | 12 | 8 | | | | | | Student 9 | 11 | 4 | | | | | |
| Student 10 | 16 | 4 | | | | | | Student 10 | 14 | 6 | | | | | |
| Student 11 | 14 | 5 | 1 | | | | | Student 11 | 12 | 7 | 1 | 1 | | | |

| Students / CEFR Vocabulary Levels | A1 | A2 | B1 | B2 | C1 | C2 | Students'Vocabulary Choice During Pre-Writing Test | Students / CEFR Vocabulary Levels | A1 | A2 | B1 | B2 | C1 | C2 | Students'Vocabulary Choice in Post-Writing Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 12 | 10 | 5 | | | | | | Student 12 | 8 | 4 | 5 | 2 | | | |
| Student 13 | 17 | 3 | | | | | | Student 13 | 15 | 5 | | | | | |
| Student 14 | 12 | 5 | 3 | | | | | Student 14 | 12 | 5 | 2 | | | | |
| Student 15 | 11 | 9 | | | | | | Student 15 | 10 | 5 | 5 | 1 | | | |
| Student 16 | 10 | 10 | | | | | | Student 16 | 11 | 10 | | | | | |
| Student 17 | 11 | 9 | | | | | | Student 17 | 11 | 5 | 4 | 1 | | | |
| Student 18 | 13 | 7 | | | | | | Student 18 | 13 | 4 | 3 | | | | |
| Student 19 | 11 | 9 | 2 | | | | | Student 19 | 11 | 5 | 4 | | | | |
| Student 20 | 13 | 7 | | | | | | Student 20 | 14 | 5 | 1 | | | | |

**Table 1** Students' (from the Experimental Group) Vocabulary Choice During Pre and Post-Writing Test

Using CEFR vocabulary profile as the reference, vocabulary choice of students who belong to the experimental group was evidently enhanced. During pre-test, students from this group mostly used words which are grouped under CEFR A1 level with the most advanced vocabulary grouped under CEFR B1 level. During post-test, the number of words used which are grouped under CEFR A1 level decreased and there was evidence of words which are grouped under CEFR B2 and C1 levels being used. As for the control group, vocabulary choice ranged from A1 to B1 CEFR in both pre and post-test.

### 2. Findings for Research Question 2: What are the notions of the learners with respect to utilizing Digital Story Telling in language classroom?

After post-test, students from the experimental group were invited to be interviewed in order to determine their notions with respect to utilizing DTS in language classrooms. Unfortunately, only 10 agreed to be interviewed and their responses were used to answer research question 2. Below are some of the interview excerpts:

| An Excerpt of An Interview Session With Participant B | | |
|---|---|---|
| RS | What are your thoughts about Digital Stories? | |
| **Par B** | I think it is **helpful**…hmmm it helps me. | Perception |
| RS | How does it help? Can you explain a little more. | |
| **Par B** | It is good because I get new words. I can scroll and find new words to write. It is interesting to me. | Vocabs |
| RS | Wow, new words. Well, how is it interesting? | |
| **Par B** | (Pauses). I think the picture….the sound, music all of it is interesting. I can think more. | Features |
| RS | I see. Are these pictures and animation helpful in your writing? | |
| **Par B** | Yes! I really can think better….then the picture make me want to find more words. I imagine and write. | Thinking<br>Improve writing |
| RS | That's great. Well, do you think Digital Stories has helped you in writing? | |
| **Par B** | ( Pauses) …yes a little bit. I still learning to use Canva So, I am bit slow….but I like the digital story it makes me write more words find more words, I like the colours in Canva. So, I think yes it help me to write… | Improve writing |

From the interview sessions, the researchers discovered that 8 out of the 10 participants mentioned that DTS has helped them to generate more vocabulary or words in penning down their ideas and thoughts when they wrote their storyboards. Some indicated that the integration of visuals, images, animations and interactive templates fostered imaginative skills and stimulated critical thinking which subsequently facilitated in them writing a better description of a character, place or situation in their storyboards. Meanwhile, Participant B (in the excerpt above) stated that Digital Storytelling has helped him to comprehend the meaning of the word which helped him to match the appropriate words to the chosen image. Hence, it can be deduced that Digital Storytelling had broaden their scope in terms of vocabulary knowledge in language learning and shaped these participants to be active independent learners

| An Excerpt of An Interview Session With Participant D | |
|---|---|
| RS | Describe your feelings in creating Storyboards and a Digital Story Video |
| **Par D** | Errmmm, I feel so happy I can elaborate my story. I can write more. I really excited and so much fun! *Canva* is good |
| RS | That's nice to hear, Why do you say *Canva* is a good platform? |
| **Par D** | *Canva* has many applications together like presentation, poster, and slide show. I got many idea and I feel motivation. |
| RS | Can you give one example about an experience using Canva which you find memorable and useful? |
| **Par D** | The bear! The story the frightening one. I so excited to add the photo and sound effect, I just cant stop thinking of the story. |
| RS | Oh the one in the cabin? The two friends attacked by the bear? |
| **Par D** | Yes, I enjoy every second of it. I feel its great, I get to do things I never did before. |

All 10 participants mentioned that Digital Storytelling filled the void that was lacking in them when it comes to writing narrative essays. As they have always perceived writing as difficult and tedious, the introduction of Digital Storytelling was refreshing and appealing to them. All participants expressed positive feelings towards digital storytelling as they thought it was fun, interactive and attractive to write using technology. Therefore, the researchers were able to reach a consensus that digital storytelling has helped elevate participants' spirit and boost their confidence to write better narrative essays. This triggered a drive in them to perform whole heartedly in completing the writing tasks given during interventions.

## 4. CONCLUSION

The Digital Storytelling (DTS) had done what it needed to do in the process of learning as well as acquisition of vocabularies, at least in this study. The lively, attractive, fun and interesting contents of the Digital Storytelling tool enhanced and motivated learners in the whole process of learning and acquiring vocabularies. More than that, DTS (in the current study) has helped learners improve their writing and express their ideas in a more exceptional way. The study implies that Digital Storytelling should be given due consideration to be heavily practiced and embedded into language classrooms especially in teaching writing as it has not only impactful repercussions on learning, particularly vocabulary enhancement, embracing Digital Storytelling also reflects the readiness of educators in really facing up teaching in the 21st century.

**REFERENCES**

Decarrico, J. S. (2001). Vocabulary Learning and Teaching. Celce-Murcia, M. (ed.). Teaching English as a Second or Foreign Language, pp.285-299. Boston: Heinle & Heinle.

Fletcher, C., & Cambre, C. (2009). Digital Storytelling and implicated scholarship in the classroom. Journal of Canadian Studies/Revue d'études canadiennes 43, 109-130.

Gu, Y. (2003). Vocabulary learning in second language: person, task, context and strategies. Electronic Journal TESL-EJ, 7(2), pp. 1-26.

Kajder, S. B. (2004). Enter here: Personal narrative and digital storytelling. English Journal, 93(3), 64–68. https://doi.org/10.2307/4128811

Kelly, C., Kelly, L., Offner, M., & Vorland, B. (2002). Effective ways to use authentic materials with ESL/EFL students. The Internet TESL Journal, 8(11). Retrieved from http://iteslj.org/Techniques/KellyAuthentic.html

Lambert, J. (2010). Digital storytelling cookbook. Berkeley, CA: Digital Diner Press. Retrieved from http://www.storycenter.org/cookbook.pdf https://doi.org/10.4324/9780203102329

Laufer, B. & P. Nation. (1999). A vocabulary size test of controlled productive ability. Language Testing, 16, pp. 33-51.

Leong, A. C. H., Zainol Abidin, M. J., Saibon, J. S. (2019). The Benefits and Drawbacks of Using Tablet-Based Digital Storytelling in Vocabulary Learning Among Malaysian Young English as a Second Language (ESL) Learners. Asia Pacific Journal of Educators and Education, Vol.34, 17-47.

Lowenthal, P. R., & Dunlap, J. C. (2010). From pixel on a screen to real person in your students' lives: Establishing social presence using digital storytelling. The Internet and Higher Education, 13(1-2), 70- 72.

Marion, T. (2008). The effect of gestures on second language memorization by young children. Gesture, John Benjamins Publishing, 8 (2), pp. 219 – 235.

Maximo, R. (2000). Effects if rote, context, keyword, and context/ keyword method on retention of vocabulary in EFL classroom, Language Learning, 50(2), pp. 385-412.

McDrury, J., & Alterio, M. (2003). Learning through Storytelling in Higher Education: Using Reflection & Experience to Improve Learning. London; Sterling, VA: Kogan Page.

McGeoch, K. (2010). Digital stories. International House Journal of Education and Development, 28, 19–21. Retrieved from http://ihjournal.com/ digital-stories

McGill, D. G. (2010). Ten task-based ESL/EFL video lessons. The Internet TESL Journal, 16(1). Retrieved from http://iteslj.org/Lessons/McGill-VideoActivities.html

Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

Ohler, J. (2008). Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity. Thousand Oaks, CA: Corwin Press.

Orlova, N. F. (2003). Helping prospective EFL teachers learn how to use songs in teaching conversation classes. The Internet TESL Journal, 9(3). Retrieved from http://iteslj.org/Techniques/Orlova-Songs.html

Prensky, M. (2001). Digital natives, digital immigrants. On The Horizon, 9(5), 1-6.

Read, J. (2000). Assessing vocabulary. United Kingdom: Cambridge University Press.

Robin, B. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. Theory into Practice, 47(3), 220-228. doi: 10.1080/00405840802153916

Robin, B. (2008). The seven elements of storytelling. Retrieved from http://digitalstorytelling.coe.uh.edu/7elements.html

Sadik, A. (2008). Digital storytelling: a meaningful technology-integrated approach for engaged student learning. Educational Technology Research and Development, 56(4), 487-506. doi: 10.1007/s11423- 008-9091-8

Sandars, J., Murray, C., & Pellow, A. (2008). Twelve tips for using digital storytelling to promote reflective learning by medical students. Medical Teacher, 30(8), 774-777.

Wright, A. (2000). Stories and their importance in language teaching. Humanising Language Teaching, 2(5), 1–6.

# EXPLORING STUDENTS' EXPERIENCE IN PEER-ASSISTED PRONUNCIATION LEARNING

Choo Yang Hong[1], Tina Abdullah[2]

[1]*Universiti Teknologi Malaysia*
*cyhong2@live.utm.my*

[2] *Universiti Teknologi Malaysia*
*tinaabdullah@utm.my*

## ABSTRACT

Peer-assisted learning (PAL) is proposed in this study for students to learn pronunciation in their online lessons. This study investigates the concept of incorporating peer assisted learning for learning pronunciation in the English language which is limitedly adopted and studied in the classroom. This phenomenological qualitative study investigates the experience of students learning pronunciation by engaging peer-assisted learning with their classmates in online lessons conducted on WhatsApp. Twelve Malaysian undergraduate students who were put in a WhatsApp group to learn intonation, word stress and th-sounds by watching YouTube videos posted in the group by the researcher and practised on their own. The students uploaded their recorded voice clips and listened to each other's voice clips. The interactions of students engaging peer-assisted learning were analysed using thematic analysis. The students were then interviewed to study their experience in learning pronunciation with their peers. The findings of the study show that students engaged in peer modelling, peer tutoring and peer feedback. From the interviews, the students shared that they enjoyed the lessons and agreed that it had improved their pronunciation.

**Keywords:** peer-assisted learning; pronunciation; social media

## 1. INTRODUCTION

Pronunciation is often a neglected component of English learning in Malaysia (Nur Aziera & Noor Aireen, 2016; Pillai, 2017). As students in Malaysia are mostly speaking Malay, Mandarin or Tamil as their first language and learning English as a second language, Malaysian students struggle with speaking English with the right pronunciation (Shak et. al., 2016). As a result, Malaysian undergraduate students who have been rarely exposed to pronunciation learning during their primary and secondary education are found to be struggling with their pronunciation of certain English words (Shak et. al., 2016).

There are various methods employed by the Malaysian English teachers in teaching pronunciation, namely imitation, the study of vowel shifts, visual aids and recording of students' speaking (Nur Aziera & Noor Aireen, 2016). Out of these teaching methods, the most popular method used by the teachers is reading aloud (Nur Aziera & Noor Aireen, 2016). However, this method fails to let students produce their own words and pronounce the words comprehensively when they are engaged in real-life conversation (Thomson & Derwing, 2015).

With the rise of technology, computers and mobile phones have been used to teach and learn pronunciation (Agarwal & Chakraborty, 2019). Peer-assisted learning motivated students to engage in online learning (Tsai, 2019). Studies showed that peer-assisted learning helped students improve their pronunciation when students practise their speaking on social-networking sites (Sun et. al., 2017). Hence, this study intends to study the experience of students engaging in peer-assisted pronunciation learning on a social media platform.

From the research, there are three main reasons why students are poor at pronunciation which are caused by challenges faced by both teachers and students in the classroom. First, many students are not exposed to enough pronunciation learning in the classroom because pronunciation is neglected in ESL courses (Nur Aziera & Noor Aireen, 2016). Teachers are teaching English using the first language of the students and students are becoming less exposed to listening to the right English pronunciation. Second, students are learning English from teachers who lack training in teaching pronunciation (Nur Aziera & Noor Aireen, 2016). Teachers who are good at teaching pronunciation develop their methods through their many years of experience teaching pronunciation. On the other hand, large class size is another issue that many students face because their English teachers cannot give personal attention to the pronunciation of each student (Benitez-Correa et. al., 2019). In order to fill the current gap in the research work in Malaysia, this study hopes to expand the work of previous researchers in studying the experience of students when they are learning pronunciation on a social media platform.

## 2. METHODOLOGY

The research design used in this study is phenomenological research design. This qualitative research design was used to study the experience of students engaging in peer-assisted pronunciation learning on a social media platform. In this study, the experience of the students when they are engaging in peer-assisted pronunciation learning was studied.

### 2.1. Research Sample

The participants of this study were undergraduate students at Universiti Teknologi Malaysia. The participants were a heterogeneous group and have varied abilities in their English. In this study, twelve students were selected using a stratified random sampling method. The number of participants in this study was 12. This number was chosen because in order for the students to interact with each other in a group, a group of between 10 and 20 is ideal (Mohammed Kamal Afify, 2019). The strata were based on the ethnic groups of the students so we may have participants who are of Malay, Chinese and Indian descents. This rationale to include students of different descents is to reflect the diverse cultural backgrounds of Malaysian students.

### 2.2. Research Procedures

There were four stages in the research method. Throughout the research, the researcher was playing the role of an interviewer, a facilitator that provides the learning materials, and an observer during their interaction.

In the first stage, students were interviewed to find out their opinions about pronunciation learning and areas of pronunciation that they were weak at. After getting the results, lessons were prepared accordingly. In the second stage and the third stage, the participants were invited to join the WhatsApp group and learned the three aspects of pronunciation identified in the first stage- intonation, word stress and the commonly mispronounced Th-sounds in five lessons and completed the tasks assigned. The interactions of the participants were observed. In the fourth stage, the participants were interviewed to identify their experience of learning pronunciation online with their peers.

In the first lesson, they were told to recite a poem, Chocolate Cake by Michael Rosen (Rosen, 2007). They recorded their poem recital and sent the sound clip to the WhatsApp group. They could submit the sound clip any time before twelve midnight that day. In the second lesson, they were given a video to learn about intonation. The video lesson was downloaded from YouTube and was conducted by two tutors of Oxford Online English who are native speakers of English (Oxford Online English, 2018). In the video, they learned about the rising tone and falling tone of spoken English. Participants were told to watch the video and practise the intonation patterns taught by the tutors. They were required to recite the same poem in the first lesson with the right intonation they learned from the video lesson on intonation and send the sound clip to the WhatsApp group any time before twelve midnight that day. Participants were told to ask any questions they might have in the group and encouraged by the researcher to answer the questions about the intonation.

In the third lesson, participants were told to listen to the sound clips of other participants and commented on the best intonation amongst the participants in their opinion and what they had learned from that person. In the fourth lesson, participants were given two videos to learn the word stress and Th sounds. The word stress video lesson was conducted by a tutor from Oxford Online English who is a native speaker of English (Oxford Online English, 2019). Whereas the Th sound video lesson was conducted by an elite English language trainer from the United States (Hoge, 2013). They were told to learn and practise the word stress and Th sounds as many times as they needed. In the fifth lesson, the participants were given the video of the poem recital done by the author himself (Kids' Poems and Stories With Michael Rosen, 2011). They were told to recite the same poem after incorporating everything they have learnt from the lessons.

The data collected were analysed using thematic analysis (Zhong, 2019). The interaction on WhatsApp was analysed and themes of the three aspects of peer-assisted learning, which are peer tutoring, peer modelling and peer feedback, were identified. The conversations were analysed based on the questions they asked and how others responded to them. Types of feedback of the participants were recorded and sorted according to their themes. The interviews conducted after the online learning to identify their experience learning pronunciation with their peers were analysed and themes were identified.

## 3. FINDINGS AND DISCUSSION

From the interviews, some participants shared that they were motivated to go through the lessons because they could listen to other participants and liked the flexibility of these lessons. They also shared that the lessons were not easy for them and they needed to watch the videos a few times. Some participants googled other materials online and checked their notes on the same topic. On the other hand, some participants struggled with time management as they had a job and had a noisy home to do the recording. They managed to find a good time to learn and practise the lessons.

From the participation and interaction of the participants, it was observed that participants engaged in peer tutoring. For example, a participant who was active in the group volunteered to help answer some questions posted by some participants concerning the right way to pronounce certain words. Peer Feedback was also observed during their interaction. For instance, participants were active in giving feedback to other participant's performance and received feedback from others. On the other hand, peer modelling was seen during their interaction when some participants listened to other participants' sound clips whom they thought were better than theirs and exhibited a good model for good pronunciation and learned from them. A participant shared that he or she managed to know his or her mistakes by listening to another clip of another participant.

All participants agreed that they learnt the three areas of pronunciation that they lacked before they took part in this study. Many opined that their pronunciation has improved after the lessons. They know how to use the right intonation and word stresses when they speak or read aloud. A participant thought that this simple course helped him or her in other courses in the future.

## 4. CONCLUSION

In conclusion, the study has provided an insight on the experience of students engaging in peer-assisted pronunciation learning. Peer modelling was the most popular peer-assisted learning aspect that was identified and used by participants in improving their pronunciation. Future work will be conducted to study the experience of secondary students on peer-assisted pronunciation learning.

## REFERENCE

Agarwal, C., & Chakraborty, P. (2019). A review of tools and techniques for computer aided pronunciation training (CAPT) in English. *Education and Information Technologies*, 24(6), 3731-3743.

Benitez-Correa, C., Cabrera-Solano, P., Solano, L., & Espinoza-Celi, V. (2020). Improving Past Tense Pronunciation of Regular Verbs through the Use of Audacity: A Case Study of EFL Undergraduate Students in Ecuador. *Teaching English with Technology*, *20*(1), 3-20.

Hoge, A. J. (2013, Jul 15). *The TH sound in English* [Video]. YouTube. https://youtu.be/h5LO0hHGfQg

Kids' Poems and Stories With Michael Rosen (2011, Aug 13). *Chocolate Cake | POEM | Kids' Poems and Stories With Michael Rosen* [Video]. YouTube. https://youtu.be/7BxQLITdOOc

Mohammed Kamal Afify (2019). The Influence of Group Size in the Asynchronous Online Discussions on the Development of Critical Thinking Skills, and on Improving Students' Performance in Online Discussion Forum. *International Journal of Emerging Technologies in Learning*, 14(5), 132-150.

Nur Aziera Mohd Idris & Noor Aireen Ibrahim (2016). Actual Pronunciation Teaching Practices in Malaysian Secondary Schools: Instructors' and Learners' Perceptions. *Methods That Works in ELT Classroom Practices*, 85-123.

Oxford Online English (2018, Oct 4). *Intonation in English - English Pronunciation Lesson* [Video]. YouTube. https://youtu.be/A6aE4nceJt8

Oxford Online English (2019, Feb 2). *Syllables and Word Stress - English Pronunciation Lesson* [Video]. YouTube. https://youtu.be/Vu6UVwkUgzc

Pillai, S. (2017). Local features of English pronunciation: To embrace or ignore in the ELT classroom. *Journal of English Language, Literature, and Teaching*, *1*(1), 1-8.

Rosen, M. (2007). *Quick, let's get out of here*. Penguin UK.

Shak, P., Lee, C. S., & Stephen, J. (2016). Pronunciation problems: A case study on English pronunciation errors of low proficient students. *International Journal of Language Education and Applied Linguistics*.

Sun, Z., Lin, C. H., You, J., Shen, H. J., Qi, S., & Luo, L. (2017). Improving the English-speaking skills of young learners through mobile social networking. *Computer Assisted Language Learning*, 30(3-4), 304-324.

Thomson, R. I., & Derwing, T. M. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, 36(3), 326-344.

Tsai, P. H. (2019). Beyond self-directed computer-assisted pronunciation learning: a qualitative investigation of a collaborative approach. *Computer Assisted Language Learning*, 32(7), 713-744.

Zhong, W. (2019). Pronunciation Rating Scale in Second Language Pronunciation Assessment: A Review. *Journal of Language Teaching and Research*, 10(1), 141-149.

# THE IMPLEMENTATION OF CEFR-ALIGNED ASSESSMENT: A LITERATURE REVIEW ON WHY IT MATTERS AND THE CHALLENGES IN LEARNING ESL WRITING

Azurawati Wok Zaki[1], Ramiaida Darmi[2], Suzanah Selamat[3]

[1]*Universiti Sains Islam Malaysia*
*azurawati.wokzaki@raudah.usim.edu.my*

[2]*Universiti Sains Islam Malaysia*
*ramiaida@usim.edu.my*

[3]*Universiti Sains Islam Malaysia*
*suzanah@usim.edu.my*

## ABSTRACT

The Common European Framework of Reference or CEFR is now acknowledged internationally as the standard language proficiency framework to adopt that can be used as a reference. This paper presents a literature review of relevant published studies on implementing the CEFR-aligned as the framework in assessing writing skills in the ESL classroom. The methodology used in this paper is qualitative through review documents specifically on past studies from 2015 to 2021 highlighting CEFR implementation. They were selected by a set of inclusion and exclusion criteria. This study aims to discuss the benefits and challenges of implementing CEFR-aligned assessment in the teaching of ESL writing. The findings related to the first aim indicate that the ESL learners could rate their performance decisively. The framework advocates detailed needs assessment and detailed specification of goals and objectives. However, some reviewed studies highlight that teachers with minimal knowledge and exposure to CEFR rely heavily on textbooks when developing students' writing proficiency. The findings also shed some light on recommendations to overcome the challenges in implementing CEFR and highlight the importance of CEFR in teaching ESL writing. The Ministry of Education (MOE) should ensure sufficient materials, workshops and training are provided to all English teachers.

**Keywords:** Common European Framework of Reference (CEFR), CEFR-aligned assessment, English as a Second Language Learning, writing, framework.

## 1. INTRODUCTION

Students are expected to acquire the English language in school and after leaving the schools for the future undertaking. According to Yajun (2003), to compete in a competitive employment marketplace, it is vital to acquire the English language as it is identified as an essential quality in the 21st-century. It is noted that individuals with a good command of the English language are considered a bonus to be employed compared to those who are not good at English. However, even after eleven years in school learning the language in Malaysia, students do not acquire the language as supposedly (Li et al., 2007). Aside from that, the English used is not matched with any global language framework, putting students who desire to study abroad at a drawback and forcing them to retake an English test. The aim of introducing CEFR in English language education reform by the Ministry of Education (MoE), as mentioned in Malaysian Education Blueprint (MEB) 2013-2025, is to assist teaching and learning in ESL classrooms (Ministry of Education, 2013). It includes the alignment of CEFR with curriculum, teaching and learning, assessment and textbooks. Thus, the CEFR-aligned assessment has been one of the main highlights of the importance of formative assessment in the classroom to improve students' development in all four skills; listening, speaking, reading and writing. Generally, CEFR is developed with the aims to a) reflect learners' learning by providing the answer of 'what and how' of language learning occurs, b) ease the language practitioners to convey the meaning that can be understood globally in learning objectives and provided ways to achieve them (Council of Europe, 2001).

In learning a language, all skills are essential. One of these essential skills is writing because it is required in various situations throughout one's life (Browker, 2007). For example, writing skills are used to write an email to friends or for homework purposes. Other than that, it is undeniable that writing is vital in school or college to pass certain courses (Brown, 2000). Afrin (2016) also claimed that writing is the most used skill to assess students' performance in primary, secondary, and even tertiary levels of education. Despite the significance of writing, many EFL teachers find it difficult to teach writing (Thuy, 2009). It is noted that teaching writing to EFL students is challenging. Indeed, teaching English writing skills necessitates developing the learner's language and communicative abilities, making it a difficult task (Bilal et al., 2013). Therefore, this study aims to answer two research objectives: what are the advantages of implementing CEFR-aligned assessment? What are the challenges teachers face in implementing CEFR-aligned assessment in writing ESL classrooms?

## 2. METHODOLOGY

The methodology used in this paper is qualitative through reviews of past documents. The initial step in answering the objectives is analysing related papers on the benefits and challenges of implementing CEFR-aligned assessment in the teaching of ESL writing. Within this process, relevant articles were sought from search engines, including Google Scholar and ResearchGate. They were selected by a set of inclusion criteria. Keywords, such as 'writing assessment using CEFR', 'CEFR and writing assessment in Malaysian classroom', 'challenges in implementing CEFR-aligned assessment in writing skills' were used in this process. These efforts resulted in the identification of 30 articles; however, only 12 remained after the second stage of the screening process. Those 12 papers are related to this paper's two aims: the benefits of CEFR and the challenges of CEFR-aligned assessment. The articles selected were from 2015 to 2021 since the implementation of CEFR in the Malaysian education system began in 2016 under the Malaysian Education Blueprint (MEB) 2013-2025 and English language education reform (The Roadmap) 2015-2025.

## 3. FINDINGS AND DISCUSSION

After the process of screening the articles, twelve studies met the inclusion criteria. All studies were published in education journals. One is an international proceeding paper, and eleven are in the international journal of publication. Based on the analysis of the past studies, eight benefits are revealed in implementing CEFR-aligned assessments in the teaching of writing in ESL classroom as illustrated in Table 1:

| Advantages of CEFR-aligned assessment | Research |
|---|---|
| • Raise awareness of the principles of valid and fair assessment. | Zheng et al., 2016 |
| • Transformation of assessment of learning to assessment for learning.<br>• ESL learners could rate their performance decisively. | Sidhu et al., 2018<br>C. Alih et al., 2021 |
| • It helps teachers to plan lessons and set objectives effectively.<br>• Needs assessment and detailed specification of goals and objectives | Zheng et al., 2016<br>Kok & Aziz, 2019 |
| • Support for co-constructing assessment criteria. | Zhou & Zhou, 2020 |
| • Provide reflections in teaching and learning. | C. Alih et al., 2021 |
| • Globally recognised. | Abd Rahman et al., 2021<br>Yasin & Yamat, 2021<br>Azli et al., 2021 |

Table 1: Benefits of CEFR-aligned assessment

From the findings, there are eight points of the advantages of CEFR-aligned assessment in writing. First, CEFR aligned assessment will raise awareness of valid and fair assessment (Zheng et al., 2016) because teachers will continuously assess students based on their level of performance as formative assessment compared to summative assessment. Students are given more chances during the formative assessment, which means teachers may provide it when they need more time to assess. In the CEFR-aligned assessment implemented in the classrooms, students are not bound into the allocated time as a summative assessment. Thus, fair assessment according to students' progress can be done reasonably.

