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Policy

Journal of English Language and Linguistics (JEL) is the double-blind peer-reviewed journal organized and published by the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. The journal welcomes the submissions of manuscripts both from Thailand and other countries.

The aims of the journal are 1) to strengthen the collaboration and networking of academic and research works among educators, scholars, and researchers from the fields of English language and Linguistics based on empirical academic and research studies, and 2) to provide an academic platform for authors to share their new insights and discoveries about theoretical and experimental implications.

The journal welcomes manuscripts for publication in the scope covering the following disciplines: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).

Submission Categories

The following two categories of manuscripts can be submitted to JEL:

1. Research Article

The research article must be based on the language-related areas specified in the aims and scope of the journal. The article should range from 2,500 to 8,000 words in length, including figures, tables, and references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.

2. Academic Article

The article should provide discussions on all aspects related to the language-related areas specified in the aims and scope of the journal. It should range in length from 1,500 to 4,000 words, including references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.

Frequency of Publication

The journal is published biannually (January-June and July-December).

Special Issue Information

The journal may publish a special issue in terms of dealing with special academic events of national and international conferences held in both Thailand and other countries. This will be considerably approved by the journal editorial board.

Editor-in-Chief's Note

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Journal of English Language and Linguistics

Editor-in-Chief's Note

For three years (2020-2022), the Journal of English Language and Linguistics (JEL) has been consecutively published under the direction of the English Program, the Faculty of Humanities and Social Sciences, Buriram Rajabhat University. It is noted that Buriram Rajabhat University Regulation on the Establishment of Academic Journal B.E. 2565 (2022) was approved at the 9th general meeting of the Buriram Rajabhat University Council, and this became effective on September 28, 2022. Consequently, there will be some changes made according to the above-mentioned regulation, and the modifications will be effective from the 1st issue (January-June) of the 4th volume in 2023 onwards.

For the 2nd issue (July-December) of the 4th volume in 2022, seven articles consisting of five research articles and two academic articles were double-blind reviewed by three external reviewers, and all articles were accepted for publication in the journal. The authors of these articles came from four countries: New Zealand, Singapore, Yemen, and Myanmar.

Finally, JEL would like to express its heartfelt gratitude to all peer reviewers, authors, educators, academics, and researchers for their academic contributions.

Assistant Professor Suphakit Phoowong

Editor-in-Chief

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Integrating Extensive Reading with Environmental Education: A Meaningful and Engaging Pedagogy Approach

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Abstract

This article described and analysed a project done at an urban government secondary school in the southern Malaysia state of Johor. With guidance from their teacher, a class of 16 students, 18-19 years old, worked in groups to create mini-ecosystems in which a plant was grown. The students' goals were to learn about eco-systems generally and to share their learning with peers and teachers in other classes via Gallery Walk presentations. The project was analyzed as to whether it met various criteria for environmental education, using the United Nations environmental education objectives,

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and criteria for extensive reading, based on Day and Bamford's (2002) suggestions for extensive reading principles. The six Environmental Education objectives were awareness, knowledge, concern, skills, evaluation, and participation. The extensive reading criteria included students choosing what they would read, reading materials that were comprehensible, reading done for real purposes, and teachers modeling enthusiasm for reading. Sample posters from the presentations were included in the article.

Keywords: Environmental education, Extensive reading, Mini-ecosystems, Projects

Introduction

In 2015, the United Nations promulgated 17 Sustainable Development Goals (United Nations Development Program, 2022) with the overall aim of providing for an adequate life for all the planet's people while protecting the ecosystems which enable that life. Quality Education constitutes one of the 17 goals. Literacy plays a key role in education, and literacy extends far beyond people's ability to read and write their own names (Montoya, 2018). To promote sustainable development, children, youth, and adults also need the ability to use literacy as a tool to help the Earth bloom in a sustainable and equitable manner. The current article first describes a project done by Malaysian senior high school students and then compares the project with two sets of guidelines: one for Environmental Education (EE) and one for Extensive Reading (ER). The authors of this article hope that other educators will be encouraged by the article to reflect on their own efforts at EE and ER.