Other than that, when teachers implement CEFR-aligned assessments in the classroom, teachers will assess students based on their language level compared to summative assessments where all proficiency levels are combined on a piece of paper. Then, this leads to the shift or transformation of assessment of learning to assessment for learning and allows students to rate their performance decisively through self-assessment and peer assessment (Sidhu et al., 2018; Alih et al., 2021). The finding also shows that CEFR-aligned assessment helps teachers to plan lessons and set objectives effectively (Zheng et al., 2016). This is supported by Kok & Aziz (2019), as the needs assessment and detailed specification of goals and objectives can be done using CEFR-aligned assessment as well. CEFR provides bands that teachers can refer to as guidelines in the classroom when assessing the students. For instance, the 'Can Do' statements can be the learning objectives teachers need students to achieve in the lessons. The band's guidelines in CEFR can be referred from time to time. Teachers who provide assessment criteria without involving students in the process may cause students to be confused about the criteria's significance or to have a different interpretation of the criteria than their instructors. However, this situation can be overcome as CEFR allows support for co-constructing assessment criteria based on the needs of the learners (Zhou & Zhou, 2020).

Another advantage of implementing CEFR is that it can direct reflections in teaching and learning for teachers and students after they have gone through assessment. The most critical part is that CEFR is globally recognised. This can help students who want to study abroad with their English results. For instance, if they pursue their study in the United Kingdom or any other country that uses the CEFR framework, students will not have a problem being accepted in terms of their English level as it is globally understood. Therefore, it is shown from previous studies that CEFR-aligned assessment will benefit the learners as well as assist teachers in teaching and learning. However, in implementing CEFR-aligned assessment as a new framework in a new curriculum, challenges are there. The summary of challenges of CEFR-aligned assessment in ESL writing is illustrated in Table 2 below:

| Challenges of CEFR-aligned assessment in writing | Research |
|---|---|
| • Lack of full understanding/ Minimal knowledge on CEFR. | Zheng et al., 2016; Sidhu et al., 2018; Abd Rahman et al., 2021; Sufi & Fairuz 2021; Demirel & Fakazli, 2021 |
| • Lack of training. | Sidhu et al., 2018; Kok & Aziz, 2019; Azli et al., 2021; Yasin & Yamat, 2021 |
| • Insufficiency of resources other than the textbook. | Kok & Aziz, 2019; C. Alih et al., 2021 ; Abd Rahman et al., 2021; Yasin & Yamat, 2021 |
| • Students' Proficiency Level. | Zhou & Zhou, 2020; Alih et al., 2021; Mohamad Uri & Abd Aziz, 2020 |
| • Teachers' belief and readiness. | Abd Rahman et al., 2021; C. Alih et al., 2021 |

Table 2: Challenges of CEFR-aligned assessment in writing

It is reported that some teachers have a lack of understanding towards CEFR, and their knowledge of CEFR is minimal (Zheng et al., 2016; Sidhu et al., 2018; Abd Rahman et al., 2021; Sufi & Fairuz 2021; Demirel & Fakazli, 2021). When teachers have minimal knowledge of CEFR, they will face problems exploring this framework to assist their teaching and learning in the classroom. According to Sidhu et al. (2018), Kok & Aziz (2019), Azli et al. (2021), Yasin and Yamat (2021), teachers also agree they have a lack of training on CEFR. Attending courses or workshops is not a big deal; however, implementing CEFR in the classroom will take time, and they need to be taught how to use it in the classroom instead of knowing the theory part. It is crucial to practice CEFR in the classroom from time to time. Thus, teachers need a guide to enable them to use CEFR-aligned assessment.

Then, another challenge is the insufficiency of resources other than the textbook (Kok & Aziz, 2019; C. Alih et al., 2021; Abd Rahman et al., 2021; Yasin & Yamat, 2021). Teachers face problems when they do not have sufficient resources to use in the classroom other than the textbook. They need time to choose what is best to be used in the classroom. Textbooks help them much in the classroom; however, it is limited to vary the activities, especially when teachers have a different proficiency level of students in the classroom. Then, students' proficiency level also becomes a challenge for teachers to handle the class (Zhou & Zhou, 2020; Alih et al., 2021; Mohamad Uri & Abd Aziz, 2020). Teachers need to provide more materials based on their level, and some students may need to be assisted more in order for them to achieve certain bands and achieve the learning objectives. Lastly, teachers' belief and readiness is also essential, and this can be their challenge also. Teachers need to have a positive mindset when the new policy is implemented. Their readiness to shift in the specific curriculum also affects the success of the policy.

The benefits and challenges of implementing CEFR-aligned assessment in learning ESL writing are undeniable. CEFR benefits the students and teachers, leading to better achievement in curriculum transformation in the Malaysian education system. Therefore, with a proper plan, the challenges can be overcome from time to time.

## 4. CONCLUSION

In conclusion, the transformation in improving learning English by the Ministry of Education Malaysia to implement the CEFR for languages through Malaysian Education Blueprint 2013-2025 and The Roadmap 2015-2025 is seen as a positive move. The step-by-step plan aims to improve teaching and learning, assessment, and the overall English proficiency of students and teachers. However, various challenges still occur in implementing the framework, such as the teachers' competency and the different proficiency levels of the students, among others. There is a general agreement among the stakeholders in the country that adopting the framework is an essential step towards accomplishing its language targets and raising the standards of English. It is hoped that the adoption of the framework is the first of many other steps towards raising the standards of English in the country. Thus, further research is needed to fully understand the benefits of CEFR-aligned assessment in teaching writing and the challenges faced in teaching writing. This study suggests that teachers should provide continuous training for familiarisation in assessment methods from time to time. This is because improvement can always be made in assessment and integration between CEFR and assessment in teaching writing skills. Other than that, the assessment can be further standardised for a more transparent comprehension and implementation of CEFR into Malaysian classroom teaching and assessment. A need for the coursebook writers to develop and redesign their books should be considered for future needs. The study's evidence suggests the need for refinements and rectification of errors in the early implementation stage. This information may assist in conducting a follow-up study for future research.

## ACKNOWLEDGEMENT

Thank you, Ministry of Education Malaysia, for the scholarship, supportive supervisors and USIM for the study opportunity.

## REFERENCE

Abu Sufi, M., & Idrus, F. (2021). A Preliminary Study on Localising the CEFR Written Production Descriptor to Malaysian Higher Education Context. *Asian Journal Of Research In Education And Social Sciences, 3(2), 1-15*. https://myjms.mohe.gov.my/index.php/ajress/article/view/13418

Abd Rahman, A. Z., Chong, S. T., Kaman, Z. K., & Leon, C. E. (2021). The CEFR Impact on English Language Educators teaching Engineering Programmes in a Private University in Malaysia. Journal of Techno-Social, 12(2), 41-47. https://publisher.uthm.edu.my/ojs/index.php/JTS/article/view/7993

Afrin, S. (2016). Writing Problems of Non-English Major Undergraduate Students in Bangladesh: An Observation. Open Journal of Social Sciences, 104-115.

Alih, N. A. C., Yusoff, M. A. M., & Abdul, A. H. (2020). Teachers' Knowledge and Belief on the CEFR Implementation in Malaysian ESL Classroom. *Educational Research (IJMCER), 2, 126-134.*

Bilal, H. A., Tariq, A. R., Din, N. u., Latif, H., & Anjum, M. N. (2013). Investigating the Problems Faced by the Teachers in Developing English Writing Skills. Asian Journal of Social Sciences and Humanities, 2 (3), 238-244

Browker, D. N. (2007). *Academic Writing: A Guide to Tertiary Level Writing*. New Zealand: Massey University

Brown, H. D. (2000). *Teaching by Principles (2nd Edition ed.)*. San Francisco: Longman.

Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

Demirel, İ. F., & Fakazlı, Ö. (2021). A CEFR-based comparison of English and Turkish Language teaching course books in terms of speaking and writing skills. Kuramsal Eğitimbilim Dergisi. *Journal of Theoretical Educational Science, 14(2), 167-185*. https://doi.org/10.30831/akukeg.851117

Kok, Ngu & Abdul Aziz, Azlina. (2019). English Language Teachers' Perceptions On The Implementation Of CEFR-Aligned Curriculum Among Primary Schools In Malaysia. Conference: Prosiding Seminar Wacana Pendidikan 2019(SWAPEN 2.0).

Li, K.L. & Razali, A.B. (2019). Idea Sharing: Process-Based Approach to Writing in
Malaysian English Education. PASAA Volume 58 July - December 2019. https://doi.org/10.3138/cmlr.64.1.199

Ministry of Education Malaysia (2013). Malaysia Education Blueprint 2013-2025.
Putrajaya: Kementerian Pendidikan Malaysia.

Mohamad Uri, N. F., & Abd Aziz, M. S. (2020). Ascertaining the Suitability of Writing Syllabus Specifications to the CEFR: Subject Matter Experts' Perspectives. *Issues in Language Studies, 9(1), 1-14*. https://doi.org/10.33736/ils.2347.2020

Noor Azli Affendy Lee., Aini Akmar Mohd Kasim. & Saidatul Akmar Zainal Abidin. (2021). A review of the CEFR-Aligned Implementation in Malaysia and other countries. e-Proceedings of International Conference on Language, Education, Humanities &Social Sciences (i-LEdHS2021).

Sidhu, G. K., Kaur, S., & Chi, L. J. (2018). CEFR-aligned school-based assessment in the Malaysian primary ESL classroom. Indonesian Journal of Applied Linguistics, 8, 452-463.
https://doi.org/10.17509/ijal.v8i2.13311

Thuy, N. H. (2009). Teaching EFL writing in Vietnam: Problems and solutions – a discussion from the outlook of applied linguistics. Journal of Science, Foreign Languages, 61-66

Yasin, N. & Yamat, H. (2021). Factors Influencing ESL Primary School Teacher's Readiness in Implementing CEFR-aligned Curriculum. International Journal of English Language Studies, 3(2), 44-51. https://10.32996/ijels.2021.3.2.6

Yajun, J. (2003). English as a Chinese language. English Today, 19(2), 3-8. https://doi.org/10.1017/S0266078403002013

Zheng, Ying & Zhang, Yanyan & Yan, Youyang. (2016). Investigating the practice of The Common European Framework of Reference for Languages (CEFR) outside Europe: a case study on the assessment of writing in English in China.

Zhao, Huahui & Zhao, Beibei. (2020). Co-constructing the assessment criteria for EFL writing by instructors and students: A participative approach to constructively aligning the CEFR, curricula, teaching and learning. *Language Teaching Research*. 136216882094845. https://doi.org/10.1177/1362168820948458.

# VOICES OF ENGLISH TEACHERS IN TEACHING ESP: A REVIEW OF LITERATURE

Aina Suriani Mahmood[1, 2], Noor Saazai Mat Saad[1] and Nurhayati Mohd Nur[2]
*ainasuriani@raudah.usim.edu.my*
*noorsaazai@usim.edu.my*

[2]*Universiti Kuala Lumpur, Malaysian Institute of Aviation Technology, Dengkil, Selangor*
*ainasuriani@unikl.edu.my*
*nurhayatimn@unikl.edu.my*

## ABSTRACT

Teaching English for Specific Purposes (ESP) including English for Engineering, Business English, Aviation English and Medical English usually faces more challenges compared with teaching General English. It pays more attention to the specific needs of learners, the language in context and the needs of students to develop a combination of professional skills and specific job-related functions. Teaching ESP remains a major testing experience for English teachers in which they are forced to deal with the challenges of unfamiliar areas of teaching. This narrative review paper presents a literature review of relevant published studies on challenges faced by English teachers in teaching ESP. The objective of this study is to find out the challenges that English teachers have to face in teaching ESP. The model that underpins this issue is the ESP model developed by Hutchinson and Waters (1987). The methodology used in this paper is qualitative through review of 15 articles on past studies from 2014 to 2021 highlighting the difficulties in teaching ESP. There were some different keywords that have been used in selecting related articles, such as " challenges of ESP teachers", "difficulties faced by ESP teachers", "teaching ESP and teaching English for engineering ". The findings showed the design of a course and less knowledge of the subject area as the main problems that English teachers need to face in teaching ESP. This review provides important information to the teachers, curriculum planners, education policy makers, and institution administration in order to improve the quality of education and learning opportunities for the students. Thus, some recommendations to increase the ESP teaching and learning process also were provided in this article such as proper training for ESP teachers and investment on teaching materials.

**Keywords:** ESP, Challenges, Teaching and Learning.

## 1. INTRODUCTION

The goal of teaching English for Special Purposes (ESP) is to provide the students with a certain level of English in the following situations where the language is going to be used to meet their target needs. Currently, ESP is being taught in many universities all over the world, and the purpose is to ensure our future experts in various fields are well- prepared before they enter the career world. It also has been accepted and welcomed by international companies, which organise professional courses to improve the level of English proficiency and competency in the technical area among their staff. Hutchinson (1987) pointed out that ESP is a language teaching method, which appropriately directly deals with the syllabus, methods and activities. It is used for language learning based on the needs of learners and the needs of early learning. The model that underpinned this issue is ESP model which is developed by Hutchinson and Waters (1987). There are three (3) elements which were highlighted in this model; necessities, lacks and wants. According to Hutchinson and Waters, necessities are the type of need that is defined by the target situations' demand. It refers to what the employees need to know to be effective in the target environment. While lacks refer to the differences that exist between target proficiency and what the employees know. Last element is wants which refers to the employees' subjective needs. Improving the quality of English for Specific Purposes (ESP) teaching appears to be a significant matter to meet such needs. Many previous studies have reported that there is a mismatch between what the industry needs and what the education institutions have prepared for the students. Education system in the university is too focused on the technical, and did not focus on humanistic skills (Lappalainen, 2009). Although the employers in the industry have worked in improving communication skills among the graduates, their communication skills still tend to be weak (Donnell, Aller, Alley & Kedrowicz, 2011).

While in the education level, in order to ensure that the students can balance between their technical knowledge and their communication skills, English teachers had a difficulty to identify the types of ESP practices that can bridge the gap between implementation of English in the class and English used in the workplace. (Othman et al., 2017). It is important to understand the relationship between ESP classroom, professional discourse and professional practice. English teachers faced various challenges from stakeholders who require engineers to master the language well (Othman et al., 2017). The teachers need to keep in pace with the rapid development of global engineering education in the past two decades (Bracaj, 2014).

For many years, this issue has been viewed as a phenomenon that will continue to worsen and recurring over and over again. Thus, this paper provides a narrative review highlighting the challenges faced by English teachers in teaching ESP and also proposes some recommendations in order to improve the current situation occurring in the institutions.

## 2. METHODOLOGY

The initial step in understanding this issue is to find and analyse the related papers. Within this process, relevant articles were sought from search engines including Science Direct ( www.sciencedirect.com/), Scopus (www.scopus.com/) and Google Scholar (www.scholar.google.com/). Keywords such as 'challenges of ESP teacher', 'difficulty faced by ESP teachers', 'teaching ESP', 'teaching technical English' and 'teaching English for engineering' were used in this process. These efforts resulted in the identification of 30 articles. However, only 15 articles remained after the second stage of the screening process. Most of the selected articles focused on the challenges of ESP teachers in Malaysia and Indonesia. While small number of articles touch on the teachers' challenges in other Asian and European countries. Apart from that, those articles also highlighted some recommendations that can be implemented in order to assist the education system, especially ESP teachers in delivering their teaching process to the students.

## 3. FINDINGS AND DISCUSSION

### *The challenges of teaching ESP*

Findings have revealed several challenges that were classified under the five major themes seen in Table 1. There was a lack of knowledge in the specific field, lack of ESP training, ESP courses designing problem, materials problem and problem of classroom management. The details of each theme are below.

Table 1: The challenges in teaching ESP

| Themes/ Challenges | Lack of knowledge in the specific field | Lack of ESP training | Design of ESP courses problem | Materials Problem |
|---|---|---|---|---|
| Codes | -Inexperience in teaching ESP<br>-Unfamiliarity with the terminology | -No training in teaching ESP<br>-No guidelines provided | -Clueless what to teach<br>-Mastering curriculum<br>-Found difficulties in designing the course | - Lack of quality book<br>-choosing the appropriate materials<br>-Looking for authentic materials |

### *1. Lack of knowledge in the specific field*

The first theme was lack of knowledge in the specific field which mostly mentioned frequently in those selected papers. Most ESP teachers were teaching General English previously and they have to move to teach ESP. It can be said that they are inexperienced in teaching ESP and do not clearly understand the students' discipline. ESP teachers were well aware that they needed to be more knowledgeable on the context they would teach and there was continuous need to restore their knowledge (Demirdöken ,2021; Khamis et al., 2019 ; Yoestara, 2017). Demirdöken, in his study, mentioned that ESP teachers were not competent enough with the terminology and the jargon used. In this situation, the ESP teachers felt that they were forced to deal with the challenges of teaching unfamiliar areas and at the same time, they had to engage with other technical areas. Insufficient knowledge in the subject matter can bring negative thoughts for the teachers, they will feel insecure and not confident during their teaching process.

If this challenge continues to occur, learners will likely lose trust in their teachers. In order to deal with this problem, cooperation should be held between English teachers and technical expertise.

### *2. Lack of ESP training*

Second theme was on the lack of ESP training provided for the ESP teachers which is important for the ESP teaching. There was no proper training that took place to prepare the teachers for the curriculum transformation that affects teaching practices in the classroom (Iswati & Triasuti, 2021; Sanitah et al. ,2017). Training for ESP teachers should be intended not only to improve teachers' understanding and knowledge of teaching approach but also to furnish them with sufficient knowledge on the relevant subject matter. Lack or no proper training definitely will affect the teaching and learning process in the classroom. At this point, the institutions or the employer must provide the ESP teachers with the proper training, not the general training. General training does not equip the teachers with knowledge and methodology in the particular area. ESP teachers may integrate self-training and training programs to enhance their knowledge and competence.

### *3. Designing of ESP problem*

Next important theme that has been highlighted repeatedly in those selected papers was designing the ESP problem. Most teachers responded that they were not only the teachers, who were teaching in front of the class. But they also should be course designers related to the students' field. Dudley Evans and

St. John (1998) distinguish the key roles of ESP practitioners as a teacher, course designer and materials provider, collaborator, researcher and evaluator. It shows that a teacher is also responsible for designing courses for the teaching process. In ESP, course design is a development of the data collection in preparing effective tasks, activities and to create the most suitable setting for ESP students to accomplish their objectives. However, teachers found several difficulties in every stage of designing courses ( Rasyimah et al, 2018; Meristo & Arias, 2020 ; Syamsinar & Jabu, 2015). In a study conducted by Rasyimah, the English course provided to the students is not a complete ESP course. Mostly, teachers tend to combine General English and few ESP contents. It seems that the teachers do not know what elements that should be included in the course. There is a disparity between the methods of ESP teachers and syllabus developers and the needs of the labor market regarding certain elements of their course syllabus (Knezovic, 2016). There is a mismatch between what the institutions have prepared and what the labor market needs. Therefore, before any solution is given to solve the problem, identification of the important elements to be included in the course must be done before through the collaboration between the education institution and future employers.

### *4. Materials problem*

As for the last theme to be highlighted, most selected papers mentioned that preparing materials to be used in the classroom also can be considered as the challenges that ESP teachers need to face. ESP teachers are prepared to adapt content-based materials according to the needs of students. On the other hand, they are also concerned about finding and selecting suitable materials (Meristo & Aria, 2020; Syamsinar & Jabu, 2015). In ESP courses now, most materials are designed to develop four important skills in learning language which are listening, reading, writing and reading. However, there are some teachers who believe that having good vocabulary is good enough for students (Nguyen & Pham, 2016). While a number of textbooks designed by the ESP teachers also do not bring students much interest. According to Nguyen Pham in their study, many students admit that they learn ESP because they have to learn it, and they could not memorize what they learn after they completed the exams. It shows that the students were not interested to be in ESP class and it is merely to fulfil basic requirements that have been ruled by the institutions.

In overall, it can be said that the seriousness of the challenges faced by ESP teachers can give impacts to the teachers' classroom practices andthe students' performance in academic and this issue will continue over and over again. On the contrary, if these challenges can be tackled strategically, it could improve the significance of the teachers in becoming the language experts in the related field. Therefore, it is really important to come up with the appropriate solutions in order to solve the problems that ESP teaches in teaching ESP. Below are some of the recommendations that have been mentioned in those selected papers.

### *5. Recommendations*

There are some of the recommendations that are possible to be implemented in order to assist the ESP teachers faced those challenges that have been mentioned above. The needs analysis should be the first stage to be done in order to determine where the course will be directed to (Rasyimah, et al. 2017). The ultimate goal of need analysis is to determine the current and the desired performance. The gap between both of them will show the direction of the course.

Besides that, institutions also must provide proper ESP training to the teachers. The training is important to help ESP teachers to understand the underlying concept of the new curriculum before they decide what should be included in the course, choose the appropriate materials and many more. It is a necessary step for the institution to conduct short term and long-term seminars and workshops to ESP teachers.

The purpose is to train them about the latest trends and methodologies in ESP and to discuss with each other about any issues that they face in teaching ESP.

Lastly, collaboration between ESP teachers and technical instructors also must be done. Technical instructor is the nearest person that can give the picture about what the labor market or industry expects from the future employee. They can give the ideas about the content that can be included in the course. For example, in the assessing process for the course, the technical instructor can evaluate the content mastery and the language practitioners can assess the language use and communications skills. So, the teamwork between the ESP teachers and technical instructors will ease the process of teaching and learning ESP. All in all, it can be said that the efforts of ESP teachers to acquire knowledge and understand the technical area or any field that is related to their language field, and professional needs will help them to escape from the discomfort in comprehending the unfamiliar contents.

## 4. CONCLUSION

The results from this narrative review may not allow for generalizations. However, they provide insight to the critical issue in ESP teaching. The findings only focused on the teachers' voices in teaching ESP. In the future research, it will be great if the perspective of teachers can be combined with the students' view and
also the technical instructor in order to fill the gap that occurs for many years. The ESP theory which was introduced by Hutchinson and Waters in 1987 also can be included and presented in the next future research.

## REFERENCE

Demirdöken, G. (2021). The Constructivist Approach towards Identifying the Challenges of ESP Teachers:The Case of Aviation English. *International Journal of Aviation, Aeronautics, and Aerospace*, 8(2). https://doi.org/10.15394/ijaaa.2021.1571

Donnell, J. A., Aller, B. M., Alley, M., & Kedrowicz, A. A. (2011). *Why industry says that engineering graduates have poor communication skills: what the literature says*. Proceedings of the American Society for Engineering Education 2011 Annual Conference, Vancouver, CA

Dudley-Evans, T. & ST John M. J.. Developments in English for specific purposes. Cambridge: Cambridge University Press; 1998

Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-centred approach*, Cambridge University Press., Cambridge

Iswati, L., & Triastuti, A. (2021). Voicing the challenges of ESP teaching: Lessons from ESP in non-English departments. Studies in English Language and Education, 8(1), 276- 293.

Khamis, N.Y., Abdul Rahim., A. A & Hussin, S. (2019). English for specific technical and engineering academic purposes: An analysis on ESL practitioners' challenges. *International Journal of Evaluation and Research in Education (IJERE)*. Vol. 8, No. 4, December 2019, pp. 699~704. ISSN: 2252-8822, DOI: 10.11591/ijere.v8i4.20300

Knezovic, A. (2016). Rethinking the Languages for Specific Purposes Syllabus in the 21st century: Topic-Centered or Skill Centered. *World Academy of Science, Engineering and Technology. International Journal of information and communication engineering.* Vol:10, No:1,2016.

Lappalainen, P. (2009*)*. Communication as part of the engineering skill set. *European Journal of Engineering Education*, 34(2), 123-129.

Marisa Yoestara (2017) *Looking Into The Process Of Teaching And Learning English For Specific Purposes (ESP) At The University Level In Indonesia: Problems And Solution.* Journal Serambi Ilmu. Journal Of Scientific Information In Educational Creativity.

Meristo, M & Arias, F. J. L. (2020). Challenges in teaching English for specific purposes in Estonian universities. *The Journal of Teaching English For Specific And Academic Purposes*
Vol. 8, No 3, 2020, pp. 249−263. https://doi.org/10.22190/JTESAP2003249M

Othman, Z., Wahi, W., Ya'acob, A., & Kofli, N.T. (2017). A collaborative ESP engineering Specific Purpose of workplace English. *Journal of Institutional Research in South East Asi*a- Vol.15 No.2 Oct/Nov

Rasyimah, Ahyar, J & Kumala Sar, D. (2017). Challenges in designing ESP Course for first year students of engineering faculty at Malikussaleh University.

Sanitah, M.Y., Dalila, S.Y ., & Abdul Rahim, H. (2017). Teachers' Experience in Curriculum Implementation: An Investigation on English Language Teaching in Vocational Colleges in Malaysia. *Sains Humanika* 9(4-2). 9: 4-2 (2017) 49–58 www.sainshumanika.utm.my e-ISSN ISSN: 2289-6996

Syamsinar, S. & Jabu, B (2015). The Problems in Professional Competence of Teachers in Teaching English Subject at Vocational High Schools. ELT Worldwide Vol. 2 No. 2 October 2016

# CHALLENGES OF ENGLISH AS A MEDIUM OF INSTRUCTION AT SCHOOL LEVEL: A SYSTEMATIC REVIEW

Nur Ilyani Idris[1] and Nor Liza Haji Ali[2]

*[1]Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia*
*ilyani1987@graduate.utm.my*

*[2]Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia*
*norlizaa.kl@utm.my*

**ABSTRACT**

The present forces of globalisation, internalisation, and socioeconomic development have led to the growth of English as a medium of instruction (EMI) to the non-dominant English-speaking countries (NESC) in Europe and Southeast Asia at the school level. EMI is a model of education in which subjects (such as Science, Mathematics, History, Economics, and so forth) or part of the subjects are taught through an additional language (English) which aims at learning the content and simultaneously learning English. Despite its popularity, a considerable number of studies has raised concerns about the challenges in implementing EMI at school level. This paper aims to review previous studies on the challenges in the EMI implementation at school level. A systematic search of articles on the EMI challenges between 2017 and 2021 was conducted using various databases such as Google Scholar and Scopus. 14 studies were included in the review. The review is based on the latest literature, which are relevant to the challenges that emerged from the implementation of English-medium instruction in many non-English countries. Five themes emerged from the literature: students' English proficiency, content - teachers' ability to teach in English, language use in classroom, parents' perceptions of EMI, and support structure. Hence, the challenges identified are important to serve as a guide to the Ministry of Education (MoE) or policy makers towards future policy planning.

**Keywords:** English as a medium of instruction (EMI); primary school; secondary school; challenges

## 1. INTRODUCTION

English as a medium of instruction (EMI) is a model of education where English is used in the teaching and learning process, in which the learners' first language is not English (Oxford, 2019). The use of EMI in non-dominant English-speaking countries (NESC) is not only popular at higher education but also at the school levels. Hence, EMI is a situation where subjects (such as Science, Mathematics, History, Economics, and so on) or part of the subjects are taught through an additional language (English) which aims at learning the content and simultaneously learning English (Walker, Liyanage, Madya & Hidayati, 2019). This may add to the belief that English is a prestigious language where students need to learn it for their educational opportunities as well as career development in the future.

Despite its popularity, a significant number of studies has raised concerns about the challenges in implementing EMI at school levels in NESC. Thus, this paper aims to provide a review of previous studies on the challenges in the EMI implementation at school level in many non-English countries.

## 2. METHODOLOGY

A systematic search was done using two databases: Google Scholar and Scopus. Firstly, the relevant articles between 2017 and 2021 were browsed using the following keywords; “challenges + English as a medium of instruction + school”, “difficulties + English as a medium of instruction + school”, “obstacles + English as a medium of instruction + school”, and “problems + English as a medium of instruction + school”, resulted 26 articles. Secondly, the title and abstract of the selected articles that do not contain the keywords were excluded (n= 7). Thirdly, articles that do not include the EMI challenges in the findings were excluded (n= 5). Finally, only 14 articles were included in the review.

## 3. FINDINGS AND DISCUSSION

A summary of review of 14 studies on the EMI challenges at school level were extracted and were grouped to five themes; students’ English proficiency, content - teachers’ ability to teach in English, language use in classroom, parents’ perceptions of EMI, and also provision of support structure, as shown in Table 1.

**Table 1.** Overview of the EMI challenges at school levels

| **Author, Year, Country, and Title of the article** | **Methodology** | **Overview of the themes** | | | | |
|---|---|---|---|---|---|---|
| | | Students’ English proficiency | Content - teachers’ ability to teach in English | Language use in classroom | Parents’ perception of EMI | Support structure |
| Anggiarima (2019) Indonesia Teaching science using English done by primary schools teachers in Malang | Questionnaire | | / | | | |
| Astiani & Widagsa (2021) Indonesia Teachers’ beliefs on the implementation of English as a medium of instruction (EMI) in STEM education | Classroom observation, open-ended interview, document analysis | | / | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cheruiyot & Kabellow (2018)<br>Africa<br><br>Challenges of enforcing English as a medium of instruction in upper primary classes in Kenya | Focus group interviews and questionnaires | / | | / | | |
| Evans & Nthulana (2018)<br><br>Africa<br><br>Linguistics challenges faced by rural Tshivenda-speaking teachers when Grade 4 learners transition to English | Interviews and classroom observation | / | / | / | | / |
| Ghimire (2019)<br>Nepal<br>English as a medium of instruction: Students' discernment in Nepal | Semi-structured interview | / | / | / | | |
| Ibrahim, Anka & Yabo (2017)<br><br>Africa<br>English as a medium of instruction: Challenges to Nigerian primary schools | Classroom observation | / | / | / | | |
| Jarrah (2020)<br>United Arab Emirates (UAE)<br><br>Elementary schools mathematics and science teachers' perspectives on using English as a medium of instruction | First phase – Questionnaire (117 science and mathematics elementary school teachers) | / | | | | |
| Moses & Malani (2019)<br>Malaysia<br><br>Dual language programme: The perceptions and challenges of<br>teachers and students in Klang, Selangor | Questionnaire and interview | / | | / | | / |
| Motloung & Mavuru (2021)<br>Africa<br>Teaching Life Science using second language: How do teachers cope? | Classroom observation | | / | / | | |
| Paudel (2021)<br>Nepal<br>Using English as a medium of instruction: Challenges and opportunities of multilingual classroom in Nepal | Interviews and focus group interviews | | | | / | / |
| Pun & Thomas (2020)<br>Hong Kong<br>English medium instruction: teachers' challenges and coping strategies | Questionnaire and interview | / | / | / | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Tabaro & Twahirwa (2018)<br><br>Africa<br>Analysis of language of instruction-related challenges encountered by Rwandan primary schools pupils and teachers at Cyuve school (G.S.Cyuve) | Questionnaires | / | / | / | | / |
| Tanoli, Khan & Majoka (2021)<br>Pakistan<br>English as a medium of instruction at primary level: Problems faced by teachers and students | Questionnaire | | / | | | / |
| Wijayatunga (2018)<br>Sri Lanka<br><br>English as a medium of instruction in secondary schools in Sri Lanka: Challenges | Survey | / | / | | | / |

Based on the review, the methodology used to examine challenges in EMI are questionnaire, interview and classroom observation. The review indicates studies that use qualitative approach (interview and classroom observation, or interview only) can generate more themes than studies that use quantitative approach (questionnaire). The review of 14 papers generated five significant themes to understand the factors that need to be examined in order to provide an in-depth understanding in improving the EMI program.

### 3.1 EMI challenges

Five themes emerged from these 14 studies on the EMI challenges. Even the studies are limited, but it provided preliminary themes for the investigation. Below is the brief explanation on each theme.

### *3.1.1 Student’s English proficiency*

Based on the review, few studies indicated that a significant number of students have problems with English proficiency as well as learning in English (Cheruiyot & Kabellow (2018), Evans & Nthulana, (2018), Ibrahim, Anka & Yabo (2017), Tabaro & Twahirwa (2018) (Africa); Ghimire (2019) (Nepal); Jarrah (2020) (United Arab Emirates (UAE); Moses & Malani (2019) (Malaysia); Pun & Thomas (2020) (Hong Kong); and Wijayatunga (2018) (Sri Lanka). Most of the students struggle to learn in English due to the complex features of the language (in terms of pronunciation, intonation, and grammar) and limited vocabulary to comprehend new scientific terms/words in English.

### *3.1.2 Teacher’s English proficiency*

Teachers also have difficulties in EMI classes due to their limited English proficiency (Anggiarima (2019), Astiani & Widagsa (2021) (Indonesia); Evans & Nthulana (2018), Ibrahim, Anka & Yabo (2017), Motloung & Mavuru (2021), Tabaro & Twahirwa (2018) (Africa); Ghimire (2019) (Nepal); Pun & Thomas (2020) (Hong Kong); Tanoli, Khan & Majoka (2021) (Pakistan); and Wijayatunga (2018) (Sri Lanka). Likewise, they also have difficulties in explaining certain terminologies in English.

### *3.1.3 Language use in classroom*

Language use in the classroom is another challenge in implementing EMI at school level. Most of the studies also reported that content-teachers tend to code-switch and also code-mix between English and their mother tongue in the teaching and learning process (e.g; Evans & Nthulana, 2018).

### *3.1.4 Parents’ perception on EMI*

Parents’ voice as one of the stakeholders influenced the decision to implement EMI at school level. Paudel (2021) highlighted that parents in Nepal demanded EMI classes because they realised the importance of English language that can increase their children’s opportunities especially in education in the future.

### *3.1.5 Support structure*

Though parents were positive with the use of English, content-teachers claimed that they still need to be given the provision of support such as training to teach content subjects in English (Evans & Nthulana (2018), Tabaro & Twahirwa (2018) (Africa); Moses & Malani (2019) (Malaysia); Paudel (2021) (Nepal); Tanoli, Khan & Majoka (2021) (Pakistan); and Wijayatunga (2018) (Sri Lanka). In addition, clear guidelines from the administrators on how to conduct EMI classes can minimise the difficulties faced by the teachers. Thus, they can be more prepared & become more motivated in the teaching and learning process.

## 4. CONCLUSION

This review has enlightened on the challenges in the implementation of EMI at school levels. It can be concluded that both teachers and students shared the same challenges of having low proficiency in English language. Not only that, pressure from parents to have EMI classes and limited support given from the administrators have become problems faced by the content-teachers in EMI programs all over the world. Therefore, this review can serve as a guideline to the Ministry of Education (MoE) or policy makers towards future policy planning. Finally, further study may discuss the strategies on how to cope with the challenges pertaining to the use of English as a medium of instruction.

## ACKNOWLEDGEMENT

This study was supported by Skim Geran Penyelidikan Dalaman KUPTM (URG) SESI 2/2020 (KUPTM.DVCRI.RMC.15.MS (08)

## REFERENCES

Anggiarima, P. (2019). Teaching science using English done by primary school teachers in Malang. *A Journal of Culture English Language Teaching Literature & Linguistics*, *6*(1), 51–57. https://doi.org/10.22219/celticumm.vol6.no1.51-57

Astiani, H., & Widagsa, R. (2021). Teachers' beliefs on the implementation of English as medium instruction (EMI) in STEM education (A case study in an Indonesian Cambridge standard school). *ELTICS (English Language Teaching and English Linguistics) Journal*, *6*(1), 68–84. https://journal.upy.ac.id/index.php/eltics/article/view/1273/0

Cheruiyot, C. J., & Kabellow, J. K. (2018). Challenges of enforcing English as the medium of instruction in upper primary classes in Kenya. *Journal of Education and Practice, 9*(35), 24–32. https://www.iiste.org/Journals/index.php/JEP/article/view/45763/47246

Evans, R., & Nthulana, I. (2018). Linguistic challenges faced by rural Tshivenda-speaking teachers when grade 4 learners transition to English. *The Journal for Transdisciplinary Research in Southern Africa*, *14*(2), 1–9. https://doi.org/10.4102/td.v14i2.545

Ghimire, N. B. (2019). English as a medium of instruction: Students' discernment in Nepal. *Education and Development*. https://doi.org/10.3126/ed.v29i0.32580

Ibrahim, H. A., Anka, S. M., & Yabo, N. U. (2017). English as a Medium of Instruction: Challenges to Nigerian Primary Schools. *The Victorian*, *5*(2), 63–72.

Jarrah, A. M. (2020). Elementary schools mathematics and science teachers' perspectives on using English as a medium of instruction. *Humanities and Social Sciences Reviews*, *8*(4), 473–482. https://doi.org/10.18510/hssr.2020.8446

Moses, E., & Malani, I. (2019). Dual language programme: The perceptions and challenges of teachers and students in Klang, Selangor. *Journal Pendidikan Sains & Matematik Malaysia*, *9*(1), 36–48. http://ojs.upsi.edu.my/index.php/JPSMM/article/view/3039

Motloung, A., & Mavuru, L. (2021). Teaching life sciences using second language: How do teachers cope? *Education and New Developments*. https://doi.org/10.36315/2021end007

Oxford. (2019). *The role of the first language in English medium instruction*. Oxford University Press. https://elt.oup.com/feature/global/expert/

Paudel, P. (2021). Using English as a medium of instruction: Challenges and opportunities of multilingual classrooms in Nepal. *Prithvi Journal of Research and Innovation*. https://doi.org/10.3126/pjri.v3i1.37434

Pun, J. K. H., & Thomas, N. (2020). English medium instruction: Teachers' challenges and coping strategies. *ELT Journal*, *74*(3), 247–257. https://doi.org/10.1093/elt/ccaa024

Tabaro, C., & Twahirwa, J. B. (2018). Analysis of language of instruction-related challenges encountered by Rwandan primary school pupils and teachers at Cyuve School (G.S.CYUVE). *International Journal of Contemporary Applied Researches*, *5*(2), 1–22. http://ijcar.net/assets/pdf/Vol5-No2-February2018/01.pdf

Tanoli, M. A., Khan, M. I., & Majoka, M. I. (2021). English as medium of instruction at primary level: Problems faced by teachers and students. *Sir Syed Journal of Education & Social Research*, *4*(2), 167–174. https://doi.org/10.36902/sjesr-vol4-iss2-2021(167-174)

Walker, T., Liyanage, I., Madya, S., & Hidayati, S. (2019). Media of instruction in Indonesia: Implications for bi/multilingual education. In I. Liyanage & T. Walker (Eds.), *Multilingual Education Yearbook* (pp. 209–229). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-14386-2_12

Wijayatunga, A. (2018). English as a medium of instruction in secondary schools in Sri Lanka: Challenges. *Proceeding of the 4th International Conference on Education*, *Thailand*, *4*(1), 151–161. https://doi.org/10.17501/icedu.2018.4117

# JIGSAW-BASED COOPERATIVE LEARNING TECHNIQUE IN TEACHING READING FOR GRADE 7 IN EFL CLASSROOM.

Enas Abuhamda[1], Ramiaida Darmi[2], and Hazlina Abdullah[3]

[1]*USIM University, Malaysia*
*enas@raudah.usim.edu.my*

[2]*USIM University, Malaysia*
*ramiaida@usim.edu.my*

[3]*USIM University, Malaysia*
*hazlina@usim.edu.my*

## ABSTRACT

This study investigated the effect of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL at Qalqilya city, Palestine. The study examined the effect of the teaching technique based on the following variables: gender, academic qualifications and years of experience for the English language teachers. To achieve the purpose of the study, the researcher developed one tool: a 12 item questionnaire. The researcher distributed the questionnaire randomly on a sample of 100 Palestinian English language teachers in 40 schools at Qalqilya city. A quantitative method was used to analyze the collected data. The collected data were analyzed and treated statistically using SPSS. The results of the study revealed that Palestinian seventh graders' have positive attitudes towards using jigsaw cooperative learning technique as a tool of teaching EFL. Furthermore, the 7th graders were exposed to jigsaw-based cooperative learning in learning reading in their English class. Additionally, the results of the study recommended that teachers should avoid merely utilizing lecture method and the traditional way in teaching EFL for seventh graders, as that may lead for low participation and low understanding of the concepts. Schools teachers should concentrate on cooperative techniques or teaching methods like jigsaw technique, which will allow pupils to understand the concepts taught in class. In addition, the result suggested that further researches should be conducted on the effect of jigsaw cooperative learning technique on various English skills and other school subjects.

**Keywords:** Cooperative Learning; Jigsaw; Teamwork; Peer Learning.

## 1. INTRODUCTION

In recent years, communicative language teaching, sometimes known as "the communicative method," has gained widespread acceptance as a critical strategy in ESL/EFL instruction (Lai, 2002). Learning Together (Johnson & Johnson, 1994), the Structural Approach (Olsen & Kagan, 1992), Student Team Learning (Slavin, 1994), Jigsaw II (Slavin, 1994), and Asking Together, Learning Together (Açkgöz, 2002) are examples of cooperative learning methods and activities. Jigsaw is one of the most popular promising cooperative learning tools (Aronson, 2005). Despite the distinctions between these cooperative learning approaches, all cooperative learning activities have common characteristics that contribute to the formation of a positive moving classroom climate (Crandall, 1999). Cooperative learning is a sort of student-centered teaching style that differs from standard teacher-centered education (Chu, 2014).

Cooperative learning research was uncommon previous to the 1970s, but since then, the number and quality of cooperative learning research has considerably increased, owing to its widespread acceptance and educational benefits (Slavin, 1996). Several research have found that cooperative learning improves academic achievement (Jensen et al., 2002; Rojas-Drummond, Hernandez, Velez, & Villagran, 1998; Ferguson-Patrick, 2007), as well as social communication (Choi, Johnson, & Johnson, 2011). Cooperative learning has become such a widely used instructional approach in all educational settings that it's becoming more difficult to discover instructional materials that don't mention it (Johnson, Johnson & Stanne, 2000).

Cooperative learning is a method of teaching in which small groups of students work together to achieve a common goal (Slavin, 1996). Positive interdependence, face-to-face engagement, individual accountability, social skills, and group processing are all elements and tactics used in cooperative learning approaches in the classroom. Positive interdependence is the concept that pupils are so intertwined with one another that they cannot succeed unless the rest of the group succeeds (Hendrix, 1999).

Previous studies on cooperative learning have focused on a wide range of outcomes, including increased academic achievement, motivation, social advancement, moral reasoning, social support, self-esteem, friendship, and attitudes toward a particular activity, among others (Johnson, Johnson & Stanne, 2000). As a result, special attention has been paid to the effects of cooperative learning interferences on academic achievement as well as understanding teaching and learning skills, as this instructional methodology is proven to improve learning gains and display ideas through practical conversations and active learning. Furthermore, cooperative learning allows students to communicate their particular knowledge, which can lead to richer intellectual explanations, deeper reflections, awareness of personal knowledge and misconstructions, and knowledge development (Van Boxtel, 2000).

Numerous studies have analyzed the effectiveness of cooperative learning on reading skill in various educational levels and subject's parts. Wei (2002) wrote that reading is an important language skill for academic success and for professional development. Written language was seen as a system to support the learning of spoken language, syntax and language, not as a skill in its own right. However, more attention has recently been paid to writing as a skill. In addition, writing "effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education".

The importance of the study revealed from the fact that a jigsaw cooperative learning approach has been presented to the field of education. Moreover, it is the first research, as far as the researcher is interested, to be conducted in the field of English language in Palestine. For this purpose, the study may be highly essential for English language teachers' intending to suggest new steps, procedures, activities and techniques based on cooperative learning; i.e. cooperative learning to develop students' skills proficiency, encouraging and motivating students to use it to improve their skills proficiency. This study is limited to the population of the study, which consists of the fourth graders' governmental schools in Qalqilya city. The sample of the study acts as representative of each group. The study was achieved in the second semester during the scholastic year 2017–2018. It was conducted using cooperative learning i.e. jigsaw strategy. It focuses on one of the most important points in teaching the English language, which is students' achievement.

## 2. LITERATURE REVIEW

### 2.1 Cooperative Learning (CL)

Small groups of students, each with varied degrees of skill, use a range of learning activities to deepen their comprehension of a certain subject in cooperative learning (Abuhamda, 2020). Each team member is accountable for not just learning what is taught, but also for aiding colleagues in learning in order to foster a sense of accomplishment. Prior to all members of the community fully understanding and fulfilling the objective, students perform their responsibilities. It was noted that 'cooperative learning is a modern teaching approach that psychologically stimulates poor students, leading to self-confidence and excellent target group performance.

• Teachers are said to frequently divide their classes into groups of at least (4-6) students. Among the positions allotted to each party's members are a leader, a reader, a speaker, a researcher, and a writer. Students work in groups in cohesive units, which allows each student to express themselves in their own unique way; they regularly go above and above to encourage their companions.

• Students' learning and retention have been found to be aided by cooperative learning. It also improves students' grades by concentrating on those who are lagging behind. This is due to its ability to adapt to the needs of various groups and personnel. This week's speaker or reader could be the next week's leader. Techniques for improving academic achievement have been established, and cooperative learning has been shown to increase learning motivation.

• It boosts self-esteem and stimulates more social interactions. Cooperative Learning, it was also said, improves language learning by providing explicit feedback in a positive and empowered atmosphere, as well as in developmentally appropriate methods.

• The investigator investigated the topic using questionnaires and written exams to gather data for this report.

### 2.2 Reading Comprehension

Reading comprehension is one of the most important abilities, and it attracts a lot of attention from academics and practitioners due to the multiple obstacles it poses. Given the fact that since the turn of the century, illiteracy rates have been continuously dropping. There are additional questions for people who do not have adequate reading and writing skills (Krashen, 2004). Despite the fact that comprehension is explicitly defined as understanding of reading. Because of its complexity, educationalists acknowledge that it is not a straightforward or convenient method. ESL / EFL students struggle to develop and infer meaning from the texts they are expected to read during the learning process (Grabe, 2011).

To provide a text that readers can understand. They must "become involved" and apply their current knowledge (Guthrie, 2004). Text knowledge and text meaning are required to interpret uncertainty and comprehend the gist (Grabe, 2011). As mentioned in Leonhardt (1998), there are several more subtle skills that experienced learners require to read (Krashen, 2004). As a result, because reading comprehension is a dynamic and interactive activity, a considerable push has been made to boost students' natural reading exposure (Yoon, 2002).

Finally, as a result of a reader's interaction with the text, reading comprehension is a process of developing meaning and gathering data (Rahman, 2015). Not only in terms of how cognitive processes are utilized in a certain reading test, but also in today's information-based environment, reading comprehension is the most important indicator. In addition, students' reading success with various reading platforms should be evaluated in light of any changes they've made that may have an impact on their level of learning via the curriculum (Chen, Cheng et al. 2014). Reading comprehension is a challenging subject, and there is much dispute over the utility of different reading mediums for comprehension reading.

In order to examine how reading comprehension is re-conceptualized in a digital world, the earlier comparative studies provided in-depth opinions (Nikolakopoulos and Paraskeva 2014).

### 2.3 Jigsaw Strategy

The Jigsaw Classroom was created in 1971 by Elliot Aronson in Austin, Texas. Jigsaw is a cooperative learning approach in the EFL classroom that allows everyone to work together to create the final output because "each member of the group has a piece of information needed to complete a group project." Each component — each student's contribution — is crucial to the final product's creation and comprehension, just as it is in a jigsaw puzzle. If each student makes a meaningful contribution, then each student is required. That is precisely why this technique works so well.

Jigsaw is said to be able to promote student learning because '(a) it is less difficult for many youngsters, (b) it increases student participation in the classroom, (c) it lessens the need for competition, and (d) it reduces teacher supremacy in the classroom.' As a result, a jigsaw technique can effectively minimize students' resistance to classroom activities while also contributing in the construction of an engaging learning-centered environment.

Cooperative efforts are only predicted to be more productive than competitive and individualistic efforts under particular situations, according to studies. Johnson and Johnson (1994) proposed five jigsaw strategy principles:

**a. Positive interdependence**

Each group member's contributions are critical and necessary to the group's success. Each member of the group must give something unique to the overall effort.

**b. Face-to-face promotive interaction**

Members of the group must verbally explain how to solve issues, teach others what they know, check for understanding, discuss themes being taught, and connect current learning to previous learning.

**c. Individual and group accountability**

The group size should be kept small, and the smaller the group size, the higher the individual responsibility.

**d. Interpersonal skills**

Social skills are crucial to the success of jigsaw learning in the classroom. Social skills include talents such as leadership, decision-making, trust-building, communication, and dispute resolution.

**e. Group processing**

Members of the group assess their progress toward their goals and the effectiveness of their working relationships, determine which member actions are beneficial and which are not, and decide whether to continue or change specific behaviors.

Jigsaw learning allows pupils to be exposed to content while still maintaining a high level of personal responsibility. It helps students build cooperation and cooperative learning abilities, as well as a depth of knowledge that would not be feasible if they learned all of the material on their own. Finally, because jigsaw learning requires students to report their own results to their home groups, it frequently reveals the student's own knowledge of the topic as well as any misunderstandings.

## 2.4 Traditional vs. Cooperative Classrooms

Traditional classrooms are characterized by teacher-centered activities (based on techniques such as the Grammar Translation Method or the Audio-Lingual Method) that typically involve teacher-student or student-initiated interactions (it should be noted that student-student interactions are minimal). The teacher sits in the middle of the room, controlling the teaching process, assessing pupils' performance, providing significant knowledge, guidance, feedback, reinforcement, and support. Language acquisition is traditionally thought of as a passive process of memorizing grammar and vocabulary rules and items in order to obtain the ability to grasp and use the target language's morphology and syntax. This learning technique includes knowledge recall and revision, phrasal or phrase pattern exercise, role-playing, and translation. Due to the low level of English proficiency, Palestinian English teachers continue to use conventional ways of teaching English in primary schools. Their key concern is consistency, as well as language training that focuses on literacy skills rather than communicative language use. This could be due to a lack of understanding of how to interpret and apply English in the classroom.

When students work cooperatively, on the other hand, they are in charge of their own behavior and learning, while the teacher supervises and assists them in working independently while providing feedback; in addition, the teacher organizes and counsels group work, facilitates communication tasks, and intervenes to teach collaborative skills (Bawn, 2007). At first, some students may be overly reliant on their teacher, demanding ongoing assistance, correction, and encouragement. In this case, the instructor can put them in collaborative small groups with students who are less reliant on the teacher, or match them with students who are more self-sufficient. As a result, whereas interdependence is viewed as a negative in traditional language acquisition because the learner is only a recipient of information, it is viewed as a positive in cooperative learning since the learner is active and independent. In terms of supplies, the teacher provides each student with a complete set in order to stimulate collaboration.

According to (Church study, 2012) titled "Taking Forward the Jigsaw Classroom: the Development and Implementation of a Method of Collaborative Learning for First Philosophy Tutorials". He carried out this Jigsaw method study, in which students from expert groups were required to educate other students by posting their conversations online and then meeting with the tutor to give presentations to the class. Overall, the students received much higher grades than before, as well as a lower percentage of fails. The students' opinion was highly positive, and they requested that the researcher use the Jigsaw approach again.

In a paper titled "A Jigsaw-based Cooperative Learning Approach to Improve Learning Outcomes for Mobile Situated Learning," (Huang, Liao, Huang, & Chen, 2014) looked into the Jigsaw cooperative learning approach. Participants discussed the method with other students and uploaded materials using Google+ as a learning platform. The findings of this study showed that the "Jigsaw" cooperative learning strategy was effective and was favored by both low and medium-achieving students, whereas high-achieving students preferred solo learning.

As a result, high-achieving children may not find the jigsaw approach appealing because the subject is too simple for them. However, the researcher believes that the sort of activity assigned to pupils, as well as the level of difficulty, may have an impact on their motivation. As a result, if the assignment is difficult for them, high-achieving pupils are more likely to enjoy working together.

Every member of the group was given equal weight in the Jigsaw strategy. The pupils had to pay close attention and gather a lot of knowledge from their peers. This allows each member of the group to contribute a modest part of the broader image, making them all equally valuable to the group. This teaches pupils to rely on one another and decreases competitive attitudes toward one another because their grade is dependent on the performance of the other students in their group.

## 3. METHODOLOGY

The quantitative method was employed to accomplish the study's major goal as well as answer the research question. To suit the variables and hypotheses of the study, the researcher employed one of the study's instruments, a questionnaire.

## 4. RESULTS AND FINDINGS

What is the impact of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL at Qalqilya city?

To answer this issue, the researcher calculated the means, percentages, levels, and ranks for students' opinions on using jigsaw cooperative learning as a strategy for teaching reading comprehension in the English language. Table 1 summarizes the findings.