The Project

This project integrated ER with EE. The project was created by the first author, a secondary school English teacher, and a class of 16 students (18-19 years old). The project's goal was to enhance the students' English

language proficiency and promote reading habits at the same time the students increased the environmental awareness, understanding, concern, and evaluation ability of themselves and other students and teachers at their school, a government secondary school in Malaysia's southernmost state of Johor. The class planned and participated in the project each school day for 80 minutes a day over two weeks, i. e., 10 school days. The 10-day project schedule is described as the following:

Days 1 & 2: Initially, the project topic was completely open. A brainstorming session was held by the class and the teacher to decide on a project topic, and a unanimous decision was made to have a project related to the environment. Students, in groups of about three, then used the internet and intragroup discussion to identify possible small, inexpensive, short-term classroom projects on the environment. The groups presented their ideas to the class, and finally everyone agreed to create an ecosystem project. An ecosystem is an area of interconnected, interdependent life. It includes the air, water, soil, animals (including humans), plants, and bacteria in that area. The ecosystem created for this project is shown in Diagram 1:

Diagram 1

The Glory Ecosystem



Days 3 & 4: Students read more about ecosystems to better understand the key concepts involved in an ecosystem, how to create one, the function of the various parts, the benefits of an ecosystem, and the issues in maintaining ecosystems. There are many websites that promote creating and learning from an ecosystem; one example is Pop Bottle Ecosystem (layers-of-learning.com). This website illustrates an ecosystem in a bottle showing how animals, plants, and non-living things are all connected. The ecosystem consisted of a clear 5-liter soda bottle, a small plant, 2-3 small fishes, aquarium rocks, string, paper coffee filters, and water. The project was called “Glory Project” for two reasons: one, the first plant used was a morning glory, which, sadly, died; two, the students wanted to honor the glory of nature as seen in ecosystems. Based on the students’ research, the following poster (Diagram 2: Glory Ecosystem Functions) was created in which the materials required were labeled and the functions briefly stated.

Diagram 2

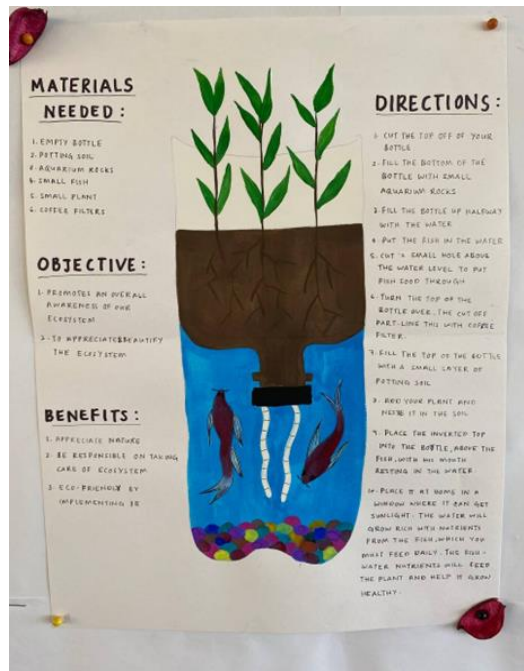
The Glory Ecosystem Functions



Students volunteered to do certain tasks, and teams were set up to oversee the tasks. The teams had to bring the materials to school, locate the fishes, build the ecosystem, create educational posters, and use Google Forms to create a simple questionnaire on the ecosystem. There were also photographers and a coordinator to welcome the visitor groups on Days 8 and 9.

While creating and maintaining the mini-ecosystems, students faced a few issues. Principally, the health of the fishes created challenges. How often to change their water? What to feed the fishes? Should we use tap water or water from the school drain? Problems arose when the fishes eyes turned red and they were observed to be floating near the water's surface. Also, where to place the ecosystems? These issues were addressed largely by doing more reading.

Days 5 & 6: To educate others about ecosystems, the class decided to organize a Gallery Walk (Ridwan, 2019). In this version of a Gallery Walk, the class would form seven groups, and each group would set up an education station as part of a gallery. Visitors from elsewhere in the school would form groups to walk around the gallery, visiting each of the stations. At each station, the group who had built the station would give a short talk and take questions and comments. The following poster (Diagram 3: The Glory Ecosystems Process) highlights the processes involved in creating an ecosystem:

Diagram 3*The Glory Ecosystem Process*

The functions of the seven stations were:

Station A - Introduction - the definition of ecosystem and the purposes of ecosystems.

Station B – How we built our ecosystems – the materials and how we set up our ecosystems.

Station C – The functions of the various parts of the ecosystems.

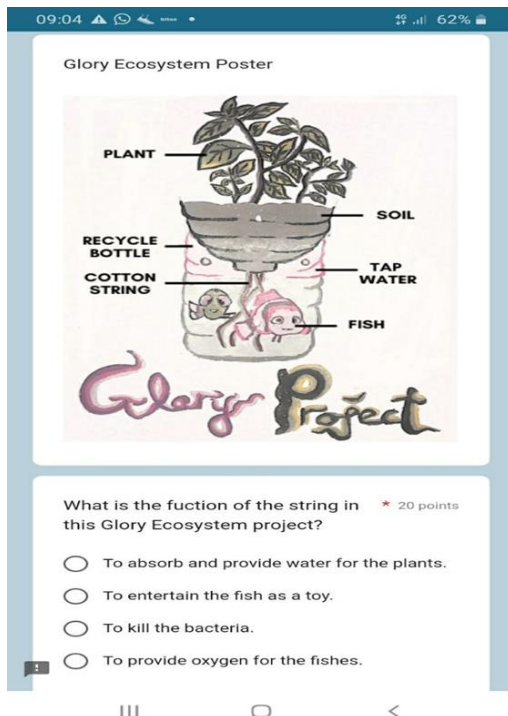
Station D - The benefits of the project - learning about photosynthesis, importance of clean air, avoidance pollution, our responsibilities towards nature.

Station E – Visitors scan a QR code and attempt to answer the questions in the Google Form quiz. An e-certificate is generated and sent to the email addresses of those who successfully responded to the questionnaire. The

google form is located at <https://forms.gle/xAyBzeLyp6qdmebL8>. Diagram 4 (Glory Ecosystem Questionnaire) is a screen shot of the google questionnaire.

Diagram 4

The Glory Ecosystem Questionnaire

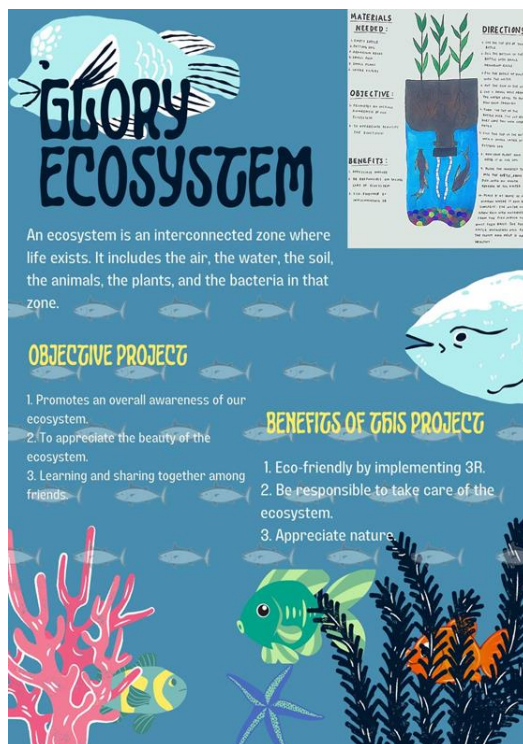


Station F - Feedback corner- Visitors rate the project from 1 (lowest) to 5 (highest) and give feedback.