**Table (1)** Means, percentages and levels of students' attitudes towards using jigsaw cooperative learning as an instrument of teaching reading comprehension in English language

| .No | Items | Means | Percentage | Level |
|---|---|---|---|---|
| .1 | The Teacher has cooperative teaching strategies that are .capable of using jigsaw technique for seventh graders | 3.97 | 79.40 | High |
| .2 | The teacher can link the use of jigsaw cooperative learning technique with the surrounding environment on seventh .graders | 4.1 | 80.00 | Very high |
| .3 | The teacher can employ jigsaw cooperative learning .technique to encourage students for collaborative learning | 4.21 | 84.20 | Very high |
| .5 | The teacher contributes in raising the students' reading comprehension using jigsaw cooperative learning .technique for seventh graders | 3.86 | 77.20 | High |
| .6 | There are qualified teachers using jigsaw cooperative .learning technique for seventh graders | 3.62 | 72.40 | High |
| | **Total degree** | 4.0057 | 80.11 | Very High |

Table (1) shows students' attitudes towards using jigsaw cooperative learning technique on reading comprehension for the seventh graders were very high on items (2,3,4) where the percentage of higher than (80%) and was high on items (1,5,6) where percentage of between (70%-79%) and the percentage of response on total score was very high where the percentage (80.11%).

After evaluating the data and computing the mean and percentages for each item and their corresponding domain, as well as the overall score of the influence of jigsaw cooperative learning technique on seventh graders' reading comprehension in teaching EFL in Qalqilya city:

1. The first hypothesis states that: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the impact of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL due to **Gender**." After data analysis, it was found that there are no significant differences at ($\alpha$=0.05) in the impact of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL due to gender. The researcher used T-Test for independent samples. The level of significance for its (T) values was more than (0.05), and so the zero hypothesis is accepted.

(T-test) results according to gender variable

| No | Domains | Male | | Female | | (T) | Significant |
|---|---|---|---|---|---|---|---|
| | | Mean | Deviation | Mean | Deviation | | |
| 1 | Teacher | 3.9583 | 34359. | 4.0133 | 28835. | -346.- | 732. |
| 2 | Student | 4.0000 | 48990. | 4.0480 | 31770. | -261.- | 796. |
| 3 | curriculum | 3.8500 | 52599. | 3.5760 | 30177. | 1.522 | 140. |
| 4 | Educational environment | 3.6000 | 71181. | 3.7200 | 41231. | -489.- | 629. |
| **Total Degree** | | 3.8521 | 50582. | 3.8393 | 18053. | 099. | 922. |

2**.** The data analysis of the second hypotheses," There are no significant differences at (α=0.05) in the impact of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL due to Academic Qualification". The results revealed that there are no significant differences at (α= 0.05) in the impact of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL due to **Academic Qualification** in the domain of the impact of jigsaw cooperative learning technique. The researcher used T-Test for independent samples. The level of significance for its (T) values was more than (0.05), and so the zero hypotheses is accepted.

(T-test) results according to academic qualification variable

| No | Domains | B.A. or less | | M.A. or more | | (T) | Significant |
|---|---|---|---|---|---|---|---|
| | | Mean | Deviation | Mean | Deviation | | |
| 1 | Teacher | 3.9931 | 31653. | 4.0667 | 09129. | -509.- | 615. |
| 2 | Student | 4.0500 | 34515. | 4.0000 | 31623. | 298. | 768. |
| 3 | Curriculum | 3.6250 | 36978. | 3.5600 | 16733. | 381. | 706. |
| 4 | Educational environment | 3.6917 | 48982. | 3.7600 | 16733. | -304.- | 763. |
| **Total Degree** | | 3.8399 | 25792. | 3.8467 | 07086. | -057.- | 955. |

3**.**The data analysis of the third hypotheses," There are no statistically significant differences at (α ≤ 0.05) in the impact of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL due to the **years of experience**." The results revealed that there are no significant differences at (α=0.05) in the impact of jigsaw cooperative learning technique on the seventh graders' reading comprehension in teaching EFL due to the years of experience. The researcher used One-Way ANOVA to test the hypotheses.

(T-test) results according to the years of experience variable

| No | Domains | years or less 5 | | More than 5 years | | (T) | Significant |
|---|---|---|---|---|---|---|---|
| | | Mean | Deviation | Mean | Deviation | | |
| 1 | Teacher | 3.9848 | 30235. | 4.0185 | 29087. | -298.- | 768. |
| 2 | Student | 4.2364 | 23355. | 3.9222 | 33704. | 2.710 | 052. |
| 3 | Curriculum | 3.4909 | 28794. | 3.6889 | 35792. | -1.550- | 133. |
| 4 | Educational environment | 3.9091 | 33898. | 3.5778 | 46974. | 2.032 | 052. |
| **Total Degree** | | 3.9053 | 15258. | 3.8019 | 27055. | 1.156 | 258. |

## 5. CONCLUSION

The researcher came to the following conclusions based on the study's findings: Jigsaw cooperative learning technique was developed with the goals of reducing conflict, improving good educational results, teaching students that they are important parts of a larger whole, and increasing collaboration in reading comprehension learning. Instead of giving clear instructions, this strategy encouraged students to learn English on their own. It was evident in group work activities and their requests for more approaches during the class. The Jigsaw cooperative learning technique encouraged participants to work together to learn. This was clear because students learned through idea exchange and by learning from their own and their partners' failures. It gave excellent opportunity for low and intermediate achievers to interact with and learn from high achievers. The jigsaw cooperative learning technique helped participants form a sense of leadership because groups always have leaders, and it is a very beneficial technique for teaching reading comprehension. Participants in the experiment showed remarkable improvement in their reading comprehension, and the jigsaw cooperative learning technique helped participants form a sense of leadership because groups always have leaders.

## REFERENCES

Abuhamda, E. A. A. (2020). The Effect of Jigsaw Cooperative Learning Strategy on Fourth Graders ' Achievement in Teaching EFL at Qalqilya City. Academic Journal of Business and Social Sciences, 4.

Abuhamda, E. A. A. (2021). The Impacts of Social Media on Palestinian Tenth Graders' English Writing Proficiency. International Journal of Recent Scientific Research, 12(1), 40582–40587.

Abuhamda, E; Bsharat, T. (2021). Understanding quantitative and qualitative research methods : A theoretical perspective for young researchers Understanding Quantitative and Qualitative Research Methods : A Theoretical Perspective for Young Researchers. International Journal of Research, 08(02), 70–87.

Abuhamda, E. A. A., Darmi, R., & Abdullah, H. (2021). Attitudes of Palestinians EFL Students Towards the Use of Jigsaw Cooperative Learning Technique in Teaching Reading Comprehension. Psychology And Education, 58(1), 5947–5955.

Açıkgöz, K. Ü. (2002). AktifÖğrenme. İzmir: EğitimDünyasıYayınları.

Aronson, E. (2005). The Jigsaw classroom, Beverly Hills, California: SAGE Publications.

Chen, M. (2004). A study of the Effects of Cooperative Learning Strategies on Students' Achievement in English as a Foreign Language in a Taiwan college (China). Dissertation Abstracts International, A 65/01, p. 57.

Choi, J., Johnson, D.W., & Johnson, R. (2011). Relationships among Cooperative Learning Experiences, Social Interdependence, Children's Aggression, Victimization, and Prosocial Behaviors. *Journal of Applied Social Psychology*, 41, (4), 976–1003.

Chu, M. (2014). An application of the Jigsaw method in a freshman English class. *Hwa Kang Journal of Foreign Language & Literature*, 7, 185-195.

Church, H. (2012).*Discourse: Learning and Teaching in Philosophical and Religious Studies*, Vol. 11, No. 2, University of Glasgow, Scotland, UK.

Crandall, J. J. (1999). Cooperative learning and affective factors. In J. Arnold (Ed.), *Affect in Language learning* (pp. 226-245). Cambridge: Cambridge University Press.

Ferguson-Patrick, K. (2007). Writers develop skills through collaboration: an action research approach. *Educational Action Research*,*15*,( 2), 159–180.

Grabe, W. & Stoller, F. L. (2011). Teaching and researching reading. Harlow. *England: Pearson Education*.

Huang, Y.-M., Liao, Y.-W., Huang, S.-H., & Chen, H.-C.*A*, (2014). *Jigsaw-based Cooperative Learning Approach to Improve Learning Outcomes for Mobile Situated Learning*, Journal of Educational Technology & Society, Vol. 17, No. 1, China.

Jensen, M., Johnson, D.W., &Jhonson R,T. (2002). Impact of positive interdependence during electronic quizzes on discourse and achievement. *Journal of Educational Research*, *95*, 161–166.

Johnson, D.W., Johnson, R,T., &Stanne, M.B. (2000). Impact of Goal and Resource Interdependence on Problem-Solving Success. *The Journal of Social Psychology*, *129*, (5), 621-629.

Johnson, D.W., & Johnson R,T. (1994*). Learning Together and Alone. Cooperative, Competitive and Individualistic Learning.* (4th ed.). Massachusetts: Allyn and Bacon.

Johnson, D.W., & Johnson R,T. (2011). An Educational Psychology Success Story- Social Interdependence Theory and Cooperative Learning. *Educational Researcher*, *38*, (5), 365-377.

Krashen, S. D. (2004). *The power of reading: Insights from the research: Insights from the research*. ABC-CLIO.

Lai, C. Y., & Wu, C. C. (2002). Using handhelds in a jigsaw cooperative learning environment. *Journal of Computer Assisted Learning*, *22*(4), 284-297.

Septami, N., Azhar, F., & Gultom, E. (2018).“The Effect of Jigsaw Techniques in The Reading Comprehension Ability of The Second Year Students of SMAN 2 Pekanbaru”$DEL$. *JOM FKIP*. Vol. 5. pp. 1–15.

Slavin, R. E. (1994). *A practical guide to cooperative learning*. Needham Heights, MA: Allyn & Bacon.

Slavin, R. E. (1995). *Cooperative Learning: Theory, Research, and Practice* (2nd ed.). Boston: Allyn & Bacon.

Slavin, R.E. (1996). Research on Cooperative Learning and Achievement- What We know and what we need to know. *Contemporary Educational Psychology, 21*, (4), 43-69.

Tran, V. D., & Lewis, R. R. (2012). Effects of cooperative learning on students at an Giang University in Vietnam. *International Education Studies*, *5*(1), 86–99. https://doi.org/10.5539/ies.v5n1p86

Turnbull, M. (1996). Cooperative learning in second language classes: Two techniques to consider. *Canadian Modern Language Review, 52, 150-157.*

Van Boxtel, C., van der Linden, J., &Kanselaar, G. (2000). The use of textbooks as a tool during collaborative physics learning. *Journal of Experimental Education, 69*, 57–76.

Wei, C. (2002). An investigation of the influence of cooperative learning teaching strategy on freshmen’s English reading ability. *Proceedings of the 6th Conference on English Teaching and Learning in the Republic of China*, 221-226. Taipei, Taiwan: Crane.

Yoon, J. C. (2002). *Effectiveness of sustained silent reading on reading attitude and reading comprehension of fourth-grade Korean students* (Doctoral dissertation, uga).

# ENGLISH AS A MEDIUM OF INSTRUCTION IN THE CONTEXT OF SUADI ARABIA HIGHER EDUCATION INSTITUTIONS: A REVIEW PAPER

Shaykhah Raffaa[1] and Norliza Ali[2]

*shesaeed@kku.edu.sa*

[2]*Universiti Teknologi Malaysia*
*norlizaa.kl@utm.my*

## ABSTRACT

This paper aims to provide general background about English as a Medium of Instruction (EMI) in the context of Saudi Arabia higher education institutions. The wave of education globalization has changed the policy of many Middle Eastern countries to shift the language of instruction to the English language. However, challenges have appeared since the beginning of implementing this policy. Accordingly, the current paper discusses the EMI and then EMI in Saudi Arabia, including corpus planning, status planning, language in education planning, and prestigious planning. The article will also provide background about the language management approach, domain approach, critical approach, and classical approach. This article also discusses the advantages of EMI, including academic performance and quality of learning. It also discusses the issues related to EMI, which include teachers' changing role, teachers' linguistic and pedagogic competence, students' English language proficiency, reading content in the English language, and writing content in the English language. These topics provide the reader with a better understanding of EMI policy in the context of Saudi Arabia higher education.

**Keywords:** English as a Medium of Instruction; higher education institutions; Saudi Arabia; language policy; language planning; advantages, challenges.

## 1. INTRODUCTION

Recently, the English language has become the main language of knowledge and science, which increases using it as a medium of instruction in higher education institutions worldwide. Although the rate of English growth depends on the individual country, its impact on education quality and outcomes is still a central topic in this area. The use of the English language in teaching affects the amount of content delivered and students' learning quality. Many students studying Science, Technology, Engineering, and Mathematics (STEM) tend to shift from their native language when they join universities to become proficient in the language. Also, EMI helps speed up the students' movement up the social and economic ladder, especially for graduate learners. Though the most commonly used medium of communication in primary and secondary levels are local native languages, governments have ensured that the form of instruction in universities is English (Agai-Lochi, 2015).

## 2. ENGLISH AS A MEDIUM OF INSTRUCTION (EMI)

In the context of tertiary level institutions in general, the concept of EMI is unique from other lower levels of education (Schmidt-Unterberger, 2018). Several instruction types are used in the English medium teaching alongside EMI. The classification is based on program and curriculum design aspects. The other types include Pre-sessional ESP/EAP, Embedded ESP/EAP, Adjunct ESP, and ICLHE, with the precedence of each phase being sensitive where a mistake could prevent further development (Schmidt-Unterberger, 2018). It is, therefore, clear that The EMI process requires proper foundation and policy formulation to ensure appropriate adjunct ESP ensuring that students acquire discipline-specific language efficiently. Each of the phases identified above is crucial since they are all building blocks to English as a medium of teaching as a whole (Schmidt-Unterberger, 2018).

## 3. EMI IN SAUDI HIGHER EDUCATION

### 1. Corpus Planning

According to Almansour (2013), the history of language planning in Saudi Arabia has almost been entirely characterised by a top-down approach. The history of corpus planning was initiated in 1941 when a deputy King approved the standardisation of medical terminology (Almahmoud, 2012). Over the years, there has been a void in policy formulation. There is a void, especially in EMI in scientific disciplines, where students or scholars cannot agree on translated terminology.

### 2. Status Planning

To determine the level of status of English in Saudi Arabia, researchers should examine the current use of a language in the community. The current implementation of policies based on different powers, such as religious and political leaders in the Kingdom, promotes and maintains the Arabic language (Ahmadi, 2017).

### 3. Language in Education Planning

The efforts to influence the allocation of English or its distribution through policies will be the key focus of the education planning aspect of language management in Saudi Arabia (Al-Tamimi, 2019). English in Saudi Arabia has been majorly associated with education which is its primary form of implementation. The learning opportunities available for English in Saudi Arabia from the background stage to the advanced stage still need to be examined to get a better sense of how it is implemented in Saudi Arabia (Al-Tamimi, 2019).

### 4. Prestige Planning

Majorly concerned with the image that English portrays as a mode of instruction in this context, it is clear that Saudi society holds English in high regard. Prestige planning influences the perception of

English by speakers and non-speakers (Al-Tamimi, 2019). The introduction of English in Saudi Arabia is based on political friction with the United States; it has since evolved with de facto policies due to integrating into the global community (Almahmoud, 2012).

## 4. LANGUAGE POLICY APPROACHES

### 1. Language Management Approach

Language management theory deals with examining language aspects involved in the implementation, at the micro-level, of macro policies (Ali, 2013). Language management adopts two unique aspects, including the investigation of language at the implementation level rather than at the pseudo level and examining language through understanding the relationship between simplistic and organised management (Ali, 2013).

### 2. Domain Approach

Majorly involving the contributions of Spolsky (2012), the domain approach views language planning as based on three related components, including practice, belief, and management, that are independent of each other. Practise involves using a language by a society, including the different dialects and contexts of its use (Ali, 2013). Management implements various efforts such as language policies by influential or powerful members of an organisation to modify the community practices concerning language. The three components are implemented based on each domain.

### 3. Critical Approach

Based on Pennycook (2000), the critical approach to language policy is rooted in critical applied linguistics. The fundamental approach can be described as the alternative to the classical approach. The concept is based on the notion that policies lead to the development and persistence of social inequalities Ali (2013). This approach is, therefore, majorly focused on power and the implicit relationship with language policy. Based on this approach, influence on language is through language policies developed by influential individuals (Ali, 2013).

### 4. The classical approach

The classical approach to language policy is developed based on the Haugen four-step model discussed earlier in this chapter. The initial four-step model developed involved domains, including selecting norms, codifying norms, implementing functions, and elaborating positions (Spolsky, 2012). The classical approach introduced the concept of politics in language policy leading to the four types of language planning previously discussed in the chapter in the Context of Saudi Arabia, including corpus planning, status planning, language-in-education planning, and prestige planning (Spolsky, 2012).

## 5. ADVANTAGES OF EMI

The benefits of EMI are not distributed equally because English proficiency is not high in some students, limiting their ability to maximise their academic knowledge (Phuong & Nguyen, 2019). With English recognised in many nations globally, the quality of Education in Saudi Arabian higher learning institutions increases the quality of education through the accessibility of better learning materials (Alkhazim, 2017). Further learning and research by students are also encouraged and nurtured by supplementary educative materials available in English.

## 6. CHALLENGES OF EMI

### 6.1 Academic performance

According to Gaffas (2016), the use of EMI sacrifices the students' academic performance by teaching in English without establishing a policy to nurture proficiency in the language before using it as a mode of instruction in science subjects in higher education. Problems during examinations due to the failure of the students to understand the questions asked in English affect students' academic performances.

### 6.2 Quality of learning

According to Lasagabaster et al. (2018), the pedagogic competence of teachers to effectively implement EMI has affected the quality of learning because it restricts students from enhancing their competence in other languages, which is relevant in future employment markets. The introduction of EMI involves the application of knowledge gathered in future needs that require Education from EMI. Macaro et al. (2018) also identify that students' quality of learning is also affected by students' inability to understand and ask questions on the lesson content.

### 3. The changing role of content teachers

The adoption of EMI implies that teachers can increase the efficiency of the mode of instruction by providing knowledge on the content of the lectures alongside helping in the improvement of students' language skills at the same time. Content teachers will be required to provide guidance and focus on the language requirements of assignments, examinations, and written papers. Content teachers can also adapt to the bilingual teaching approach in explaining and answering areas of concern in class (Al-Bakri, 2013).

### 4. Content teachers' linguistic and pedagogic competence

The teachers' inability to conduct classroom interactions with their students points to the idea that even teachers have problems with the English language and largely depend on the lesson textbooks to relay content (Phuong & Nguyen, 2019). Additionally, the competence in English as required in China EMI implementation ensures that teachers understand the lecture notes and elaborate further and answers questions about the same; this guarantees the success of EMI since the interaction is fostered and challenges can be aired and solved (Chen & Peng, 2019).

### 5. Students' English language proficiency

Most students view the integration of EMI into higher education as a challenge rather than a benefit; as a second language, lack of support or specialisation classes to increase their already failing proficiency in the language makes it harder to use EMI (Ebad, 2014). The students have difficulty in grammar, spelling, writing, and orally speaking English due to the lack of other lessons on improving their proficiency which suffers more when the teachers have no concern even when mistakes are made.

### 6. Reading disciplinary content in English

According to Lasagabaster et al. (2018), vocabulary comprehension is even more challenging for EMI in other disciplines. These challenges have given rise to students, resulting in different translation tools, including Google translate, dictionaries, and other methods. Electronic and secondary sources have helped improve students' ability to read and understand disciplinary content in English (Lasagabaster et al., 2018).

### 7. Writing in content courses

With writing being perceived as a critical skill in learning, the students in Saudi Arabia's EMI programs believe that writing English is only required in reports, slides, and other projects (Barnawi & Al-Hawsawi, 2017). In examinations, the teachers do not correct them and are more focused on the content than the grammar errors made in English.

## 7. CONCLUSION

The implementation of EMI is challenged by the lack of training by teachers to address the problems presented by the students. The performance of EMI challenges the students and offers a limitation to the affectivity of teachers in passing information to learners, for they are not trained to tackle the problems that arise from the mode of instruction. Also, students face writing challenges due to their inability to distinguish between intentional and unintentional plagiarism, which affects learning integrity and poses a challenge to the effectiveness of the mode of instruction. Grammar, spelling, summarising, and paraphrasing pose a challenge to EMI to conduct lessons in higher education institutions in Saudi Arabia.

## 8. IMPLICATIONS

Insufficient instructional materials, e.g., bilingual textbooks, make it hard for EMI to be an effective learning mode. The challenge of inadequate interactions in lectures limits the effectiveness of EMI in higher education institutions in the Kingdom of Saudi Arabia. Lack of interactions leads to a lack of content understanding from the students hence crippling higher learning. The teachers require being efficiently skilled to handle lessons properly. Therefore, insufficient teaching practices pose a challenge to EMI in higher education. The teachers are not trained enough to ensure the content is understood despite the lack of proficiency in the English language. Negative attitudes from students who believe that the use of EMI diminishes the value and superiority of Arabic also pose a challenge to the use and implementation of EMI.

## REFERENCE

Agai-Lochi, E. (2015). English as medium of instruction in university education. *Procedia-Social and Behavioral Sciences*, *199*, 340-347.

Ahmadi, Q. S. (2017). Unwelcome? English as a Medium of Instruction (EMI) in the Arabian Gulf. *English Language Teaching*, *10*(8), 11-17.

Al-Bakri, S. (2013). Problematizing English medium instruction in Oman. *International Journal of Bilingual and Multilingual Teachers of English*, *207*(1172), 1-15.

Ali, N. L. (2013). *Language policy and planning in Malaysia: managing English-medium instruction at tertiary level*. PhD Thesis, School of Education, The University of Queensland.

Alkhazim, M. A. (2003). Higher Education in Saudi Arabia: Challenges, solutions, and opportunities missed. *Higher Education Policy*, *16*(4), 479-486.

Almahmoud, M. A. (2012). Saudi University students' attitude towards the use of Arabic and English: implications for language planning.

Almansour, M. (2013). Is English enough? Researching foreign language planning and policy in Saudi Arabia. *In Conference on Creativity and Innovation in Educational Research*, Berlin, Germany.

Al-Tamimi, R. (2019). Policies and Issues in Teaching English to Arab EFL Learners: A Saudi Arabian Perspective. *Arab World English Journal (AWEJ)*, 10.

Barnawi, O. Z., & Al-Hawsawi, S. (2017). English education policy in Saudi Arabia: English language education policy in the Kingdom of Saudi Arabia: Current trends, issues and challenges. In *English language education policy in the Middle East and North Africa* (pp. 199-222). Springer, Cham.

Chen, Y., & Peng, J. (2019). Continuing professional development of EMI teachers: A Chinese case study. *Journal of Education for Teaching*, *45*(2), 219-222.

Ebad, R. (2014). The role and impact of English as a language and a medium of instruction in Saudi higher education institutions: Students-instructors perspective. *Studies in English Language Teaching*, *2*(2), 140.

Gaffas, Z. (2016). *The Impact of English Language Preparatory Programmes in a Saudi Arabian University: An Investigation of Students' Perceptions of their Language Difficulties, Experiences, and Suggestions* (Doctoral dissertation, University of Sheffield).

Lasagabaster, D., Doiz, A., & Pavón, V. (2018). Undergraduates' beliefs about the role of language and team teaching in EMI courses at university. *Undergraduates' beliefs about the role of language and team teaching in EMI courses at university*, 111-127.

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, *51*(1), 36-76.

Phuong, Y. H., & Nguyen, T. T. (2019). Students' Perceptions towards the Benefits and Drawbacks of EMI Classes. *English Language Teaching*, *12*(5), 88-100.

Rhodes, S. (2018). The global trend towards English-medium instruction: A literature review on EMI/CLIL in a Swedish and European perspective.

Schmidt-Unterberger, B. (2018). The English-medium paradigm: a conceptualisation of English-medium teaching in higher education. *International Journal of Bilingual Education and Bilingualism, 21*(5), 527-539.

Spolsky, B. (2012). What is language policy? In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 3-15). New York: Cambridge University Press.

# YOUNG LEARNERS' LANGUAGE AND INSTRUCTED SECOND LANGUAGE ACQUISITION USING TECHNOLOGY-MEDIATED TASK-BASED APPROACH

Kwong See Kan[1], Norhiza Ismail[2], and Yasmin Hanafi Zaid[3]

[1]*Institut Pendidikan Guru Kampus Temenggong Ibrahim*
*estherkanks@yahoo.co.uk*

[2]*Universiti Teknologi Malaysia, Skudai*
*m-nhiza@utm.my*

[3]*Universiti Teknologi Malaysia, Skudai*
*yasmin@utm.my*

**ABSTRACT**

Currently there is much discussion about the relationship between research and practice in the classroom. This study applies scoping review to synthesise research on Task-based Language Teaching (TBLT) online pedagogy that emphasizes learning through experiencing the use of the second language in Malaysian primary classrooms. The merger between technology and task-based language teaching is necessary and imperative for language education in view of Covid-19 effects on education worldwide, as language classrooms are being redefined. As such, more naturalistic, classroom-based studies are crucial to garner more in-depth research findings on "implementing TBLT online", with Malaysian primary school students. There should be a gap to be filled on methodological guide on how to conduct TBLT online. This literature review paper, thus, will discuss the most recent qualitative research to address this need by proposing a methodology framework for doing TBLT online. The synthesized qualitative findings will help to identify (a) the characteristics of technology-mediated TBLT and (b) factors affecting the effectiveness of technology-mediated TBLT, both, in view of Anderson's Online Learning Model. This framework when it is applied, would hopefully meet most of the language teachers' challenges to help foster socialization and engagement with learners virtually, and reshape future teachers' professional development.

**Keywords:** second language acquisition; task-based language teaching; primary school students; online pedagogy; professional development.

## 1. INTRODUCTION

Second Language Acquisition (SLA) tasks served initially as elicitation devices for investigating second language (L2) acquisition, but starting in the 1980s they became an object of enquiry in their own right often with pedagogy in mind (Ellis, 2017). There has been an increasing number of naturalistic, classroom-based studies, which have led to the increment of Task-based Language Teaching (TBLT) in SLA. In view of Covid-19 effects on education worldwide, research on TBLT in SLA is of utmost significance. It is indeed a challenge for current teachers as tasks and task-based methodology do not work in the same way online that they do in traditional, face-to-face classrooms. Sin and Hayo (2020) claims that there was a shift towards greater use of technology in the implementation of TBLT, especially with the advent of social networking, mobile technologies, and the widespread availability of digital games. Fundamental observations of SLA, which the Instructed Second Language Acquisition (ISLA) theory needs to address, have collectively motivated and informed the advancement of TBLT research pedagogy. (Sun, 2015).

Baralt and Morcillo (2017) reiterate that as language classrooms are being redefined, training for how to set learners up to successfully do tasks online must be part of teachers' professional development. However, they further state that while multiple resources have been written on tasks, technology, and task-based language courses online, teacher training for this purpose has largely been ignored, to which the researcher does agree, being a lecturer herself in a local teacher training institute since 2004. Furthermore, East (2017) claims that current under- and over-application of theory and research in practice highlight the difficulty in identifying exactly what TBLT is or should be in instructed contexts.