Station G - Cheer time - visitors create a cheer/jingle about appreciating / protecting nature. A poster (Diagram 5: was created to inform students of their responsibility to protect and care for earth.

Diagram 5*The Glory Ecosystem - Love and Care*

Day 7: Invitations were sent to persuade other classes to come for the Gallery Walk. The seven stations were set up in the classroom. Students rehearsed and received feedback from their classmates and their teacher. Also, the technical aspects, such the QR Code and the e-certificate, were checked. An E-poster (Diagram 6) was also created to infuse digital innovation in action as shown in Diagram 6:

Diagram 6*The Glory Ecosystem - Benefits*

Days 8 & 9: The Gallery Walk sessions were held. Students referred to the internet when visitors raised points that required further information.

Day 10: The class reviewed feedback from the visitors, which was very positive, as well as their own feedback. Among the visitor comments were: “We learned many things,” “It was fantastic and good for our Earth,” and “Enjoyed the activities.” All the visitors rated the project as a ‘5’ on a scale of 1-5. The project left students feeling confident about their English and motivated to learn more and do more for the environment.

Analyzing the Project

In the remainder of this paper, the project described above is analyzed first via criteria from the environmental education literature and then via criteria from the literature on literacy education, in particular, the literature on extensive reading. Readers of this article are warmly welcomed to formulate their own views and to continue to implement environmental education and literacy education as best fits their own beliefs and circumstances.

Environmental Education

While escalating disasters such as forest fires, heat waves, droughts, floods, disappearing land, diminishing forests, melting icecaps, and galloping extinctions of plant and animal species have in this decade directed previously unheard of levels of attention to environmental concerns, scientists, educators, and others had long urged that humans must lessen the negative environmental consequences of our actions (Maley, 2022, McCrea, 2006). Folke et al. (2021) explained why the current geologic era should be called the anthropocene, with *anthro* meaning human and *cene* meaning geological epoch. In other words, while thousands, even hundreds of years ago, humans had little or almost no impact on the planet and the other beings living on the planet, in the 21st century, we play a major and not always benevolent role.

Environmental Education exists to help students become more aware of humans' role and to make it a more benign role. In 1975, the United Nations Environment Program expounded six Environmental Education Objectives. These objectives are explained and exemplified in Table 1.

Table 1*1975 United Nations Environmental Education Objectives*

Environmental Education Objective	Meaning	Example
1. Awareness	Students are aware that environment issues exist.	Students know that water pollution exists and that this pollution mean less water for drinking, washing, and other needs of humans and other animals.
2. Knowledge	Students have a basic understanding of environmental issues and humans' role in these issues.	Students know that water pollution has causes such as lack of sanitation and various industrial processes that cause pollutants to enter bodies of water.
3. Attitude	Students care about environmental issues and feel motivation to address them.	Students want to provide sanitation facilities to people to protect these people's health and to reduce water pollution.
4. Skills	Students have and are further developing the scientific, language, and other skills needed to overcome environmental problems.	Students know how sanitation facilities can be built and how to persuade people to participate in building them.

Table 1 (Continued)

Environmental Education Objective	Meaning	Example
5. Evaluation	Many means are proposed for addressing environmental concerns. As citizens, students need to analyze which are the best means.	Students know what are the best, most affordable, long-lasting ways to build sanitation facilities that will fit with a community's ecosystem.
6. Participation	The other five objectives must be operationalized by students' actual participation in environmental protection.	Students find ways to support plans, including using their own labor, enlisting involvement of companies, governments, the media, and NGOs so that sanitation systems can be built and maintained.

How did the EE project done by the Malaysian secondary school students measure up on the six 1975 United Nations EE objectives? In general, the project seemed to be successful when judged by these criteria. Certainly, it raised the Awareness (Objective 1) and Understanding (Objective 2) of the 16 students and the visitors to their Gallery Walk by exploring the concept of ecosystem. Too often, people take a silo view of nature, with each organism, each part of the ecosystem, and each natural body incorrectly seen

as existing on its own. The interdependencies of the web of life go unrecognized. As to Objective 3 (Concern), an oft-cited phrase in EE by Baba Dioum states that, “We will conserve only what we love, we will love only what we understand, and we will understand only what we are taught.” By teaching themselves and others about the environment, the students may have increased their own and others’ understanding and, we hope, their concern.

The UN EE objective 4 focuses on Skills. In this project, by learning how to find relevant information on the internet and building their vocabulary knowledge in this area, students enhanced their skills. Doing a large quantity of reading in a specific area, known as “narrow reading,” is facilitated by the internet, because of the large supply of related information, e.g., internet features which recommend related reading. Furthermore, the internet offers many tools which students above a foundation level can use for overcoming comprehension deficits, e. g. , translation tools, online dictionaries, and online discussion groups. Objective 5 (Evaluation Ability) involves making choices. The democratic way that students, with their teacher’s guidance, discussed their project options, provides them with a foundation for future well-grounded evaluations.

EE objective 6 may be the one most often left out in EE programs. In the case of the project being discussed in the present article, students’ participation took the form of educating others. Participation can take other forms as well. These can be categorized into two types. Participation at an individual level involves behaviors such as turning off lights when leaving a room and not taking plastic bags from stores. The other category of participation for the environment involves actions aimed at societal level change, such as influencing governments to speed the day when alternative energy sources more completely replace fossil fuels.

Extensive Reading

The secondary school students who engaged in the EE project needed to read in order to do their project. Did this reading constitute ER? To consider that question, let us look at a well-known list of ten principles of ER (Day & Bamford, 2002). However, first, it should be stated that Day and Bamford clearly noted that these principles are not meant as inflexible rules: “We posit these ten principles in the hope that others will consider them and react to them” (p. 136). Second, the ten principles were presented in 2002, before students had easy access to the many internet-enabled tools available to many – but still not enough – of today’s students.

To help readers of this article consider and react to the ten principles in the context of the students’ EE projects, Table 2 presents and explains the principles. Caveats are also provided for the principles.

Table 2

Ten Principles of Extensive Reading (Day & Bamford, 2002)

	Extensive Reading Principle	Explanation	Caveat
1.	The reading material is easy for the students.	In order for reading to be enjoyable and to contribute to students’ language acquisition, the reading materials must be understandable for students. Understandable materials build students’ confidence and is likely to lead students to read more.	If students are sufficiently motivated, they will make the effort to understand materials that are not easily understood at their current proficiency level.

Table 2 (Continued)

	Extensive Reading Principle	Explanation	Caveat
2.	Students have access to a wide variety of reading materials.	Such varied materials cater to students of different and changing proficiency levels and interests.	The internet has begun to make this principle less necessary by providing both a wide range of materials and tools, such as translation software, for making the materials comprehensible, although low proficiency students will still have difficulty as will those students who lack internet access.
3.	Learners choose what they want to read.	The idea is that students will (a) develop a lifelong reading habit, and (b) become self-directed learners.	Students may make wrong choices, such as choosing books that seem interesting but are too difficult.
4.	Learners read in large quantities	Reading large amounts of comprehensible materials accelerates students' subconscious language acquisition.	Will students have time to do so much reading, especially if the content of their extensive reading books is not clearly tied to their curriculum?