TBLT teachers inevitably bring their own beliefs and understandings about effective pedagogy with them into their own classrooms. These are strongly shaped by their own early learning experiences, and may be resistant to change, influencing teachers' interpretations in the present. However, East (2017) claims that research has shown teachers' beliefs are acknowledged and addressed within teacher education programmes, thus, there is evidence to suggest that new understandings can be established successfully. Furthermore, TBLT is not merely about speaking nor about pair and group work, instead, it is arguably an excellent model of integrated language teaching today (East, 2017). This is because other instructional and interactional patterns such as teacher intervention and feedback during the task phase of a lesson are found to be valuable and productive elements.

Against this backdrop, this qualitative research synthesis adopts scoping review to summarize, integrate, and theorize research findings on Task-based Language Teaching that emphasizes learning through experiencing the use of the second language, from published articles between 2000 and 2021 in second/foreign language contexts (SL/FL), related to the topic of technology-mediated TBLT in second language contexts with reference to the following Research Questions (RQ):
RQ1. What are the characteristics of technology-mediated tasks?
RQ2. What factors are affecting the effectiveness of technology-mediated TBLT?

The findings will be in view of Anderson's Online Learning Model (2008). This framework, when it is applied, would hopefully meet most of the language teachers' challenges to help foster socialization and engagement with learners virtually, and reshape future teachers' professional development. Baralt and Morcillo (2017) has proposed a methodology framework for doing TBLT online by reviewing TBLT fundamentals for synchronous communication to foster socialization and community building with tasks meeting four criteria, which are, it must have a primary focus on meaning, have a gap, require that learners rely on their own resources, and have an outcome, teaching the learners in terms of methodological principles (MPs) and pedagogic procedures.

## 2. METHODOLOGY

For the current synthesis study, journal articles reporting primary research from the following sources were selected: (a) digital libraries and databases, (b) major refereed journals in English Language Education, including open access journals, (c) the World Wide Web, and (d) primary studies published. The research had adapted the usage of Scoping Review (adapted from Colquhoun et al., 2014). Scoping Review is a form of knowledge synthesis that addresses an exploratory research question aimed at mapping key concepts, types of evidence, and gaps in research related to a defined area of field by systematically searching, selecting, and synthesizing existing knowledge.

Table 1 *Framework for Scoping Review*

| **Framework for Scoping Review (adapted from Colquhoun et al., 2014).** | |
|---|---|
| **1.** | **Identify the Research Question** |
| **2.** | **Identify relevant studies** |
| **3.** | **Select studies** |
| **4.** | **Chart the data** |
| **5.** | **Collate, summarise and report the results** |
| **6.** | **Consultation** |

**2.1. The Research Steps.**

The researcher has adopted these steps in her research.

**2.1.1 Identifying keywords for conducting literature search on digital libraries.**
The following keywords were used to search for the relevant literature :

1. task-based language learning and teaching/task-based instruction/task-based approach/ community
   tasks +SL/foreign language (FL)
2. teaching teacher education/distance learning and teaching, technology-mediated, computer-mediated/computer-assisted language learning/CALL/distance learning +SL/FL

**2.1.2 Evaluating the literature using inclusion criteria**
The literature was evaluated based on inclusion criteria:

1. The articles report primary research
2. The articles were published between 2000 and 2021
3. The articles include at least one type of technology and adopt a well-defined conceptual or the theoretical framework in the studies was conducted in SL/FL classrooms.

## 3. FINDINGS AND DISCUSSION

These synthesized qualitative findings help to identify (a) the characteristics of technology-mediated TBLT and (b) factors affecting the effectiveness of technology-mediated TBLT. The findings are further supported by Terry Anderson's Theory of Online Learning (2008).

*Research Question 1*
RQ1. What are the characteristics of technology-mediated tasks?

From research question 1, it is found that technology-mediated task-based approaches can be characterized along a spectrum according to the extent to which theory drives the research in the area of authenticity of tasks, usefulness of tasks, task difficulty and task sequence. Sin and Hayo (2020) has adopted grounded theory (GT) to systematically synthesize qualitative findings from 16 technology-mediated TBLT studies published between 2002 and 2017 in second/foreign language contexts. Their findings show 2 emergent themes of TBLT ; namely, a) task characteristics which are divided into six aspects; authenticity of tasks (evident in nine studies), usefulness of tasks (evident in seven studies), task difficulty (evident in five studies) and task sequence (evident in one study) and b) technology characteristics which is divided into 2 main areas; design of technology (evident in six studies) and materials and media (evident in four studies). Sun (2015) agrees that more future research such as task complexity and task sequencing with needs analysis can be carried out to achieve large-scale reform in textbook and curriculum design around the world. Research on task complexity to sequence pedagogical tasks, implemented by TBLT practitioners, is likely to yield highly promising results in future.

However, East (2017) reiterates that though TBLT has positive effects on SLA, it has not found its way into teachers' practices, thus either TBLT is to reframe itself to accommodate more traditional elements or teachers need to be challenged to be more open and receptive to innovation. Thus, the characteristics of technology-mediated tasks need to be redefined and reshaped through further relevant research, i.e. the interface between theory, research and practice.

Anderson (2018) has also proposed an integrated model that described the phenomenon of pedagogically driven online education, that is, it has evolved as a subset of learning in general, and not as a subset of distance learning. According to him, in the future, all courses and programmes would have some online learning components, with blended learning as the dominant form of instruction throughout all levels of education. His proposed Multimodal Model for Online Education, includes major attributes of other learning and online education theories and models; namely behaviorists (elements of self-study and independent learning in adaptive software), cognitivist (elements of reflections and dialectic questioning), social constructivists (emphasis on community and interaction), and connectivists (values such as collaborations are priced alongside student-generated content). The most significant element of his proposed integrated model is its flexibility and ability to expand as new learning approaches, as in this research, would be the scope of technology-mediated task-based approach, which according to him, would benefit, teacher educators who might emphasize the need for deeper considerations of their perspectives for an online learning theory, which thrives on objective-based outcomes for teaching and learning processes.

The 4 lenses Anderson (2018), claims, i.e. community-centeredness, knowledge-centeredness, learner-centeredness, and assessment centeredness provided the foundational framework for his approach to building online education with emphasis on the importance of interaction in all forms of learning; student-student interaction, student-content interaction, student-teacher interaction, teacher-content, teacher-teacher and content-content interaction. Beccia (2021), too, claims that through the review of the three empirical studies on TBLT for young learners, two patterns have begun to emerge; first, the psycholinguistic, ecological and pedagogical validity of TBLT are questionable due to the lack of theoretical entities underpinning TBLT; such as Processability Theory, cognitive-interactionist theory, emergentism, and Complex and Dynamic Systems Theory (CDST), which is to ensure alignment with the pedagogy's key theoretical tenets to empirically validate TBL (the sole L2 pedagogy based on current theories in SLA). Second, according to Beccia (2021), it appears that the theoretical entity that has primarily been used to either frame research or interpret results is from the Interaction Hypothesis. Thus, it is implied that theory-driven research should shed more insights into technology-mediated task-based approaches to second language acquisition among young learners. Further research in this area should be able to fill the gap of existing weaknesses on existing online education research.

*Research Question 2*
RQ2. What factors are affecting the effectiveness of technology-mediated TBLT?

It is found that the factors that can affect the effectiveness of technology-mediated task-based approach would be the home literacy practices, learner and teacher characteristics, together with community-centeredness environment. Quentin, et al., (2012) have done a review on synthesized research based on seventy-one peer-reviewed journal articles regarding the optimal conditions for L2 acquisition, characteristics of excellent or unsuccessful L2 learner, teacher characteristics, the speed of L2 acquisition, and all these are influenced by the formulation of educational policies for L2 learners. The review was done through four bodies of work—foreign language education, child language research, sociocultural studies, and psycholinguistics (which is often overlooked by educators).

Findings from Quentin, et al., (2012) have shown that to acquire the optimal conditions for second language would be strong home literacy practices, opportunities to use the L2 informally, well-implemented specially-designed L2 educational programs, and sufficient time devoted to L2 literacy instruction and those with little L2 exposure require explicit instruction to master grammar. L2 learners with strong L2 aptitude, and motivation do help in second language acquisition too. To ensure the effectiveness of technology-mediated TBLT in second language acquisition among young learners, Quentin, et al., (2021) claim that effective L2 teachers have shown to be able to demonstrate sufficient L2 proficiency, and strong instructional skills, to aid their learners in the teaching and learning process.

This is similar to the views of Baralt, and Morcillo (2017), who emphasise that, to achieve effective technology-mediated tasks, teachers can use these four key points. First, teachers should plan ahead and include breaks in between online TBLT sessions. Second, teachers should make sure they have a good internet connection to facilitate their jobs effectively. Third, teachers should try to stay in the target language as much as they can, though the first language (L1) can serve as a mediation tool and a resource to scaffold second language production.

To ensure effective technology-mediated task-based approach, language learning online must be seen as building a sense of community and as a safe space for learners to share about themselves in the target language, which is somewhat similar to Anderson's views (2008), whereby community-centeredness and learner-centeredness are parts of effective learning environment. The teacher can foster socialization via task design, the way he or she scaffolds turn-taking, and the embracing of the unexpected. Baralt & Morciillo (2017) reiterates that learners doing real tasks relevant to their lives and local contexts, and doing pair work in listening and sharing about each other's perspectives, facilitate a sense of community, i.e. by analysing the learners' needs with genuine real tasks designed.

## 4. CONCLUSION

To sum up, task characteristics and the interactions of instructors with the learners and tasks, aligning to TBLT theoretical underpinnings can provide more insights into technology-mediated task-based approach to address young learners' language in view of second language acquisition. The researcher is a firm believer in the principle of reflective practice. An understanding on how technology-mediated task-based approaches can actually facilitate critical thinking about past and present beliefs with the input from actual real-life experiences of teachers, to inform future practice in the teachers' training institutions. It is thus clear that imperative to online language learning is socialization and community building together with the work of relevant online methodology training materials, which can support teachers in carrying out technology-mediated task-based language teaching and learning.

**REFERENCE**

Anderson, T. (2008). *The theory and practice of online learning.* (2nd. ed). AU Press, Athabasca University.

Anderson, T. (2018). Online Education: Theory and Practice. Routledge/Taylor & Francis.

Baralt, M., & Morcillo Gómez, J. (2017). Task-based language teaching online: A guide for teachers. *Language Learning & Technology*, 21(3), 28–43.

Beccia, A. (2021). The role of theory in empirical L2 Research for Young L2 Learners. *Studies in Applied Linguistics & TESOL.* Vol. 21, No. 1, 32–40.

Colquhoun, H. L., Levac, D., O'Brien, K. K., Straus, S., Tricco, A. C., Perrier, L., Kastner, M., & Moher, D. (2014). Scoping reviews: Time for clarity in definition, methods, and reporting. *Journal of Clinical Epidemiology*, *67*(12), 1291–1294. https://doi.org/10.1016/j.jclinepi.2014.03.013

East, M. (2017). Thinking Allowed. Research into practice: The task-based approach to instructed second language acquisition. *Language Teaching*, 50 (3), 412-424. doi:10.1017/S026144481700009X

Ellis, R. (2017). Task-based Language Teaching, in In L.Shawn & M.Sato (Eds.) *The Routledge Handbook of Instructed Second Language Acquisition*, *108-125*. Taylor & Francis.

Quentin, D.L., Zhao, J., Shin, J., Wu, S., Su, J., Burgess-Brigham, R., Unal, G.M., & Snow, C. (2012). What We Know About Second Language Acquisition : A Synthesis From Four Perspectives. *Review of Educational Research* 82(5). doi: 10.3102/0034654311433587

Sin, W.C., & Hayo, R (2020). Technology-mediated task- based language teaching: A qualitative research Synthesis. *Language Learning & Technology*, 24(3).

Sun, H. (2015). Instructed SLA and task-based language teaching. *TESOL & Applied Linguistics*, 15(2), 57-59

# THE EFFECTS OF TASK-BASED LEARNING ON ESL LEARNERS' SPEAKING SKILLS

Faridza Mohd Shuraimi[1] and Nur Ehsan Mohd Said[2]

[1]*Sekolah Agama Menengah Bestari, Selangor, Malaysia*
*ms.faridza@gmail.com*

[2]*Faculty of Education, Universiti Kebangsaan Malaysia*
*nurehsan@ukm.edu.my*

## ABSTRACT

This present paper describes the effects of implementing Task-Based Learning (TBL) to the ESL learners' speaking skills. TBL has been increasingly used among teachers these days for its effectiveness in academic performance. This survey was conducted with 100 participants, aged 15 with the same number of female and male respondents. This convenience sampling was chosen from a government secondary school that is located in the state of Selangor, Malaysia. The implementation of TBL was conducted in four weeks in order to determine how it could affect the ESL learners' speaking skills. The findings have later shown that the learners' post-intervention results have significant differences compared to pre-intervention results. It is accentuated that learners' speaking skills are enhanced as they experience TBL in their English lessons. The ESL learners also displayed positive reactions towards the implementation of TBL in their classrooms. The implication of this study is to provide beneficial insights to educators in understanding how TBL positively affects ESL learners and generally encourage educators in applying TBL in improving the pedagogies practiced in ESL classrooms.

**Keywords:** Task-Based Learning (TBL); ESL classrooms, Speaking skills; Language Learning, 21st Century Learning

## 1. INTRODUCTION

Mastery of English language speaking skills is one of the sought-after skills by both employers and employees. Hence, it becomes a dominant quality that each individual hopes to develop in striving these modern times. Since the introduction of the Tenth Malaysian Plan, the government has been encouraging educators to embrace the 21st century learning styles to be implemented in schools.
Sholeh et.al (2021) describes that TBL enables learners to utilise both language and skill learning, hence it is considered as a very compelling strategy to be applied in classrooms. It transforms the learners to be active learners in making them as the main contributors to their own learning, which suits one of the features of 21st century learning.

Despite years of practice in the English language, it appears that Malaysian English learners are still constrained by different factors viz socially, linguistically, and also effectively in their English language learning as stated by Darmi (2013). Due to this circumstance of having limited English communication skills, Shuib (2005) concluded that as one of the reasons Malaysians are facing difficulties in employment is the fact that they are incompetent in highlighting their specialties to the employers. Gilakjani (2016) illustrates speaking skills as the most-used skills in our daily conversations for it plays as the main medium of people to correspond our thoughts and senses to each other. In addition, Leong and Ahmadi (2017) supports this matter as they recognise speaking skills as one of the most challenging language skills that defer learners from mastering certain languages. In accordance with that matter, it makes speaking skill as the most crucial skill for language learners to master in order to be proficient language learners. This has led to integrating speaking skills with TBL.

Sholeh et.al (2021) emphasised that TBL provides learners with authentic learning contexts and linguistics and thus making it to be a good platform to be utilised in improving learners' speaking skills. Leong and Ahmadi (2017) also think that by implementing task-based learning, learners will encounter more natural-prone contexts to use English language, which generally enables the learners to practise the language even more and develop their speaking skills throughout the process. However, Leong and Ahmadi (2017) emphasise that the teachers have an important role to be the guide to the learners in order to identify the correct ways to address learners' mistakes. The reason for this is to avoid the learners from having anxiety in using the language and fear of making errors. Learners will have the tendency to limit their usage once they face this. Therefore, this study is conducted to examine whether TBL in English classrooms could be a feasible approach in order to enhance ESL learners' ability in speaking. Besides that, this study also intends to identify the effects of TBL has towards the development of ESL learners' speaking skills.

## 2. LITERATURE REVIEW

### 2.1 Task-based Learning

Faez and Tavakoli (2021) highlighted that task-based instruction began to be recognised back to 1979, when Prabhu was documented to implement this approach in his secondary classroom in India. They further explained how TBL is considered as an expansion of the Communicative Language Teaching (CLT) approach. Nevertheless, TBL focuses more on language use that adheres to the social contexts of learners.

TBL has been gaining popularity in the teaching field as Hassan (2014) stated that TBL is widely known as one of the most distinguished approaches used in learning languages. He further explained this as TBL's nature of incorporating common tasks that are relevant to learners' daily lives. Therefore, TBL is considered to be an achievable practice for educators to implement in their classrooms and at the same time, could motivate the learners to be more engaging in their lessons. Ardiyani (2021) mentioned that TBL can be implemented in classrooms by assigning the learners with tasks in which they assign learners in using the targeted language to complete them. Tasks that TBL apply are normally the ones derived from learners' daily lives via interaction over phone calls or emails, asking directions and many more others. By doing so, learners can exert those tasks which inculcate interaction and application of contextual meaning into providing opulent chances for developing language competencies (Faez and Tavakoli, 2021).

TBL is also very relevant to the curriculum standard that Malaysia has implemented since 2016; which is the Common European Framework References (CEFR). Originating from Europe, this framework focuses on conditioning the learners to develop English language by what they can do based on the prior knowledge that they have. TBL complements CEFR's nature of learning as TBL adheres to its foundation and orientation that involves actions by the learners (Faez & Tavakoli,2021; Little, 2006).

### 2.2 Task-based Learning in Speaking

As highlighted in Albino (2017) TBL approach comprises tasks which are based on learners' use outside of classrooms. Henceforth, learners could be exposed to a wide variety of opportunities to experience and use the language in completing the tasks without facing any uneasiness as they are well-accustomed to the normal situations that TBL provides. Munirah and Muh (2015) further affirmed how effective TBL is in improving learners' speaking skills. From the action research that they conducted; it is shown that participants in their study showed significant improvement in their speaking accuracy with an improvement rate of 23.35% after the intervention was implemented. The participants claimed that as they participated in the tasks assigned to them, they have been able to deal with natural context conversation which gradually motivates and enhances their self-confidence in speaking English language. This shows that TBL is one of the best ways for teachers to implement in their pedagogies in teaching English language. In constructing speaking tasks, it is pertinent for the teachers to identify the level of difficulty of the tasks, in order to achieve the best result for learners' development in speaking skills (Aliia et.al, 2019). By doing so, TBL classrooms could provide a learning environment that enables the learners to be able to practise the targeted language and boost their self-confidence and becoming less stressful in learning the language (Nita, 2019; Ho & Long, 2014; Anjum et al, 2019)

## 3. METHODOLOGY

### 3.1 Sample

This study is conducted among the students of a government secondary school, located in the state of Selangor. The convenience sampling involves the participation of 100 students, aged 15 who ranging with mixed ability students. The main reason this sampling technique was chosen was because of the easy accessibility and also due to the fact that the respondents have met criteria of maturity in responding and providing valid responses in regards to the intervention that was implemented. In accordance with that, the participants consist of 50 males and 50 females from 4 English classrooms that have been implementing TBL in their lessons. The procedure of the survey began with the implementation of TBL in online classes that were conducted by experienced teachers with TBL. The TBL lessons are  conducted four weeks long via online, hence making TBL learning more interesting, especially in ESL classrooms. The survey was then conducted by completing the perception questionnaire that was constructed in the form of Google Form format by clicking on an URL link of the questionnaire.

### 3.2 Instrument

The speaking pre-test and post-test for TBL intervention are carried out and marks are recorded. The items constructed in the speaking test have similar levels of difficulty for both tests in order to make the comparison valid. They are then being analysed to identify whether there is a significant value that shows TBL has resulted in improving their speaking skills. As for identifying the learners' perceptions on their speaking skills, the chosen instrument for this survey is an online questionnaire, which is adapted from the perception questionnaire by Eygart (2003). The items are constructed in the format of Google Form and the link is then being shared to the participants once the four weeks lessons have ended. The survey consists of five-point Likert-scale items; 1=strongly disagree, 2=disagree, 3= neutral, 4=agree, 5=strongly agree. There are 16 items in the questionnaire of identifying the students' perception on TBL effectiveness in improving their speaking skills. The questionnaire is divided into 2 sections, which includes the Demographic Profile and items analysing students' perceptions on the implementation of TBL towards their speaking skills.

### 3.3 Data Collection Procedure

Students undergo the pre-test speaking test to identify their average test results in order to be able to compare with the post-test result. The implementation of TBL lessons was conducted by the English teachers via online within 4 English classrooms. The period of implementation was four weeks which comprised 2 sessions in each week. Then, the students will be tested with a post-test speaking test for evaluation. Soon after, an URL link to the questionnaire was shared to the students to gather their input from the first-hand experience they had in comparison to the non-TBL lessons from their previous lessons.

## 4. FINDINGS AND DISCUSSION

### 4.1 Speaking Test Results

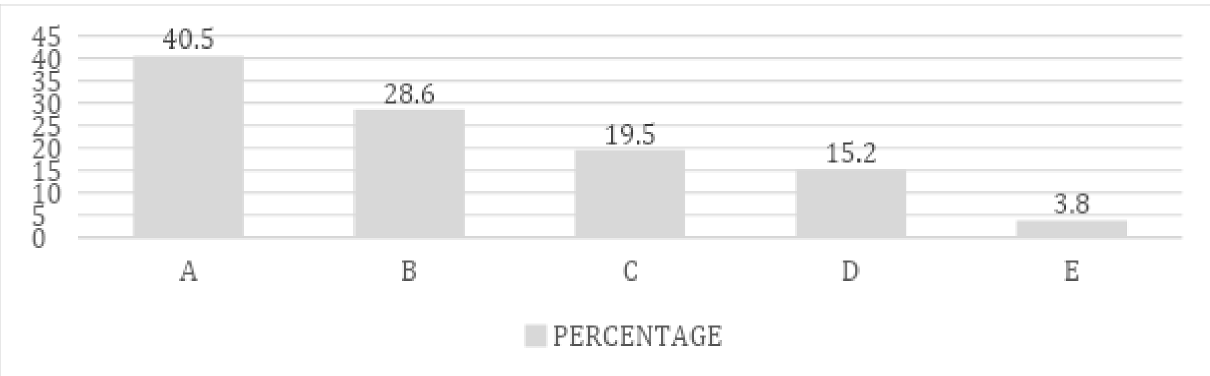
**TABLE 1: Students' Speaking Test Result**

| Stages | Percentages Range | Average | Improvement Percentages |
|---|---|---|---|
| Pre-test | 32.5 - 45.1 | 41.5% | 32.1% |
| Post-test | 60.2 – 79.5 | 73.6% | |

Results shown above highlight the students' speaking test result in the pre-test and also the post-test after the 4-weeks of TBL implementation was done in the study. The percentages in the pre-test shows that learners scored with the average of 41.50% in the English Speaking Test, as being conducted by the experienced and qualified English teachers. It is interesting to see how the learners have improved in their speaking test result after TBL lessons had been conducted over the past 4 weeks. With the increment of 32.10%, the learners have achieved the average score of 73.60% in the post-test speaking skill test. These test results complement the statement by Munirah and Muh (2015) which mentioned how TBL usage in classrooms could relinquish learners' potential and skills. The learners develop more understanding and mastery in the contents intended to be learned in those lessons as they are exposed to a variety of tasks, which fit different levels of proficiency and scopes of schemata.

### 4.2 Students' Perceptions Towards TBL in ESL Classrooms

**CHART 1: Participants' Impression on TBL**



Results shown based on the table below is referring to the Impression section where it specifically requiring about their feelings when TBL was executed in the lessons. Option A scored the highest among the participants with the percentage of 40.5% which indicates that the participants are feeling very thrilled and believed that they learned meaningful contents in TBL. The percentage is then decreased through option B (28.6%), C (19.5%), D (15.2). Option E has the lowest percentage of 3.8%; which indicated they disagreed that TBL has given them thrilled and meaningful learning in learning English language. These results are likely to support as Kanoksilapatham, & Suranakkharin, (2019) have mentioned in their study in which with the integration of TBL and authentic contents used, the effectiveness of TBL managed to impregnate the learners with its positivity in leading towards feeling interested and motivated as they apply TBL in their lessons. Teachers are of utmost importance in deciding the materials and tasks to be used in the lessons so that the fundamental elements of TBL can be perceived vividly by the learners and be shown in their attitudes towards TBL.

**TABLE 2: Perception on Speaking Skills Performance**

| Speaking Skills | N | MEAN | SD |
|---|---|---|---|
| Delivery | 100 | 4.28 | 0. 625 |
| Greeting | 100 | 4.69 | 0.572 |
| Negotiating | 100 | 4.14 | 0.646 |
| Arguing | 100 | 4.24 | 0.691 |

Table 2 showed the students' perception in regards to their speaking skills performance with the intervention of TBL. The 5-likert scale that was used as indicators were the similar one, namely 1=strongly disagree, 2=disagree, 3= neutral, 4=agree, 5=strongly agree. The results shown in the table showed that the majority of the participants agreed that the highest mean that was achieved was how it has impacted their daily communication skills (M= 4.69). This is later followed by presentation skills (M=4.28), discussion skills (M=4.24) and persuading skills (M=4.14). These results have mirrored the claim as Zhang and Hung (2012) stated in their study, where TBL is able to increase learners' motivation, confidence and speaking skills as they become the active learners in the lessons conducted. Other than that, it also highlighted that the learners' determination and willingness to complete the task surpassed their self-cautiousness that is commonly faced by language learners whenever they are using the targeted language. Having said that, TBL showed positive impacts on the performance of their speaking skills. In conclusion, the participants have positive inclination towards how effective TBL has affected their English language speaking skills after the intervention. The participants were seen more active and confident in using English language despite of the inevitable occurrence of language errors

## 5. CONCLUSION

In conclusion, there has been a significant effect on how TBL has affected ESL learners' speaking skills. In addition to that, the ESL learners also displayed positive behaviours towards the implementation of TBL in their English speaking lessons. The implication of this study is in providing feasibility of the TBL approach in improving ESL speaking skills. Furthermore, it will also offer a convenient tool for educators for different fields to explore in usage of TBL in their classrooms to create an interesting classroom environment for learners. For future research, it would be more interesting to see the impacts of TBL in the long term on English language speaking skills, whether it could enhance the learners' accuracy and fluency along with their motivation in English language usage. In terms of the level of maturity of the participants, future researchers can also apply this study onto more mature participants as mature language learners have the tendency to have higher levels of self-cautious in projecting their skills in the targeted language. It could be an insightful finding to educators especially to those who are specializing in adult language teaching. However, more complex matters must also be considered in managing matured participants as teachers must be attentive and alert to the sensitive contents that might contribute to their judgements in perceiving TBL in their language learning.

## REFERENCE

Darmi,R. (2013). Learning English: Challenges for Malaysian Language Learners.
Conference: 11th Asia TEFL International Conference. Retrieved from https://www.researchgate.net/publication/279867260

Aliia,A.M., Yunus,K. & Ali,S.M. (2019). The Impact of Task-Based Instruction on Tabuk University EFL Students' Speaking Skills. *Modern Journal of Language Teaching Methods (MJLTM).* pp 1-8

Albino,G. (2017). Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga. *Sage Journals.* 7(2). pp 1-11.

Ardiyani, D.K. (2021). Implementing Task-based Learning (TBL) for Learning German in Indonesia. International Seminar on Language, Education and Culture. *KnE Social Sciences*, pp 105–116. DOI 10.18502/kss.v5i3.8532

Faez,F. and Tavakoli, P. (2021). Task-Based Language Teaching. *The English Language Teacher Development Series.* pp 1-5. Retrieved from https://www.tesol.org/docs/default-source/books/14108_sam.pdf?sfvrsn=2&sfvrsn=2

Gilakjani, A. (2016). What Factors Influence the English Pronunciation of EFL Learners?. *Modern Journal of Language Teaching Methods (MJLT).* 6(2). Pp 314-326.

Hassan, A.A. (2014). The Effect of Using Task-Based Learning in Teaching English on the Oral Performance of Secondary School Students. *International Interdisciplinary Journal of Education.* 3(2). pp 250-264

Kanoksilapatham, B., & Suranakkharin, T. (2019). Tour guide simulation: A Task- Based Learning Activity to Enhance Young Thai Learners' English. Malaysian Journal of Learning and Instruction, 16(2), pp 1-31

Leong,L.M. and Ahmadi, S.Y. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *Intertional Journal of Research in English Education.*pp 34-41.

Munirah and Muh A.M. (2015). Using Task-Based Approach in Improving the Students' Speaking Accuracy and Fluency. *Journal of Education and Human Development*, 4(3), pp 181-190

Nita,A., Rozimela,Y. & Ratmanida. (2019). The Use of Task-Based Learning to Enhance Speaking Skill of Senior High School Students. *Advances in Social Science, Education and Humanities Research.* 463. pp 161-165

Omar,Z., Jamaludin,N.& Arshad,M. (2021). Effects of Task-Based Language Teaching on Speaking Skills. *Jurnal Pendidikan Malaysia.* 46(1)(2021): pp 49-58.

Sahrawi. (2017). Students' and Teacher's Perception of Task-Based Language Teaching and The Implementation in Listening Class. *Jurnal Pendidikan Bahasa.*6(2). pp 169 - 178

Sholeh, M.B., Salija, K. & Nur,S. (2021). Task-Based Learning in English as A Foreign Language (EFL)
Classroom: What, How and Why?. Getsempena English Education Journal, 8(1), pp 134-146

Shuib,M. (2005). Preparing Graduates for Employment. *Bulletin of Higher Education Research* (5). pp 1-7.

# PERSPECTIVE OF PRIMARY SCHOOL PUPILS ON CONSTRUCTIVE FEEDBACK IN WRITING TASKS

Chu Hui Youn
*University Teknology Malaysia*
*hychu@graduate.utm.my*

## ABSTRACT

Providing constructive feedback to pupils' writings has been recognised as an influential strategy in writing instruction. However, there is a paucity of research about the effectiveness of providing feedback in teaching writing. Particularly, little is focused on pupils' reactions to the provided feedback in primary schools' context. In reality, the emotional nature of pupils and the interaction between the teachers and pupils might inhibit the understanding of the feedback provided which result in pupils' low self-esteem and the avoidance to receive feedback. Prior to undertaking a master qualitative study on primary school pupils' reactions towards the constructive feedback given on their writing tasks, a pilot study was conducted to assess the procedures of data collection and to evaluate the validity of a research procedure in collecting qualitative data. The semi- structured interview protocol is constructed and administered to six pupils from a year five class. The findings generally revealed the pupils' perceptions on constructive feedback in three main aspects which are its helpfulness, their feelings and their preferences. The result of the pilot test indicates that the interview instrument and research procedures can be considered valid and reliable, with room for improvements.

**Keywords:** pilot testing; writing skills; constructive feedback; perspective; primary school pupils

## 1. INTRODUCTION

Qualitative method has become a prominent method in numerous studies. However, the issues of qualitative data are always related to its reliability and validity (Nurul Imtiaz et al., 2020). Therefore, Dikko (2016) suggested a preliminary study to ensure the validity of the study. He defined a preliminary study as a pre-test prior to the actual study being conducted. It can help the researcher in an early detection of any potential defects in the instrument and identify the adjustments needed (Dikko, 2016). This allows the researcher to identify the possible flaws and make refinements as required. Prior to the master dissertation on the provision of constructive feedback in enhancing pupils' writing tasks, semi-structured interview has been selected as a qualitative collection tool in this study to collect in-depth data on pupils' perceptions towards the constructive feedback. Adam (2015) pointed out the importance of interviewing the participants when the researcher needs to collect data about feelings and perceptions that cannot be observed.

Researchers over the preceding decades recognise constructive feedback as a vital element in enhancing pupils' writing outcomes (Brookhart, 2008). However, little is focused on pupils' reactions to the received feedback. As Higgins et al. (2002) mentioned, learners' perspectives contribute to writing outcome as the language used in providing feedback, pupils' emotional nature and the interaction exhibit the understanding towards the received feedback. Therefore, a semi-structured interview was selected because there is a need to look into pupils' perspectives on constructive feedback. In this study, a try-out interview protocol was developed to test the interview questions and to rehearse the interview procedures.

The present study aims to assess and evaluate the validity of a research procedures for data collection and the research instrument, the interview questions. It is also aimed that the researcher will get some insights on how to improve on the research procedures and instruments.

## 2. METHODOLOGY

To conduct this pilot study on semi-structured interview procedures, the researcher ensured that four important elements were covered, including the participants, setting, research instrument and the interview session procedures.

### 2.1. Participants

Patton (1990) mentioned that there is no specific number of the respondents. However, it depends on the purposes and usefulness. To make sure the data is saturated, six pupils from a year 5 class were selected as the participants for this study. They were selected through a simple random sampling method who volunteered to participate in this study.

### 2.2. Setting

Due to the pandemic, the interview sessions were conducted through an online platform which was Google Meet. It is believed that Google Meet is the most suitable platform because the participants have been using this platform for their online lessons since last year. Besides that, the participants were required to have the session in their comfortable room, which is a conducive environment for the interview (Jacob & Furgerson, 2012). Moreover, they were required to put on their headphones so that their voice could be listened to clearly to facilitate the session and the recording process.

### 2.3. Research Instrument

The research instrument used for this study was the semi-structured interview questions that intended to seek insights from the participants' experiences in a phenomenon. The questions conducted were based on Gibbs' Model of Reflection framework (1988) to ensure that the researcher can control the directions when interviewing. There were five interview questions, two questions on feelings, two questions on evaluation and analysis and one question on their action plan.

### 2.3. Research Procedures

The interview procedures involved three important stages including pre-interview, during the interview stage and post-interview. Before the interview session, the interview questions were constructed and reviewed by an expert, the Head of English Panel pertaining to the language and relevance. This process is vital as Dikko (2016) mentioned that the interview questions must include the questions that can answer the research question. Next, the participants were informed on the date, venue and time for the interview session.

During the interview stage, the researcher gave a short briefing and explained the interview process and the purpose of the session. After that, consent forms were collected from their parents as they were still underage. Next, the interviews were started with an informal conversation such as greetings as a set induction to build a good rapport (Jacob and Furgerson, 2012) with the respondents so that they could communicate freely later on. All the interview sessions were carried out by following the interview protocol and the participants were asked with the same pre-designed questions. The interviews were carried out in both English and Chinese language. At the end of the session, the researcher expressed appreciation to the participants for their good contributions.

During the post-interview stage, the data obtained from the session were transcribed and translated into English to facilitate the analysis part. After that, the data were categorised and coded into themes according to the research objectives. Lastly, the interview questions were rephrased and the interview technique was refined to guide the researcher before the actual study.

## 3. FINDINGS AND DISCUSSION

This pilot study enables the researcher to gain some insights and assist the researcher to improve in the interview protocol. This section covered the discussion of the findings and the adaptation made for the actual study.

### 3.1. Outcomes of the pilot study

The outcome of this study has been categorised into two aspects which were practical considerations and assessment instruments. Practical considerations considered the session length and the language used during the interview session. The assessment instrument focused on the clarity of the questions and pupils' responses whether they answered the questions correctly. The details are discussed in the following paragraphs.

#### *3.1.1 Session length*

The finding showed that most of the participants exceeded the timeframe set earlier for the interview session. The initial plan for the time limit session was set for 30 minutes. However, there were 5 out of 6 participants whose interviews exceeded the time limit set. There was only participant 4 who managed to complete the session within the time limit. This phenomenon indicated that the time limit was much too short. The researcher could not benefit from the session because the data was not collected efficiently.

#### *3.1.2 Language barrier*

This pilot group included participants with both English and Chinese language as their first language. Although they could understand and speak little of English, they could not freely communicate in the language. Based on the results obtained, participant 1 was hardly communicated in English and therefore the session was conducted in Chinese language. As for the other participants, the researcher conducted the sessions in a mixture of English and Chinese language. However, there was only participant 2 who can use English in the whole interview session.

#### *3.1.3 Clarity of the questions*

The findings showed that not all the participants could understand the questions well. Participants 1 and 5 did not understand what is 'feedback' and 'improvement' in question 3. Meanwhile, participants 1,4 and 5 had difficulties to understand question 4 as they did not understand what were the expected answers of the question. Lastly, participants 1 and 5 did not understand question 5 which required them to answer band or feedback is interesting to them. Therefore, the researcher rephrase the questions so that the question was more explicit. Besides that, probe questions were added to allow deeper responses from the participants. Table 3.1 below shows the sample script of the interviews and the bold sentences showed the modification and changes made during the interview session.

| Participant | Script |
|---|---|
| 1 (Question 3) | I: Do you think constructive feedback is helpful for your improvement in writing?<br>P: Miss, what is con...ive feedback and improvement?<br>I: It means **the written comments** that Miss has written on the form. Improvement is kind of **making your writing better**.<br>P: Ok, now I understand already. It helps me to write.<br>I: **In what way? Can you share with me?**<br>P: I can know where my mistakes are and what are the things that I need to work on. |
| 5 (Question 4) | I: What do you do with the feedback provided to improve your writing?<br>P: I don't know what to do with the feedback. I always do nothing until I meet you.<br>I: **Okay, so after you meet me, what will you do**?<br>P: I will make corrections based on what I have remembered. Then, read my essay again. |
| 5 (Question 5) | I: What is more interesting? Your band or feedback?<br>P: Miss, how can a band be interesting? I always get nervous when looking at it.<br>I: **So, do you find comments interesting when you get the feedback form from me?**<br>P: I feel bored when I read the comments but I like to meet you for discussion, it is more interesting than reading the comments alone. |

### *3.1.4 Pupils' responses*

This aspect examined the responses from the participants whether their answers reflected the expected answers to the interview questions. The findings showed that all the participants provided the correct responses. It is worth mentioning that there were two participants who did not provide the expected responses initially. Nevertheless, the researcher successfully guided them to the correct responses by explaining and using probing questions. The sample is appended as Table 3.2 below:

| Participant | Script |
|---|---|
| 5 | I: What do you do with the feedback provided to improve your writing?<br>P**: I don't know what to do with the feedback. I always do nothing until I meet you.**<br>I: Okay, so after you meet me (consultation), **what will you do?**<br>P: I will make corrections based on what I have remembered. Then, read my essay again.<br>I: Good job, boy. |
| 6 | I: What do you feel about the feedback provided by the teacher?<br>P: **It is helpful in writing.**<br>I: Alright, can you share with me your **personal feeling** when you received my comments?<br>P: I definitely like it! |

### 3.2. Adaptation of the outcomes to the actual study

Considering the outcomes of the pilot study, the following adaptations were made and would be applied to the actual study. Firstly, the time limit per session would be changed to approximately 45 minutes instead of 30 minutes. As Jacob and Furgerson (2012) mentioned that the session should not be too long to consider participants' other commitments. This is to allow more time for the researcher and the participants to complete the quality interaction to get more in-depth data.

Next, the interviews will be conducted in Chinese language to facilitate smooth communication and to put the pupils at ease. This is because since the pupils are native speakers of Chinese, conducting the interview using the participants' first language will provide the researcher with richer and more accurate data (Aida Binti A. Rahman, 2019).
Besides that, several alterations were made in terms of the language used for the interview questions. The interview questions were rephrased by using a simpler term so that it is more explicit and understandable to the participants who are only eleven years old. For example, in question 3, the term 'feedback' changed to 'written comments' and the term 'improvement' changed to 'make your writing better'. Furthermore, question 4 was rephrased from 'What do you do with the feedback provided?' to 'After you receive my comments, what will you do to make your writing better?' In addition, probe questions were added to prompt pupils' responses in order to obtain better answers. For instance, 'Can you tell me more on why?', 'Can you share with me?' and 'Why? Why not?' were added instead of asking direct questions.

## 4. CONCLUSION

In conclusion, this pilot study was carried out to investigate the validity of the interview procedures and the interview questions used. The only limitation in this study is it involves a small scale of participants. Nevertheless, this small-scale pilot test satisfied the requirement for validity in the qualitative research method. The results shown were sufficient to conduct the actual interview in future. Meanwhile, minor alterations were required to ensure a quality interview session. The most essential aspect of this pilot study is that it allows the researcher to practice interview skills in accordance with the three stages prior to conducting the actual interview. It is hoped that this article might provide some guidelines for the qualitative method researchers in the related context.

## ACKNOWLEDGEMENT

The author would like to thank the respective school for facilitating this pilot study by enabling access to the pupils and appreciated the pupils for their willingness to participate in this study. Unfortunately, the researcher received no financial support for this research.

## REFERENCES

Adams, W.C. (2015) Conducting Semi-Structured Interviews. In: Wholey, J.S., Harty, H.P. and Newcomer, K.E., Eds., Handbook of Practical Program Evaluation, San Francisco, 492-505.

Binti A Rahman, Aida. (2019). Understanding message framing for online teachers' professional development: educational affordances of dyslexia awareness in Malaysia. *Doctoral Thesis*,309pp.

Brookhart, S. M. (2008). How to Give Constructive Feedback to Your Students. ASDC: Alexandria, VA.

Dikko, M. (2016). Establishing construct validity and reliability: Pilot testing of a qualitative interview for
research in takaful (Islamic insurance). *Qualitative Report*, 21(3), 521–528.

Higgins, R., Hartley, P. and Skelton, A. (2002) The conscientious consumer: reconsidering the role of assessment feedback in student learning. *Studies in Higher Education*, 27(1): 53–64.

Jacob, S. A., & Ferguson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for
students new to the field of qualitative research. The Qualitative Report, 17(42), 1-10.

Nurul Imtiaz, A. G., Mohan Rathakrishnan , Hariharan, N. K.(2020). A Pilot Test for Establishing Validity and Reliability of Qualitative Interview in the Blended Learning English Proficiency Course. *Journal of Critical Reviews*, 7 (5), 140-143.

Patton, M. Q. (1990). Qualitative evaluation and research methods, 2nd ed. Newbury Park: Sage.

# REVIEW OF SYSTEMIC FUNCTIONAL MULTIMODAL DISCOURSE ANALYSIS (SF-MDA) ON DOCUMENTARY FILMS

Ruihua Nai[1], Hanita binti Hassan[2]

[1]*Language Academy, Universiti Teknologi Malaysia, 81310, Johor Bahru, Johor, Malaysia*
*nairuihua@graduate.utm.my*

[2]*Language Academy, Universiti Teknologi Malaysia, 81310, Johor Bahru, Johor, Malaysia*
*m-hanita@utm.my*

## ABSTRACT

During the process of globalization, new technology has brought about new ways of communication. The trend is shifting from using language towards using other semiotics, such as image in meaning making. Different semiotic modes combine to construct meaning, contributing to the emergence of "multimodality". It studies the interrelationships between different communicative modes, and it is the result of social, economic, cultural and technological changes. Multimodal discourse analysis (MDA) is a new field of discourse analysis and it emerges and develops quickly. On the basis of Halliday's systemic functional linguistics (SFL) theory, scholars have conducted theoretical discussions on meaning construction in multimodal discourse and the complementary synergy among various modalities. In addition, they have carried out MDA of various genres and its application in foreign language teaching. This paper aims to give an overview of SF-MDA on documentary film to demonstrate the significance and necessity of carrying out dynamic MDA on the specific genre-- documentary film. First, the review of the developments of MDA will be provided before review on multimodal film discourse analysis. Then, the focus falls on the review of dynamic multimodality of documentary film discourse. The findings of the research is that the study of MDA developed considerably since its advent in the 1990s, while the studies on dynamic multimodal discourses analysis, for example, film discourse, is still in its initial stage for perfection and maturation, due to the dynamic feature of film texts and the complexity of data extracted from the texts, in spite of the application of relevant software as analyzing tools and the support of digital technology. More importantly, very few studies have focused on SF-MDA of documentary films, which are important in spreading culture and record reality, so this leaves the gap for future research.

**Keywords:** multimodal discourse analysis, systemic functional grammar, BBC documentary

## 1. INTRODUCTION

During the process of globalization, new technology has brought about new ways of communication. The trend is shifting from using language towards using other semiotics, such as image in meaning making. Different semiotic modes combine to construct meaning, contributing to the emergence of "multimodality". Multimodality studies the interrelationships between different communicative modes, and it is the result of social, economic, cultural and technological changes. Multimodal discourse constructs meaning through the combination of different semiotic modes in communication. On the basis of Halliday's systemic functional linguistics (SFL) theory, scholars have conducted theoretical discussions on meaning construction in multimodal discourse and the complementary synergy among various modalities.

In addition, they have carried out MDA of various genres and its application in foreign language teaching. First, it will give an overview of Systemic Functional Linguistics(SFL) (Halliday, 2004). This is then followed by review of multimodality and MDA. In addition, it will also provide previous studies on filmic discourse.

Although research on multimodality is flourishing in recent years, there are few studies on review of SF-MDA on documentary films, so this is the clear gap. This article aims to give an overview of SF-MDA on documentary film to demonstrate the significance and necessity of carrying out dynamic MDA on the specific genre-- documentary film. The overview of SF-MDA on documentary films can benefit old readers who have already worked on MDA for some time. They can reflect on the previous work. It also contributes to the research of newcomers to the new field-- multimodality. They may find an overview is useful for guiding their way.

Systemic Functional Linguistics(SFL) is an approach regarding language as social semiotics which originated and developed by Michael Halliday (1978, 1994). In SFL, Halliday (1994) categorizes three general functions of language, which can also be called three metafunctions: the ideational, the interpersonal and the textual functions. Halliday holds that linguistic theory should be applied to handle real problems in social life. Therefore, Halliday's SFL is an "appliable linguistics", resulting in systemic functional grammar (SFG). The first book of SFG An Introduction of Functional Grammar was published in 1985 , later the second edition in 1994. and the third and fourth editions were published in 2004 and 2014. Hasan extended SFL in context and cohesion, and Martin developed appraisal theory and genre theory. Researchers have made great contributions to SFL. From the mid 1980s, inspired by the SF framework, and "language as social semiotic", research moved from the analysis of language to analysis of visual image, of sound and music, and of sculpture (O'Toole, 1994).

The focus of studies in MDA in the early 1990s has mainly been the analysis of static texts. However, from the mid 1990s, research on multimodality is increasingly turning towards the analysis of the dynamic text, for instance, videos or films. Kay L. O'Halloran (2004) proposes a multimodal filmic discourse analysis framework in her paper Visual Semiosis in Film, which is based on Michael Halliday's systemic-functional framework.

## 2. METHODOLOGY

This study adopts a qualitative research methodology to analyse the literature of SF-MDA on documentary films.

## 3. FINDINGS AND DISCUSSION

The purpose of the study is to give a review of SF-MDA on documentary film to demonstrate the significance and necessity of carrying out dynamic MDA on documentary film. The findings of the research is that the study of MDA developed considerably since its advent in the 1990s, while the studies on dynamic multimodal discourses analysis, for example, film discourse, is still in its initial stage for perfection and maturation, due to the dynamic feature of film texts and the complexity of data extracted from the texts, in spite of the application of relevant software as analyzing tools and the support of digital technology. More importantly, very few studies have focused on SF-MDA of documentary films, which are important in spreading culture and record reality, so this leaves the gap for future research.

## 4. CONCLUSION

This paper, aiming at giving an overview of SF-MDA on documentary film to demonstrate the significance and necessity of carrying out dynamic MDA on the specific genre-- documentary film. First, the review of the developments of MDA have been provided before review on multimodal film discourse analysis. Then, the focus has been on the review of dynamic multimodality of documentary film discourse. The findings of the research is that the study of MDA developed considerably, while the studies on film discourse, dynamic multimodal discourses analysis, is still in its initial stage for perfection and maturation, so this leaves the gap for future research.

## ACKNOWLEDGEMENT

I would like to extend my sincere gratitude to my supervisor Dr Hanita Hassan for her expert advice and constant encouragement. She not only gives me valuable advice, but also provides me with additional sources of reference. In addition, I am also indebted to my mother, my husband, my daughter and friends who show their patience and willingness when I am in difficulties. I also express my sincere gratitude to my fellow schoolmates who helped me.

## REFERENCE

Baldry, A., & Thibault, P. (2006). Multimodal transcription and text analysis. London: Equinox.

Bateman, J. A. & Schmidt, K.H. (2012). Multimodal Film Analysis: How Films Mean [M]. London: Routledge.

Bateman, John A. 2008. Multimodality and genre. A foundation for the systematic analysis of multimodal documents. London: Palgrave Macmillan.

Bordwell, D., & Thompson, K. (2012). Film Art: An Introduction (8th ed.). Beijing: World Publishing Corporation.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). An Introduction to Functional Grammar. London: Edward Arnold.

Kress, G. & Van Leeuwen, T. 1996. Reading images: The grammar of visual design. London: Routledge.

Kress, G. and Van Leeuwen, T. (2001) Multimodal Discourse. London: Arnold.

Kress, G. & Van Leeuwen, T. (2006). Reading images: The grammar of visual design. (2nd edt.). London: Routledge.

Martinec, R.,& Salway, A. (2005) A system for image–text relations in new (and old) media. Visual Communication, 2005 4: 337

O'Halloran, K. L. (2004). Multimodal discourse analysis: Systemic-functional perspective. New York: Continuum.

O'Halloran, K. L. (2004). Visual semiosis in film. In K. L. O'Halloran (Ed.), Multimodal Discourse Analysis: Systemic functional perspectives. (pp. 109-113). London and New York: Continuum.

O'Toole, M. 1994. The Language of Displayed Art. London: Lancaster University Press.

Van Leeuwen, T. (2005) 'Rank in the Analysis of Images', in R. Martinec (ed.) 'Topics in Multimodality', in R. Hasan, J. Webster and C. Matthiessen (eds) Continuing Discourse on Language, Vol. 1. London: Equinox.

Wildfeuer, J. (2013). Film discourse interpretation: Towards a new paradigm for multimodal film analysis. London: Routledge.

# A REVIEW OF CDA APPROACHES ADOPTED IN REPORTING COVID-19 NEWS BETWEEN CHINA AND THE US

Jiaxing Liu [1] and Wan Farah Wani Binti Wan Fakhruddin [2]

[1]*Language Academy, Universiti Teknologi Malaysia*
*jiaxing@graduate.utm.my*

[2]*Language Academy, Universiti Teknologi Malaysia*
*wanfarah@utm.my*

**ABSTRACT**

Since the first COVID-19 pandemic hit China in December 2019, there is a "narrative battle" between China and the US. Misleading and prejudicial coverage on the respective countries have arisen, further influencing the public's opinion and leading to discrimination. Although scholars have begun to explore media reports during the pandemic, very little is known about how the COVID-19 pandemic are reported, discussed, and presented in the Chinese and American media from a critical discourse analysis (CDA) perspective. Having collected previous literatures on media analysis employed CDA approach during the pandemic, researchers found three common CDA approaches adopted to investigate COVID-19 news, namely Socio-Cognitive Approach (SCA), Dialectical-Relational Approach (DRA) and Corpus-Linguistics Approach (CLA). SCA is concerned with the cognitive aspects of discourse production and comprehension. DRA focuses upon social conflict in the Marxian tradition and tries to detect its linguistic manifestations in discourses, in particular elements of dominance, difference, and resistance. CLA elucidates the attitudes by analysing large corpora of texts. Based on the review conducted, this paper aims to guide future studies on media analysis from a CDA perspective during the pandemic and other major crises happening across the globe.

**Keywords:** COVID-19; media report; critical discourse analysis; crisis

## 1. INTRODUCTION

Since the first COVID-19 pandemic hit China in December 2019, there has been a "narrative battle" between China and the US (Jaworsky & Qiaoan, 2021). Although scholars have begun to explore media reports during the pandemic, very little is known about how the COVID-19 pandemic is reported, discussed, and presented in the Chinese and American media from a critical discourse analysis (CDA) perspective. Having collected dozens of literatures on media analysis employed CDA during COVID-19, researchers found out the common CDA approaches adopted to investigate COVID-19 news in China and the US media, namely Socio-Cognitive Approach (SCA), Dialectical-Relational Approach (DRA) and Corpus-Linguistics Approach (CLA). SCA is concerned with the cognitive aspects of discourse production and comprehension (Wodak & Meyer, 2009). DRA focuses upon social conflict in the Marxian tradition and tries to detect its linguistic manifestations in discourses, in particular elements of dominance, difference, and resistance (Wodak&Meyer, 2009). And CLA is to elucidate the attitudes on the COVID-19 pandemic event in the two countries by analysing a large corpora of texts.

## 2. METHODOLOGY

The review is based on a previous literature collection, which investigates the media reports employed CDA approaches during COVID- 19. Thus,the methodology was composed of the following components:

## 2.1. Literatures Collection

Researchers search the keywords "coronavirus" "media analysis" "CDA" "pandemic" in Chinese databases "www.cnki.net" and "google scholar", and select relevant literatures about the media analysis from CDA perspective during COVID-19. Researchers then collect eleven literatures, including the literatures from Chinese scholars and international scholars. Most of the literature are journal articles, which are about comparative media analysis between Chinese press and international press, including the press from US, UK, Australia, Russia, and the Middle East region, which could provide a systematic representation of media contents during COVID-19 from international perspective. In the meantime, all of these literatures analyse the media reports from the perspective of CDA. Additionally, to testify if CDA could be employed to analyse other crisis communication, researchers also study the literature of media analysis by employing CDA during other crises, such as the uprising in Libya and Syria.

## 2.2. Gather Contextual Knowledge

Having an overview of contextual knowledge on the research object/issue/theme for each literature, which could help researchers grasp the issue from a macro-structural before reviewing the study. For example, researchers need to have an overview on the "narrative battle" between China and the US during COVID-19 from macro-level and micro-level perspectives. From the perspective of macro-level, the "narrative battle" between China and the US during COVID-19 has occurred during deterioration of bilateral relations between China and the US. The HK issue, trade war, and 5G issue all appear in front of the "narrative battle" during COVID-19, this is a big picture of a series of media reports and analysis. In addition, researchers will collect the specific contextual background. Only if the researchers had an all-round understanding of the geopolitical and pandemic context, the literature could be better understood. In addition, researchers need to have the theoretical foundation of various CDA approaches, through which researchers could have a better understanding of the analytical tools the works of literature apply.