Table 2 (Continued)

	Extensive Reading Principle	Explanation	Caveat
5.	Students have the same reading purposes as does the general public: enjoyment and obtaining information.	The hope is that students will see reading as an important and regular part of life, not as something people do only as students. Instead of artificial after-reading tasks, when students finish one book, they find another and begin to read this new book.	A difference between students and the public is that students are learning to read, whereas it is assumed that the public are already proficient readers.
6.	Reading is done for real, not artificial, tasks.	Students should not read to write book reports or answer comprehension questions. No tasks are needed to check whether students have read and understood what they read.	Without after-reading tasks and extrinsic rewards, many students may not read, and teachers will have difficulty monitoring student reading for evaluation purposes.
7.	Students read faster than when reading standard academic material.	Reading materials are not demanding in terms of students' language proficiency, and the content is more fun, such as an adventure story. On the other hand, slow reading in which students need to stop reading and look up words may impede comprehension and take the enjoyment out of reading.	Even if the language level of texts poses little or no difficulty to students, the content may be challenging and students may want to pause to ponder or discuss what they are reading and its implications for various areas of their lives.

Table 2 (Continued)

	Extensive Reading Principle	Explanation	Caveat
8.	Students read silently and by themselves.	This contrasts with a common practice in which the entire class reads the same book, with each student taking a turn to read aloud.	Even when students read alone, they may sometimes wish to come together to share with others about what they are reading and to read aloud particularly impactful or well-written parts of the books.
9.	Teachers explain how extensive reading differs from other forms of reading instruction.	Reading in accord with the above eight principles may be different for students. Thus, teachers need to explain the rationale behind this approach and how intensive and extensive reading can complement each other.	Not all teachers and administrators support extensive reading. Nonetheless, students can still read extensively.
10.	Teachers model enthusiasm for reading.	Day and Bamford quoted Nuttall who wrote that “reading is caught not taught, infect your students.” Thus, teachers need to “walk their talk,” when they urge students to read and tell them that reading is enjoyable and useful.	Teachers are busy. When students are productively involved in extensive reading, teachers may need to use that time to catch up on marking, as well as planning upcoming lessons.

Extensive Reading for Environmental Education

It goes without saying that reading, along with all the other language skills, plays an important role in EE for students as well as for all people. For instance, Stevenson et al. (2017) highlighted the complexity of issues in EE and called for teachers to join students in inquiry learning involving critical and creative thinking, and to combine these academic endeavours with more practical efforts as part of co-curricular and community projects. Monroe et al. (2019) reviewed the literature on effective climate change education strategies and identified the two most common approaches for engaging students in EE as: (1) centering instruction on what students would find relevant and meaningful; and (2) using active learning and other strategies to engage students beyond their classrooms. ER, especially when linked to group projects, as was done in the project described in the current article, offers the potential for promoting student engagement.

The learning and reflection that result from students reading on EE topics need not stay within their classroom walls. For instance, Lawson et al. (2019) noted that intergenerational learning from students to their family members can also take place. Not only can students tell their families about what they read, family members can read what the students read. The internet facilitates this. Similarly, others in the same family can suggest EE-related reading materials to the students.

Not only can students go outdoors to apply what they read about EE, they can also read outside. Chawla (2020) lamented that so many children and youth nowadays spend so little time out of doors. Thus, when possible, either during or beyond the hours when they are at their educational institutions, students and their teachers can read outside. Research on biophilia, i.e., love of nature, suggests that benefits to both physical health and mental health can result from time spent with nature (Lim et al., 2020). Furthermore, some researchers have reported that such benefits can even arise indoors when plants and pictures of nature are present (DeLauer et al., 2022).

Maley and Peachey (2017) edited a list of English as a Second Language lesson plans in support of the United Nation's Sustainable Development Goals. At least three of the lesson plans dealt with environment goals, and all three lessons involved reading. Hadfield and Hadfield's (2017) lesson plan concerned protecting marine life and the cleanliness of the water. Early in the lesson, students read a poem about an octopus. Next, inspired by visuals of octopuses and a song about them, students work together to write a pattern poem about octopuses, reading their own poem and those of classmates. On another aspect of protecting the seas and other bodies of water, students do another type of reading: reading an infographic about water pollution. This is in preparation for writing autobiographies of items of human-made water pollution, e.g., cigarette butts. Students read and give feedback on their peers' writing. Other tasks in the lesson for which students need to read include a simulated debate at the United Nations.