## 2.3. Qualitative Textual Analysis

In the review, researchers collected eleven literature from Chinese scholars and international scholars, including three pieces of literature from Gao et al. (2020), which study the corpora and analyse the frequency terms and the rates of recurrence of the target media. CLA, as its analytical tool, was employed to comparatively study the reports from China and internationally; Ge (2020) critically analyses the media keywords related to China and concordance in the corpus, and also studies the reports frequency and trend in The New York Times, Ge (2020) studies the media reports from The New York Times by employing CLA; Li (2020) also employs CLA and critically analyse the frequency terms in the media reports related to China from Washington Post by using WordCloud, and then analyses these top 35 used terms; Wang (2020) explores the media bias between China and UK from the perspective of CLA and framing analysis; The international scholars include Abbas (2020), Awad (2020) and Afzal and Harun (2015). Abbas (2020) comparatively studies the reports from China and the US through employing the news schemata framework (SCA) and indicates there was an emergence of pandemic politicization between the two powers. Awad (2020) indicates there was a bias in both the Chinese and American press through selecting the topic/theme, unbalanced narration and statement bias by drawing on the ideological square framework (SCA) and three-dimensional framework (DRA). Afzal and Harun (2015) comparatively studied the media reports about the uprising in Libya and Syria from the Arabian and Pakistani press by employing ideological square framework (SCA). The two press criticize the authorities of Libya and Syria. However, AN has treated the uprising authorities with more severity and depth than the NI.

## 3. FINDINGS AND DISCUSSION

Based on the comprehensive review of previous literature that employed CDA approaches to analyse media reports, researchers found three common CDA approaches adopted to investigate COVID-19 news, namely Socio-Cognitive Approach (SCA), Corpus-Linguistics Approach (CLA) and Dialectical-Relational Approach (DRA). The details are further deliberated in the following sub-headings.

### 1. Socio-Cognitive Approach (SCA)

SCA is based on social-psychological theories, which is concerned with the cognitive aspects of discourse production and comprehension (Wodak & Meyer, 2009). Van Dijk (2018) provides researchers with valuable frameworks for analysing news story stories or reports, such as the news schemata framework and the ideological square framework. News schemata framework (Van Dijk, 2014a, b, 2015a, 2018) is mainly used to analyse the discourse's macro-structure, micro-structure, and super-structure. Much of the previous literature on media analysis during the pandemic adopted this framework. The ideological square framework (van Dijk, 1993,1995, 1998 and 2008) implements the strategy of positive self-presentation and negative other-presentation in the lexical words and patterns in the news article implicitly or explicitly and set up an "us-versus-them" discourses structure.

Based on the systematic study on the previous analysis between China and the US during COVID-19, the researchers found the literature from Abbas (2020) employed the news schemata framework, and the literatures from Awad (2020) and Afzal and Harun (2015) employ ideological square framework. Abbas (2020) examines the media reports between China and the US and discovers media in both countries frame the severity oof the opposing country. Abbas (2020) also pandemic politicisation emerged during COVID-19 between China and the US by examining the micro-structure, macro-structure and super-structure of the reports. In addition, Awad (2020) employs the ideological square framework to examine the media bias between China and the US. Awad (2020) found out that the US press maintained the use of the inclusive "we" and "us" against the "they" and "them" when describing "Chinese American" in the US, which is regarded as a strategy of uniting the Chinese Americans instead of out-grouping them. When talking about Chinese people in China, the US press tries to split Chinese people with the Chinese government. Afzal and Harun (2015) explore how the uprising crisis in Libya and Syria was represented in Pakistani the News International (N.I.) and Saudi Arabian press Arab News (AN) through drawing on the ideological square framework. The two presses criticised the authorities of Libya and Syria. However, AN has treated the uprising authorities with more severity and depth than the NI. All the three pieces of literature are comparative analyses on media reports by employing SCA, two of which are about comparative studies between China and the US during COVID-19, another is a media analysis by using CDA during other social crises.

### 2. Dialectical Relations Approach (DRA)

Dialectical-Relational Approach (DRA) was developed by Fairclough (1992, 1993, 1995), which focuses upon social conflict in the Marxian tradition and tries to detect its linguistic manifestations in discourses, in particular elements of dominance, difference, and resistance (Wodak & Meyer, 2009). Fairclough (1992, 1993, 1995) introduces a three-dimensional theory, which could facilitate researchers to analyse media reports from textual practice (text analysis), discourse practice (processing analysis), and social practice (social analysis). One of the three-part models by Fairclough is text. It involves linguistic analysis in terms of vocabulary, grammar, semantics, the sound system, and cohesion-organization above the sentence level (Fairclough, 1995b, p. 57). The discursive practice involves the language formed around text production, distribution, and consumption processes, which demonstrates an "interpretation of the relationship between text and interaction", through which texts are produced and received. (Fairclough, 1992, p. 71). Social practices are broader actions that "constitute social fields, institutions, and organisations to ultimately form 'orders of discourse'", and it is an "explanation of the relationship between interaction and social context" (Fairclough, 1992, p. 71).

Awad (2020) examines the media bias in China and the US by employing the three dimensional theory. In terms of textual analysis, Awad (2020) finds that both media from China and the US show a strong bias through gatekeeping bias (selecting the topic/theme), coverage bias (narrating in an unbalanced way) and statement bias (full of authors' perception). From the discourse analysis, Awad (2020) analyses the different targeted audience for both media, which led to the different media contents with a political and social aim. As for the social analysis, American media omit the Chinese effort of containing the virus without narrating Chinese success in anti-virus battle; while the Chinese press foregrounded the American sensitive issues, such as political and social mess in the US; Hu (2020) compares eight news reports from China Daily and The New York Times by drawing on three dimensional theory. From the perspective of textual practice, Hu (2020) found out China Daily is more objective and the news is fact-based. In the aspect of discourse practice, Hu (2020) finds out that all the quotations in China Daily are precise and reliable, while 18 out of 66 quotations from the New York Times were vague and ambiguous. Finally, Hu (2020) states China is a collectivism-oriented country, and the US is an individualism-oriented society, which influences the media discourse.

## 3. Corpus-based Linguistic Approach (CLA)

CLA uses corpora as the primary data and starting point (Wodak & Meyer, 2009). It accommodates the full evidence from the corpus. The analysis intends to find "probabilities, trends, patterns, co-occurrences of elements, features or groupings of features" (Teubert & Krishnamurthy, 2007:6) and arriving at generalisations about language phenomena.

Li (2020) utlised the WordCloud software to analyse 127 news reports from the Wall Street Journal and discovered the Wall Street Journal focused more on the Chinese situation instead of its potential outbreak at the beginning of the pandemic, and gradually changed when the situation in the US was getting more severe. Li (2020) indicated that the Wall Street Journal frames China as an authoritative and severely infected country through analysing WoldCloud and frequency terms. Li (2020) also found out that the term "authorities", "government", "officials" are always collocated with "struggle to control", "conceal" and "order", with a strong command tone, which unfolds the repression from the Chinese government and implicitly criticises China's authorities. Ge (2020) opined that there were very limited reports about China's pandemic in the New York Times until January 22 2020. Ge (2020) indicates that the New York Times claims the Chinese government violates human rights without portraying China's achievement on containing the virus. Additionally, Ge (2020) found out that the New York Times framed China as the culprit of the global outbreak by stigmatising China and labelling the virus as "China virus", which could increase the condemnation of China globally. Gao et al. (2020) examine the frequency terms and keywords the media reports related to China during COVID-19 in Australian, Russian, and three countries in the Middle East press. Gao et al (2020) reveals framing strategies and features by analysing media contents in these countries and regions. The series of studies from Gao et al. (2020) is a typical example of the media analysis employed using the CLA approach. Wang (2020) analyses WordCloud of the media reports from China Daily and The Guardian, from which Wang (2020) states that China Daily shows a positive attitude because the frequency terms in China Daily are "pandemic" "war" "strength" "win" "power" "fight", however, the frequency terms in The Guardian are "China" "coronavirus" "outbreak" "infected" "new" "health", which shows The

Guardian reports are more negative. In addition, Wang (2020) analyses the frequency terms in the headlines of media reports from the two press, and it also shows China Daily puts more confidence, while The Guardian constitutes the severity frame on the virus situation in China.

## 4. CONCLUSION

Over the years, scholars' interests in investigating news reports using various CDA approaches continue to develop. A mixed-mode of CDA approaches or even a mixed-mode of CDA and other media theories could be employed in a comparative study on news reports between Chinese and American press during COVID-19, such as conducting a study employing CDA and crisis communication theory. Above all, this paper illustrates the epidemic is the common enemy of humankind. Against the backdrop of COVID-19, human beings need to fight against the epidemic instead of accusing each other.

## ACKNOWLEDGEMENT

I would like to thank my colleagues and my friends at the Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia for their motivation, expert advice and encouragement throughout the completion of this review paper.

## REFERENCE

Abbas, A.H. (2020). Politicising the pandemic: a schemata analysis of COVID-19 news in two selected newspapers. *International journal for semiotics of law.* DOI: 10.1007/s11196-020-09745-2

Awad-AlAfnan, M. (2020). COVID 19-The foreign virus: media bias, ideology and dominance in Chinese and American newspaper articles. *International journal of applied linguistics & english literature*. E-ISSN: 2200-3452 & P-ISSN: 2200-3592

Fairclough, N. (1992) Discourse and Social Change. Cambridge: Polity Press

Fairclough, N. (1995). Critical discourse analysis. London. Longman press.

Gao et al. (2020). Analysis on China-related reports in Australia. *Chinese journalist*, Vol.4 (101-104)

Ge, H. (2020). A Discourse Study on the News pieces in New York Times from the CLA approach. *Journal of Chongqing Jiaotong University (Social Sciences Edition)*. Vol. 20 No. 6

Herman, E. & Chomsky, N. (1988). Manufacturing consent: The Political Economy of the Mass Media. Pantheon Books.

Hu, W.Q. (2021). A critical discourse analysis in news discourses of the COVID-19 in Chinese and American Media. *Lanzhou vocational technical college*. Vol 37. No. 1(102-104)

Jaworsky, B.N. & Qiaoan, R. (2021). The politics of blaming: the narrative battle between China and the US over COVID-19. *Journal of chinese political science*. 295–315.

Li, C. (2020). The suffering of "others" ---a study on the media reports of the COVID-19 in China in Wall Street Journal. *International communication*. Vol. 5. 71-72.

Van Dijk, T. A. (2018). Sociocognitive discourse studies. *The Routledge handbook of critical discourse studies* (pp. 26–43). Abingdon: Routledge.

Wang, L. (2020). A comparative study on the news structure in China Daily and Guardian during COVID-19. *Journal of Dongguan university of technology*. Vol. 27, No. 4, August, 2020.

Wodak, R. &Meyer, M. (2009). Critical discourse analysis: history, agenda, theory, and methodology. *Methods for critical discourse analysis*. London. pp. 1-33. ISBN 184787455X

# A REVIEW OF GENRE ANALYSIS RESEARCH IN CHINA

Yuzhu Bian[1] and Noor Mala binti Ibrahim[2]

[1] *Language Academy, Faculty of Social Sciences and Humanities, Universiti Technologi Malaysiayuzhu@graduate.utm.my*

[2] *Language Academy, Faculty of Social Sciences and Humanities, Universiti Technologi Malaysia m-nmala@utm.my*

**ABSTRACT**

Research on genre analysis (GA) has received increased attention in China, with most of them focusing on text analysis and issues related to language teaching. Nevertheless, comprehensive reviews about the study of GA in China are still in deficiency. This paper aims to systematically depict the evolution and status quo of researches on GA in China and obtain a comprehensive picture of them, which would offer insight into clarifying the features and identifying the inadequacy of related studies for GA in China. To this end, the relevant data and visualized charts from China National Knowledge Infrastructure(CNKI) and other documents in China were analyzed. Findings show that there are two major study phases in the research concerning *GA* in China: the introduction phase and the application phase. Three main focus areas have also been identified, namely Business English, Academic English, and General English. Findings also reveal that *GA* in China lacks theoretical innovation, classification of research perspectives, innovation in modes, and localized researches. Given this situation, this paper proposes that genre analysis on Chinese texts, comparative genre analysis between Chinese and English texts, and multi-modal genre analysis should be the main research areas in China.

**Key words:** review, Genre Analysis, China

## 1. INTRODUCTION

Derived from French, the word genre refers to the technique for creating artworks. In the middle of the 19th century, it was taken into English and gradually became an indispensable part of the language world. Rhetoric scholars (1984) held that specific actions taken through discourses were the basis for defining genres. While to Martin (1992), a genre could be regarded as one way of doing things with language. According to Swales (1990), there were many communicative practices in a genre, and such events share communicative purposes. Although different scholars have different perceptions and interpretations about genres, they have reached one consensus: a genre is a structured and dynamic carrier (with clear-cut communicative purposes). It is based on the prototype characteristics of the language and associated with a specific culture. So, GA is not limited to the description of linguistic features but also analyzes discourse features in a broader sense.

Based on the above-mentioned characteristics of GA and its progress in the past several decades abroad, genre research has drawn wide attention from Chinese scholars. There is fast progress in the study of GA in China. Many papers concerning GA are being published every year. But when searching with the keyword "体裁分析（GA)" in the CNKI (a representative database for research papers in China, details will be discussed later), we only found one result about the literature review of GA in China. This paper concluded that there were two phases in the development of GA in China. But how the conclusion was drawn was not mentioned. And, such kind of negligence may be harmful to the sound evolution of GA in China. Therefore, systematic analysis and summaries of the development of GA research in China are conducive to a complete and objective understanding of the status quo and deficiencies of relevant research in this field. Doing this will be of great help to researchers in finding out the potential hot spots in GA in China. It can efficiently boost further development of GA in China. Thus, it can pave the way for future research of GA of China. It is this aim that this systematic review paper attempts to achieve, with these research questions: 1) How has the research of GA in China evolved? and 2) What is the status quo of GA in China?

## 2. METHODOLOGY

A corpus-based method was adopted in this study and research tools for visualization were used to obtain a clear picture of the development of GA in China.

### 2.1. The corpus of the study

A total of 1860 papers and dissertations from China National Knowledge Infrastructure (CNKI) were selected as the main corpus. This number covers all the Chinese papers about GA from 1990 to 2020. Two sub-corpora were used. One is a corpus of 176 research papers published in core journals in China. The other is the corpus of 656 theses and dissertations concerning GA by students in China.

To obtain the papers and dissertations for the corpora, the Chinese “体裁分析”, meaning GA, was chosen as the keyword. Then, it was keyed in the search engine of CNKI with the search criterion for the period was conditioned to “1990-2020”. With that, the paper type was selected as “all", and the research language was limited to "Chinese". After that, the obtained results were analyzed and visualized from different perspectives. The process was repeated two times when dealing with the sub-corpora of “theses and dissertations” and “core journal papers”. All search criteria remain the same, except for the paper type (which was changed to “thesis or dissertation” and “core journal papers”). The obtained results were also analyzed and visualized from different perspectives. Finally, all findings from the three data sets were analyzed, and discussions and implications were drawn.

### 2.2. Tools

The instruments of visualization that are available in the China National Knowledge Infrastructure (CNKI) platform were used as the research tool for this study. CNKI is the most representative and authoritative database for research papers in China, and it has research papers from the most influential publishers. CNKI also has many tools for data collection and data analysis. These tools are efficient for obtaining any desired results. Though the visualizing function of CNKI is quite effective, scholars seem to pay little attention to it, not to mention employing it in their studies. Thus, using the instruments of visualization is an innovation for carrying out a review work.

## 3. FINDINGS AND DISCUSSION

With the development of Chinese literature, there was a wave of analysis of classic Chinese works, such as great enthusiasm for analyzing *A Dream of Red Mansions*, a classic work in China. However, no systematic theory was produced during the long history of Chinese literature. Occasional research concerning genre was like a flash in the pan during the history of China. There was no research exclusively centering on GA.

### 3.1. The evolution of GA research in China

Through the retrieval and analysis of relevant literature in CNKI, we found that there has been a sharp increase in GA in China, especially after 1999 (see Chart 1). As shown in Chart 1, only several papers were published every year before 2000; but after 2000, there was a steady increase. At its peak in 2012, the yearly published papers reached 150. Though there was a decrease in the number afterward, the total published research papers remained above 110 each year. When reviewing the research type of the papers and dissertations in this period, we can find a change of research focus during the evolution: all the research papers published before 2000 were classified into basic research, and more than 90% of research papers published from 2000 were classified as applied research.

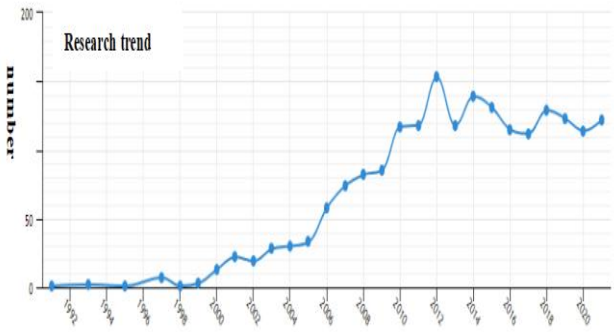



Chart 1 Trend of published articles concerning genre analysis (1990-2020)

After a further review of the papers concerning GA in China, the writers find that there are two phases in the research on GA in China. One was the introduction phase which focused on the introduction or description of theories and studies of foreign GA (1990-1999.), and the other phase was the application phase focusing on the application of relevant research and academic achievements of GA to various language practices (2000-2021).

#### 3.1.1. The introduction phases

In 1993, Pang Jixian's (1993) *Analysis of Language Genre* became the first paper in China to introduce and analyze genre theories, marking the beginning of GA in China. From then on, Chinese scholars of linguistics began to shift their focus to GA. They made a great effort to introduce theories systematically and comprehensively (Qin, 1997; Fang, 1998) and studies about GA from different perspectives, with topics ranging from key concepts, the characteristics of GA theories, to the latest studies about GA (Zhang, 1997; Li, 1997). The pioneer scholars depicted a comprehensive picture of GA and presented the advantages and features of GA to the academic circle in China. From then on, introducing and analyzing genre theories had been on the rise, and this surge lasted till 2000, with the research focus beginning to shift to the application of theories of GA.

### 3.1.2. The application phase

With the accumulation of knowledge and experience about GA, the research fields and perspectives have also been continuously expanding. After 2000, research on GA quickly changed from the introduction stage to the vigorous development and application stage. As of the first half of 2021, applied research related to GA has been dominant, with 1273 of the 1860 studies concerning the application. Many scholars and educators began their trials on putting GA into their teaching practice (Wang, 2001; Su, 2001). Teaching methods concerning genre have aroused great interest from various educational institutions. Genre theories were applied and are being applied to the teaching of English reading, writing, speaking, and listening. At the same time, it provided a new perspective for analyzing academic papers, business texts, news reports, and other popular texts.

## 3.2 The Status quo of GA in China

Through reviewing relevant research and the visualized charts or tables, the features of GA can easily be presented. And the status quo of GA in China will be discussed in this part.

### 3.2.1. The features of GA in China

When reviewing the relevant research, it can easily be seen that a large proportion of papers about GA are related to academic research, teaching, and Business English (See Table 1). And a striking phenomenon has prompted up in the study: all the theses or dissertations for degrees concerning GA were completed after 2000.

To get insight into the core features of GA being investigated, the writers focus on the relevant papers published in core journals in China, because they are high in validity and credibility and usually more influential. As is shown in Table 1, we find that Business English, Academic English, teaching for EGP, and GA for EGP are the main research fields in genre-related studies. There were 14.2% relevant papers concerning business English, 26.7% concerning academic English, 21% concerning teaching for EGP, 18.2% concerning GA for EGP.

**Table 1 Papers of GA published in core journals in China (1990-2020)**

| Field | Business English | Academic English | Teaching for EGP | GA for EGP | ESP/EST | Theoretical discussion | total |
|---|---|---|---|---|---|---|---|
| Number | 25 | 47 | 37 | 32 | 17 | 18 | 176 |
| Percentage | 14.2% | 26.7% | 21% | 18.2% | 9.7% | 10.2% | 100% |

When analyzing theses and dissertations concerning GA by students in China, we can find a similar situation, with the percentages respectively being 13.6%, 39%, 33.7%, and 5.2% (See Table 2).

**Table 2 Theses and dissertations concerning GA by students in China (1990-2020)**

| Field | Business English | Academic English | Teaching for EGP | GA for EGP | ESP/EST | Theoretical discussion | total |
|---|---|---|---|---|---|---|---|
| Number | 89 | 257 | 221 | 34 | 32 | 23 | 656 |
| Percentage | 13.6% | 39% | 33.7% | 5.2% | 4.9% | 3.5% | 100% |

When going further, we can find that there are some features in the current studies concerning GA in China. In research of Business English, great emphasis is put on move analysis and rhetorical analysis. In academic English, we find the abstracts and acknowledgments of academic papers are hot topics for various studies. When it comes to general English, it is the analysis of texts from diverse angles that draws the attention of scholars of teaching practice, with the research scopes covering English writing and reading in junior middle schools and universities. Through systematic combing and analysis, it can be seen that though the text types for research are diverse, China's studies of GA usually adopt the theories or methods of the ESP school.

### 3.2.2. The deficiencies of GA in China

Similar to Li's findings(2015), this study finds some deficiencies in the current research of GA in China. Firstly, there is a lack of theoretical innovation. No theoretical research with Chinese characteristics has been carried out. Secondly, there is a lack of classifications of research perspectives. It refers to the fact that most studies focus on already well-studied fields by using some famous theoretical frameworks(Miller, 1984; Swales, 1990; Martin, 1992; Bhatia, 1993). Thirdly, there is a lack of localized research. Nearly all the papers are concerning English, and there is no study on analyzing Chinese text with the introduced theories.

### 3.2.3. The outlook for GA in China

In light of the current situation, GA on Chinese texts, comparative GA between Chinese and English texts, and multi-modal GA are beginning to arouse the interest of some researchers, and they may be the main research fields in China.

## 4. CONCLUSION

Beginning in the 1990s, research about GA in China has experienced a steady development. There are mainly two phases for the evolution of GA in China. With most studies concerning the application of GA, China's relevant studies center mainly on Business English, Academic English, and teaching. Meanwhile, there are some deficiencies from which some outlooks can be deduced.

## ACKNOWLEDGEMENT

I want to express my gratitude to my supervisor Dr. Noor Mala for her patient and conducive instruction. At the same time, I'd like to extend my heartfelt thanks to Language Academy for providing so many platforms and opportunities for us, and I also appreciate those who organized this fantastic seminar.

## REFERENCES

Bhatia, V. K. (1993). *Analysing Genre: Language Use in Professional Settings*. London: Longman.

Ding, J. (2007). Tradition and hot spots of genre analysis. *Foreign Language Research*, 106, 13-18.

Fang Y. (1998). On genre. *Foreign Language*, 1, 17-22.

Li, F. (2015). Domestic genre analysis: review and outlook. *Journal of Chinese Studies*, 1, 10-14.

Martin, J. R. (1992). *English Text: System and Structure*. Benjamins: Phailadel, PA.

Miller, C. R. (1984). Genre as social action. *Quarterly Journal of Speech*, 70, 151-67.

Pang, J.(1993). Analysis of language genre. *Journal of Zhejiang University*, 2, 105-106.

Qin X. (1997). Genre analysis: An approach to discourse/textual analysis. *Journal of South China University of Technology*, 25,6-11, (6).

Su Y. (2001). Analysis of the teaching mode of interest reading. *Shandong Foreign Language Teaching*, 2, 77-80.

Swales, J. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Wang S. (2001). Genre, genre analysis, and genre-based teaching approaches. *Foreign Language Education*, 22, 82-86.

Zhang Y. (2001). Analysis of style, register, and genre on discourse. *Shandong Foreign Language Teaching*, 3, 1-4,30.

# THE DISCURSIVE REPRESENTATIONS OF CHINA'S NATIONAL IMAGE IN AMERICAN MEDIA

Dai Xinyang[1], Hanita Hassan[2]

[1]*Universiti Teknologi Malaysia*
*xinyang@graduate.utm.my*

[2]*Universiti Teknologi Malaysia*
*hanita@utm.my*

**ABSTRACT**

National image not only refers to the image of a country formed in one's head, but also includes the image represented by the media through the employment of language and other semiotic resources. In the modern digital age, the editorials appear in multimodal form, normally with visual pictures and verbal texts. Two multimodal news editorials related to Hong Kong protests in *New York Times* in 2019 were collected as the data for a preliminary study. Taken the Systemic Functional Linguistics and Multimodality as the theoretical foundation, this paper aimed to discuss the discursive representations of China's national image in verbal and visual modes. The visual analysis focused on the representational metafunction in which the participants, processes and circumstantial elements in the visual pictures were identified. In verbal analysis, China-related clauses were collected and analyzed using the Transitivity system. The verbal analysis shows that the material processes were frequently used to depict China as a country who wants to suppress Hong Kong's democracy with violence. The visual analysis reveals that narrative representations were employed to show the massive protests in Hong Kong. This study provides a framework to analyze national image representation using the multimodal discourse analysis.

**Keywords:** China's National image; Hongkong protests; Systemic Functional Linguistics; Multimodality;

## 1. INTRODUCTION

With increasing globalization, national image building is becoming more and more important. National image, in the simplest way, refers to the image of a country formed in one's head (Lippmann, 1922). A good image contributes to trust and cooperation, whereas a bad one may incite hostile reactions and undermine security (Kopra, 2012). Despite the fast development of transport facilities, many people in the world don't travel internationally very frequently. News media is still a major channel for people to get information about the world outside their community (Saleem, 2007), which plays a significant role in projecting and disseminating national images (Kunczik, 2016).

China has put a lot of effort into promoting its national image, including the establishment of the Overseas Propaganda Department and the release of national publicity videos. The biggest strategic threat and the problem of China's national image construction is that the image portrayed by China herself and other nations' representations of her are contradictory, especially the western media (Ramo, 2007). The studies of China's national image in the news media were mainly conducted in the fields of communication and international relations. In the communication field, the studies of China's national image were conducted by using the Frame theory (Arif & Hayat, 2017). They pointed out the confrontation frame was used by BBC to demonstrate conflicts of China to the international audience.

News editorials, written by the senior editorial staff or publishers of a newspaper or magazine, aim to publicize the editors' views about events related to economy, politics, culture and social interests. Different from the op-eds column written by different individual editors, the news editorial board in *New York Times* consists of many journalists who aim to reach a shared view of certain important issues based on research, debate and individual expertise. The views of the news editorials released by the editorial board stands for the opinion of the news media and are consistent with the value to news media.

The Hong Kong protests in 2019, a significant event in China, refers to the enduring and massive demonstrations against the extradition law amendment bill by the Hong Kong government. The Hong Kong residents are worried that they would be under control of the jurisdiction and legal system of mainland China and lose their political autonomy and democracy (Dynel & Poppi, 2020). The western media outlets such as *The New York Times* tended to report the protests as a matter of young protesters fighting for democracy against an authoritarian and dictatorial Chinese government. However, there should be principled arguments on both sides of the dispute (Mathews, 2020). Hong Kong protests were studied from the perspectives of national identity and digital multimodal humor on social media (Dynel & Poppi, 2020; Mathews, 2020). The studies of the protests from the multimodal discursive representations in news media were few.

Due to changes in the ways of communication in today's information age, verbal language is no longer the only way to convey meaning in the media. People now live in a multimodal society where meaning-making is realized through the combination of different semiotic resources (Gunther Kress & Van Leeuwen, 2001). With the increasing emergence of visual images, a noticeable shift in the choices of semiotic modes in media representation has taken place. Nowadays, the news editorials also appear in multimodal form, with visual pictures and verbal languages. Therefore, it is of great significance to study the multimodal representations of China's national image in online news media discourse.

Multimodal studies concentrated on the organization of the visual and verbal as well as other modes on textbooks, advertisements, news media websites, editorial cartoons and other multimodal resources (Jewitt, 2014). The representation of leadership in editorial cartoons was discussed through detailed analysis of the representations of Tun Dr Mahathir's leadership by using Multimodality and Systemic Functional Linguistic (SFL) for the visual and verbal mode respectively (Embong, Hassan, & Ibrahim, 2016). This study focused on the visual and verbal representations of China's national image in American editorials with the Multimodality and SFL as the theoretical foundation.

Systemic functional linguistics (Halliday, 1978) provides the theoretical foundation for multimodal discourse analysis. Systemic functional linguistics regards language as a social phenomenon and investigates the relationship between language and the social contexts (Halliday, 1978). Halliday (1978) insisted that as one of the social semiotics, language is employed to express people's experience by the use of three metafunctions. The ideational metafunction is used to construe human's experience of what goes on in the world both around and inside with the transitivity system as the tool. Through the transitive analysis of the participants, process verb and circumstance, the meaning the news texts intended to convey could be revealed clearly (Li, 2010).

## 2. METHODOLOGY

## 2.1 Research questions

What are the visual representations of China's national image in *The New York Times'* editorials?

What are the verbal representations of China's national image in *The New York Times'* editorials?

## 2.2 Research design

This study is a qualitative research which aims to identify and explain the discourse in reporting Hong Kong protests, thus to investigate China's national image representations in news editorials.

The data of this study consists of the news editorials related to Hong Kong protests in 2019. Two multimodal editorials by the editorial board of opinion section in NYT were collected.

This study takes systemic functional linguistic (Halliday & Matthiessen, 2014) and multimodality (Gunther Kress & Van Leeuwen, 1996) as the analytical tools to identify the visual and verbal representations of China in the multimodal editorials in *The New York Times*.

## 2.3 Data Analysis

In visual analysis, this study focuses on the representational meaning of the visual elements using multimodality (Gunther Kress & Van Leeuwen, 1996). The visual pictures will be analyzed by recognizing the participants, processes and circumstantial elements. The participants are identified based on the People, Symbols and Things in the editorials. There are two types of representations: narrative and conceptual. The significant distinguishing factor of the two representations is the presence or absence of a vector. A vector refers to a line or implied line, which suggests direction formed by the visual elements. A pointing finger, an outstretched arm or a gesture which indicates direction and connects the participants could be acted as a vector. The narrative process with a vector is a process of "doing" or "happening", while the conceptual process without the vector is a process of "being" or "having" (Gunther Kress & Van Leeuwen, 1996).

In verbal analysis, the transitivity system in systemic functional linguistics was taken as the analytical tool. There are six different types of processes, namely material process, mental process, relational process, behavioral process, verbal process, and existential process. The distribution of the participants, processes, and circumstances will be analyzed. Through the analysis of the transitivity system and participant roles, China's national images constructed could be investigated. The transitive analysis of the verbal language is to answer the second research question.

# 3. FINDINGS AND DISCUSSION

## 3.1 Visual Representations of China's National Image

In the digital media age, more importance has been attached to the images in a way that images lead over texts. The selection of the visual pictures also reflects the editors' views. This section will discuss the visual pictures used to describe the protest.


Torn by Protests July 4, 2019 More Than an Extradition Law June 10, 2019

Figure 1shows a number of masked protesters with umbrellas in Hong Kong were confronted with the armed policemen. There are also many people on the bridge and it seems that some people are taking photos of the events.

The participants in the figure 1were the armed policeman with a baton on his hand and the masked protesters with umbrellas. The visual picture was a narrative representation. The first vector is formed by the policeman's arm with a baton in his hand with the policeman as the actor and the protesters as the goal. The second vector is represented by the protesters stretched arms.Through the representational meaning analysis, the conflicts between the officials and the protesters were constructed. The government officials were represented by the police with a baton, which implies the government's potential violence treatment towards the protesters.

Figure 2 is a cartoon picture with the symbols on the participants, the implied meaning could be gathered. The participants included the cat with five yellow stars referring to China and the red bird with Hong Kong's flag symbol referring to Hong Kong. It was also a narrative process with the cat's stretched arm holding the bird as the vector. The representational meaning the picture intended to convey was China just like the cat wanted to control the freedom of Hong Kong.

Through the employment of narrative representations, China is portrayed as an official to deal with Hong Kong's protests with violence and a dictatorial country who wants to limit Hong Kong's freedom and democracy.

### 3.2 Verbal Representations of China's National Image

In verbal analysis, the texts of the editorials were examined to collect China-related clauses in the editorials. Clauses with keywords such as China, Chinese, Beijing, president Xi were analyzed. The process types were identified first and then discussions about the choices of participants and process verbs were conducted to investigate the image the verbal texts want to construct.

Through detailed examinations of the verbal texts, it was shown that material process was frequently employed to describe China's actions towards Hong Kong's protests. From table 1, it could be seen that China and Beijing were taken as the actor and negative process verbs such as *erode*, *curtail*, *playing down*, and *pry* were used to show China's actions. The expressions *surreptitious attempt* and *China's hard-line leader* reflect the media's negative representations of China as an authoritarian country.

Table 1 Material processes in the editorials

| Material process | | |
|---|---|---|
| Actor | Process | Goal |
| the government in Beijing | to erode | the enclave's rule of law and autonomy |
| Beijing | to curtail | human rights |
| Beijing | showed<br>by playing down<br>spreading | its true colors<br>the protests<br>the shopworn canard |
| Chinese authorities | to pry<br>by leveling<br>and demanding | political foes from Hong Kong<br>false accusations<br>their extradition. |

Besides the material process, there were some verbal processes in the editorials. The process verbs were *inform* and *assail* shown in Table 2. From the first example, China was described as a country where the information spreading was not transparent. China's disapproval of the protests is shown in example 2.

Table 2 Verbal Processes in the editorials

| Sayer | Process: verbal | Receiver | Verbiage |
|---|---|---|---|
| He (Chinese president) | inform | the mainland public | as little as possible about what was going on in Hong Kong |
| China's government | assailed | | <u>the vandalism</u> as "totally intolerable" |

## 4. CONCLUSION

Narrative representations in visual pictures and material processes in verbal texts are mostly employed to emphasize on the massive Hong Kong protests and the conflicts between China and Hong Kong. China's authoritarian and dictatorial image was strengthened. The negative representations of China in American media's editorials will mislead the audience and result in a bad impact in China's national image building in the international world.

## REFERENCES

Arif, M., & Hayat, N. (2017). International media framing of China's domestic politics: An analysis of aljazeera English and BBC news. Media Watch, 9(1), 89-105.

Dynel, M., & Poppi, F. I. M. (2020). Caveat emptor: boycott through digital humour on the wave of the 2019 Hong Kong protests. Information, Communication & Society, 1-19.

Embong, R., Hassan, H., & Ibrahim, N. A. (2016). The representations of leadership by example in editorial cartoons. Malaysian Journal of Communication, 32(1), 625-650.

Halliday, M. A. K. (1978). Language as social semiotic: The social interpretation of language and meaning: Hodder Arnold.

Halliday, M. A. K., & Matthiessen, C. (2014). An introduction to functional grammar: Routledge.

Jewitt, C. (2014). An introduction to multimodality. In C. Jewitt (Ed.), The Routledge Handbook of Multimodality Analysis (pp. 15-30): Routledge.

Kopra, S. (2012). Is China a responsible developing country? Climate change diplomacy and national image building.

Kress, G., & Van Leeuwen, T. (1996). Reading images: The grammar of visual design: Psychology Press.

Kress, G., & Van Leeuwen, T. (2001). Multimodal discourse. The modes and media of contemporary communication.(Cappelen, London 2001).

Kunczik, M. (2016). Images of nations and international public relations: Routledge.

Li, J. (2010). Transitivity and lexical cohesion: Press representations of a political disaster and its actors. Journal of Pragmatics, 42(12), 3444-3458.

Lippmann, W. (1922). Public opinion: New York Free Press.

Mathews, G. (2020). The Hong Kong protests in anthropological perspective: National identity and what it means. Critique of Anthropology, 40(2), 264-269. doi:10.1177/0308275X20908303

Ramo, J. C. (2007). BRAND CHINA (淡色中国). London: Foreign Policy Centre.

Saleem, N. (2007). US media framing of foreign countries image: An analytical perspective. Canadian Journal of Media Studies, 2(1), 130-162

APPENDIX ---EDITORIAL 1

A Movement, and a Country, Torn by Protests

Hong Kong's protests, which took a violent turn this week, threaten to divide the pro-democracy movement and bring on a backlash from Beijing. July 4, 2019

When hundreds of thousands marched through the broiling streets of Hong Kong in recent weeks, they posed a serious challenge for the Chinese government. But when some of them stormed the Legislative Council and ransacked the chamber on Monday, they put their movement's fragile gains at risk.

What first set off the latest wave of mass protests was a proposed law that would have allowed extradition from Hong Kong to mainland China. On the surface a legal formality, it was perceived by a large majority of Hong Kongers as yet another **surreptitious attempt by the government in Beijing to erode the enclave's rule of law and autonomy**, guaranteed under the "one country, two systems" formula. The protests, by residents of all ages and walks of life, were a powerful and inspiring declaration that people raised in freedom will not easily surrender it.

For China's **hard-line** leader, Xi Jinping, the reaction was a humiliating rejection of his basic premise that Western liberties and independent judiciaries are incompatible with the "people's republic." Yet so long as the protests were big but peaceful, he seemed content to have his **captive** media grumble about "Western" incitement and otherwise **inform the mainland public as little as possible about what was going on in Hong Kong**. The Beijing-backed leader of Hong Kong, Carrie Lam, was left to retreat, issuing public apologies and then indefinitely suspending consideration of the contentious legislation.

All that changed on Monday, the day Hong Kong's Beijing-endorsed officials were to make their annual demonstration of fealty to China at ceremonies marking the anniversary of the handover of sovereignty from Britain to China. A small group of masked protesters broke away from a peaceful march and attacked the legislature, smashing down glass doors, destroying official portraits and spray-painting slogans in the formal chamber. It will be weeks before the legislators can meet there again.

Those masked protesters may well be convinced that peaceful action results only in tactical retreats by a system determined to bring Hong Kong more firmly under the heel of China's central government. When they stormed the legislature, Ms. Lam had only suspended consideration of the contentious extradition law, and the angry protesters recalled that a 79-day occupation of major thoroughfares in 2014 to demand freer elections, the so-called Umbrella Movement, achieved nothing durable. Among the spray-painted messages in the legislature was one to Ms. Lam: "You taught me peaceful protests are futile."

Yet they should be asking themselves whether violent protests can possibly be a better answer. The mass demonstrations in Hong Kong's narrow streets, like the Umbrella Movement before them, had confronted China's Communists, and China's people, with the powerful message that people reared in freedom — normal people, not radicals or rebels — do not buy the notion that the rule of law or freedom of speech are affectations of a decadent West that would be harmful in the East.

Further, the sight of Ms. Lam publicly apologizing and finally shelving the extradition law was a demonstration of the moral power of the people, even if the greater struggle with the mainland was certain to continue.
The ransacked Legislative Council, by contrast, gave the authorities an excuse to crack down on all their detractors. **China's government assailed the vandalism as "totally intolerable"** and demanded strong countermeasures from Hong Kong authorities.

No doubt the authorities are aware that a crackdown would carry a heavy price in global opinion and potentially drive away the many multinational businesses headquartered there. The protesters, for their part, stand not only to provoke a crackdown but also to forfeit the support of most Hong Kong demonstrators. Both sides need to consider whether violence is the best way forward. It rarely is.

APPENDIX ---EDITORIAL 2

The Hong Kong Protests Are About More Than an Extradition Law

Huge crowds took to the streets to resist moves by **Beijing to curtail human rights**.

June 10, 2019

If we are to believe Carrie Lam, the chief executive of the Hong Kong government, the hundreds of thousands of people who marched through the city's sweltering streets on Sunday just didn't get it. They may have thought they were protesting a proposal to allow extradition of criminal suspects to mainland China, but, in Ms. Lam's view, they failed to understand that the measure would ensure that the city did not become a haven for fugitives and that existing legal protections and human rights would remain in force.

And if we are to believe the press in mainland China, that vast throng was really "some Hong Kong residents" who had been "hoodwinked by the opposition camp and their foreign allies" into opposing the legislation, to cite the version in China Daily, an organ of the Chinese Communist Party.

No, Ms. Lam and editors of China Daily, the people of Hong Kong were not "hoodwinked," nor did they misunderstand this legislation.

They understand very clearly that the measure making its way through the local legislature, where pro-Beijing deputies hold sway, has nothing to do with bringing murderers to justice, and everything to do with breaking down the firewall between Hong Kong's rule of law and mainland China's thoroughly politicized judicial system. They understand that the legislation represents a further **encroachment by Beijing into the "high degree of autonomy"** Hong Kong was promised when Britain returned the territory to Chinese sovereignty in 1997.

Ms. Lam, at least, did not publicly question the motives of the protesters, who came out in the biggest numbers since at least the 1997 handover. "I believe most of the protesters yesterday loved Hong Kong and came out for the sake of the next generation," she said. In pledging to protect human rights, she at least acknowledged the core concern of the residents of every age and calling who so jam-packed the downtown streets that other people couldn't get out of subway stations.

**Beijing, by contrast, showed its true colors by playing down the protests and spreading the shopworn canard that they were the work of "foreign forces."**

“We firmly oppose any outside interference in the legislative affairs” of the region, intoned the Foreign Ministry spokesman, Geng Shuang, perhaps oblivious to the irony that the only interference was by his government.

Ms. Lam has not backed down on the extradition bill, and neither she nor the city legislature is likely to buck Beijing. Under Hong Kong’s limited democracy, the chief executive is approved by Beijing and only half the seats in the legislature are filled by popular vote, though Ms. Lam insisted on Monday that the extradition bill was not imported from the mainland.

The residents of Hong Kong demonstrated once again that they will not easily surrender the civil liberties they learned to regard as their self-evident due under British rule. Five years ago, protesters of the Umbrella Movement occupied central city streets for 79 days to demand more transparent elections. And in 2003, an effort to enact a package of laws prohibiting sedition, subversion and treason against the Chinese government was shelved after half a million residents poured into the streets in protest.

Hong Kong’s freedoms are a standing irritant to the Communist authorities in Beijing, who have not ceased chipping away at them. One example is a draft law to criminalize disrespect for the Chinese national anthem; another is the disappearance of people from Hong Kong into mainland custody.

The extradition measure was initially presented as needed to send a Hong Kong man to Taiwan, where he allegedly killed his girlfriend. But to the democracy-minded people of Hong Kong, this was only cover for a portion of the bill that would also allow extradition to mainland China, which would enable **Chinese authorities to pry political foes from Hong Kong by leveling false accusations and demanding their extradition.** That, in effect, would extend China’s reach into Hong Kong and **strip** its residents of the protection of the law.

Sunday’s protesters vowed to be back in the streets when the bill next comes before the legislature. If Ms. Lam really believes they are acting out of concern for “the next generation,” she would do well to heed them and shelve this cynical assault on Hong Kong’s rule of law.

# A REVIEW OF LITERATURE ON TOURISM DISCOURSE

Yanwei Jiao[1], Hanita Hassan[2]

[1] *Universiti Teknologi Malaysia Johor Bahru, Malaysia*

[2] *Universiti Teknologi Malaysia Johor Bahru, Malaysia*
*m-hanita@utm.my*

**ABSTRACT**

With the development of economy, a growing number of people can afford domestic or international travelling and tourism has become a main industry in many countries in the world, which has brought great financial benefits to most countries. As a result, research on tourism discourse has become a trend for linguistic studies in many countries. There are a great number of publications by a variety of authors on tourism discourse, and reviews of literature on tourism language have been done by several researchers. However, in terms of the publications on the literature review of tourism discourse in recent years, a more recent and comprehensive review is needed. The aim of this paper is to take a closer look at the way of analysing tourism discourse by reviewing recent research on tourism discourse. Based on the review, only a few studies were found to focus on the discourse of China's tourism promotional videos and analyse both linguistic and visual elements in tourism discourse. Thus, this paper proposes a study employing multimodal discourse analysis approach in analysing the tourism promotional videos of main tourist cities in China. In addition, this paper identifies certain gaps which would provide hints for further studies in tourism discourse.

**Keywords:** Tourism discourse, tourism discourse analysis, tourism promotional videos, linguistic and visual elements

## 1. INTRODUCTION

In the field of tourism, Santos (2002) defines tourism discourse as the discourse to promote tourist destinations which represents the culture in different places. Through tourism discourse, people can know what the destination looks like, just as Jaworski and Pritchard (2005:2) states, tourism shapes people's discourse towards people and tourist destinations. The combination of tourism and discourse serves as the way to promote the tourism culture of those destinations.

For a long time, tourism discourse has been regarded as an ESP, for it is used for tourism purposes (Irimiea, 2019). Tourism discourse is a specialized language used by tourism staff (Cappelli, 2006) and has its own vocabularies and phrases with high frequency (Francesconi, 2007). To accomplish different pragmatic functions, tourism discourse has specialized syntax and semantic features (Gotti, 2006; Nigro, 2006; Lam, 2007). Similarly, (Cesiri, 2011:2) concludes the features of tourism discourse as a specialized language for the fact that tourism discourse has the communicative intention of promoting tourist destinations, has the tourist producer and potential tourists as its addresser and addressee, serves as medium through the discourse in brochures, flyers, promotional videos, tourism websites, and has its own structural elements such as images, texts and music. As a specialized discourse, tourism discourses are constructed under certain grammatical rules with specialized vocabularies (Dann, 1996:2).

Tourism helps to build national identity for a country to attract foreign investment (Salim, Ibrahim, & Hassan, 2012). As a result, tourism promotion plays a key role in attracting potential tourists and influencing their decision-making of choosing their travelling destinations. Moreover, the discourse in the context of tourism promotion affects tourists' minds on destination selection greatly (Isti'anah, 2020). Therefore, in tourism promotion, language is a crucial factor in every sector, just as Dann (1996) asserts that "through pictures, brochures and other media, the language of tourism attempts to seduce millions of people into becoming tourists and subsequently to control their attitudes and behavior." In digital age, language has become an important medium to convey tourism information via various media like official tourism websites, blogs, promotional videos, etc. Tourism and language are closely related in terms of tourism promotion, for language is the mediator between tourist attractions and potential tourists. Since the 1980s, tourism discourse has become a popular research topic for scholars in different countries and a lot of publications on tourism discourse have been found. This paper is intended to make a review on the literature of tourism discourse from the aspects of research perspectives, research content, methodology to identify the gaps and figure out the potential topics on tourism discourse to shed light on further research in this field.

In addition to make a review of the literature on tourism discourse, this article also aims to achieve the following objectives:

(1) arranging the articles and books on tourism discourse in order;
(2) categorizing the literature according to research themes, research subject and theoretical basis;
(3) identify the gaps and figure out the potential topics on tourism discourse.

## 2. METHODOLOGY

This study adopts a qualitative research methodology to analyse the literature on tourism discourse. It investigates the research perspective, research object and research theoretical basis of the literature. The literatures are selected from three electronic databases, namely Google Scholar, Elsevier and ScienceDirect. The keywords for searching are tourism discourse, tourism language, tourism and discourse analysis, etc. The time span of the literature is not limited, for the authors are intended to make a comprehensive review of related literature.

## 3. FINDINGS AND DISCUSSION

### 3.1 Findings

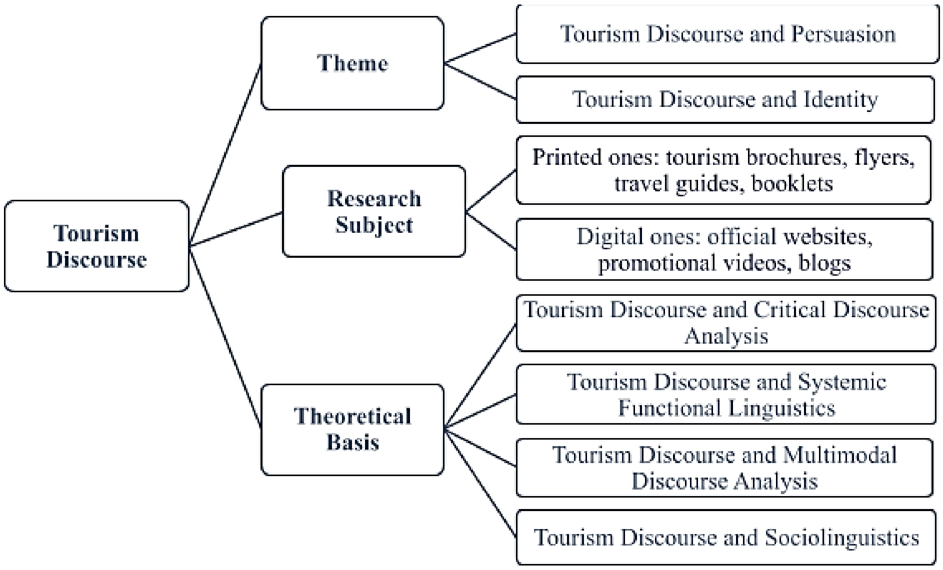



Figure 1. classification of the literatures on tourism discourse

As illustrated in the figure, the literature on tourism discourse can be classified into three main categories. Based on the themes, there are literature discussing the relationship between tourism discourse and persuasion for tourism discourse's purpose of persuading potential tourists to choose certain tourist destinations and tourism commodities. While, based on the research subject, many literatures are found to focus on either printed tourism discourse like tourism brochures, flyers, travel guides, booklets or digital tourism discourse, such as in tourism promotional videos, blogs or official tourism websites. Additionally, based on the theoretical basis of the research, scholars adopted different theories to analyse tourism discourse, such as Critical Discourse Analysis (CDA), Systemic Functional Linguistics (SFL), Multimodal Discourse Analysis (MDA) and Sociolinguistics. For example, Halliday's Systemic Functional Linguistics (SFL) provides a perspective for analyzing tourism discourse, which lays a theoretical foundation for researchers to analyze the three meta-functions of tourism discourse. Castello (2002) analyzes the various tourist-information texts based on a corpus approach and concludes the linguistic elements of tourism texts in the representation of tourism contexts.

What's more, in 1996, Dann published the book *The Language of Tourism: A Sociolinguistic Perspective* which makes a detailed analysis of tourism discourse from the perspective of sociolinguistics. Dann (1996) studies the tourism discourse in both macro and micro aspects, which provided hints for further research in the following decades. Dann (1996) also proposes four perspectives of studying tourism discourse, namely authenticity perspective, the strangehood perspective, the play perspective and the conflict perspective.

Some further findings are also expected to be achieved:
(1) distribution of tourism discourse studies in the world;
(2) types of discourse and research subject;
(3) other possible themes, such as destination image, education and sustainable tourism;
(4) the studies on China's tourism discourse.

### 3.2 Discussion

There is already a great amount of literature on tourism discourse. However, when the authors searched for the literature on the literature of China's tourism discourse, only a few were found. Therefore, there should be more studies focusing on China's tourism discourse, for China has become a popular tourist destination for tourists in the world.

## 4. CONCLUSION

Tourism discourse has attracted the interest of scholars all around the world for the influence of tourism on every country's economics. As the research on tourism discourse varies based on different themes, subjects and theoretical basis, it is needed to make a more comprehensive review on the current literature. This review provides more hints to further studies on tourism discourse. Based on the review, a further study on China's tourism promotional videos from a multimodal discourse analysis approach is needed.

## ACKNOWLEDGEMENT

The authors would like to acknowledge and extend our gratitude to Language Academy, Universiti Teknologi Malaysia.

## REFERENCES

Cappelli, G. (2006). *Sun, Sea, Sex and the Unspoilt Countryside: How the English Language Makes Tourists out of Readers*. Pari Publishing.

Castello, E. (2002). *Tourist-information Texts: a Corpus-based Study of Four Related Genres*. Unipress.

Cesiri, D. & Colaci, L.A. (2011) Metaphors on the global crisis in economic discourse: a corpus-based comparison of The Economist, Der Spiegel and Il Sole 24 ORE. In Bondi, M., Cacchiani, S. & Palumbo, G. (eds.) *Rassegna Italiana De Linguistica Applicata*, (1), 201-223.

Dann, G. (1996). *The Language of Tourism: A Sociolinguistic Perspective*. CAB International.

Francesconi, S. (2007). *English for Tourism Promotion: Italy in British Tourism Text*. Hoepli.

Gotti, M. (2006). The Language of Tourism as Specialized Discourse. In O. Francesconi (eds.) *Translating Tourism: Linguistic/Cultural Representations*. Editrice University degli Studi di Trento.

Isti'anah, A. (2020). (Re)evaluating language attitudes on Indonesian tourism website: A study on ecolinguistics. *Studies in English Language and Education*, 7(2), 622-641.

Irimiea, Silvia Blanca. (2019). The Relationship Between the Language of Tourism, Tourism and Sociology. *European Journal of Social Science Education and Research*, 5(2), 128-141.

Jaworski, A. and Pritchard, A. eds. (2005). *Discourse, Communication and Tourism*. Cromwell Press.

Lam, P. (2007). A Corpus-driven Lexico-grammatical Analysis of English Tourism Industry Texts and the Study of Its Pedagogic Implications in English for Specific Purposes. *Language and Computers*, (1), 71-89.

Nigro, M. (2006). The Language of Tourism as LSP? A Corpus-based Study of the Discourse of Guidebooks. In H. Picht (ed.) *Modern Approaches to Terminological Theories and Applications*. Peter Lang Publishing.

Salim, M. A., Ibrahim, B. N., & Hassan, H. (2012). Language for tourism: A review of literature. *Procedia-Social and Behavioral Science*, (66), 136-143.

Santos, C. (2002). A Study of Tourism Discourse. (PhD), Pennsylvania State University.

# ACKNOWLEDGEMENT

*We wish to acknowledge our special gratitude to the all the VLCPIS Extended Abstract Reviewers:*

Assoc. Prof. Dr. Sarimah binti Shamsudin

Dr. Aliakbar Imani

Dr. Harmi Izzuan bin Baharum

Dr. Kew Si Na

Dr. Nor Liza binti Haji Ali

Dr. Yasmin binti Hanafi Zaid

Mdm. Siti Rahmah binti Abdullah

VLCPIS 2021

ISBN 978-967-2610-30-4

9 789672 610304