In the same book, the lesson by Katona and Tartsay (2017) deals with how humans' patterns of consumption and production impact our species' environmental footprint. The authors address a concern of many teachers of second language reading, i.e., the shortage of texts that fit their students' current levels of proficiency. Suggestions for addressing this concern include modifying texts, pre-teaching vocabulary and concepts, students working in groups that are heterogenous as to proficiency level, and allowing students to use online and offline reading help, including electronic vocabulary glosses. The lesson necessitates students' acquisition of knowledge and skills. This is supported by websites such as, for content, <https://www.cleaninginstitute.org/understanding-products/science-soap> about soap, and, for skills, <https://www.wikihow.com/Do-a-Voice-Over> on how to do voice overs.

Theologidou's (2017) lesson plan in the Maley and Peachey book looked at climate change. Vocabulary building was highlighted. This relates to another, previously mentioned, way to prepare students to succeed at

reading texts that might otherwise seem to be too difficult: narrow reading (Renandya et al., 2018). The idea is that by reading a particular type of text, e.g., instructions texts, students become proficient at the attendant grammar and organization patterns of such texts. Furthermore, by reading multiple texts on the same topic, in this case energy use, students build their vocabulary in that area. Theologidou facilitated second language students' comprehension of what they read by using texts written for proficient speakers but of a younger age level, e.g., <https://www.eia.gov/kids/energy-sources> and https://www.energystar.gov/index.cfm?c=kids.kids_index www3.epa.gov. Online games were also recommended as another way to integrate reading with learning about the environment. The popular online game, Minecraft, has a version for kids with an EE focus: <https://education.minecraft.net/>

Author (2022) took a somewhat different approach to linking reading to student and teaching involvement in EE. His key idea was that instructional practices, such as ER, cooperative learning, and learner autonomy, empower students to be more involved in controlling their own learning. For instance, with ER, students have input into what they and peers read and what they and peers do after reading. In turn, taking greater power over their own learning prepares a path for students to be more involved in controlling the wider world in which they now live and, in the future, will live. Increasingly central to those now and future worlds is how humans interact with the environment. Thus, students assuming more responsibility for shaping the learning environment they experience encourages students to take more responsibility for shaping the living environment experienced by current and future humans and other species of animals and plants.

Research supports the impact of ER on language skills, but these studies generally involve “stand alone” reading where participants do ER individually. Projects add a group element to ER. Also, Mohd Asraf and Ahmad (2003) highlighted the need for students to have reasons to read. Projects supply such reasons, and the digital world, so well equipped with

reading material, allows students to read almost anything anytime at minimal cost. The information is not only readily available but at minimal cost for those who possess the hardware and the internet access.

Internet access addresses Day and Bamford's principle 2 – a wide range of reading materials. Groups address principle 1, that the materials be comprehensible, because peers can assist as can various internet affordances. Principle 3 – students choose what they read – was addressed in part because the class chose the topic of their project. Principle 4 – students read in large quantities – may be the most difficult principle to satisfy, as nothing was done to measure how much students read or how much of what they read was understood. Principles 5 and 6 – real purposes for reading – may overcome difficulties on Principle 4, because the real world character of the project, the narrow reading involved, and the ease of access of the internet-based reading materials may motivate some students to move toward making reading a lifelong habit.

The reading in the project described in this article was definitely not in line with principle 7 - Students read faster than when reading standard academic material. What students read as part of the project was definitely more difficult than a typical, carefully chosen graded reader used for ER. Principle 8 - Students read silently and by themselves – was fulfilled, although sometimes when using the internet to design their ecosystems and prepare for the Gallery Walk, students would discuss while reading, as they sought to find the information they needed as efficiently as possible.

Principle 9 - Teachers explain how extensive reading differs from other forms of reading instruction – was tricky, as the reading done on the project differed from typical ER. Whereas typical ER is book-based, reading for the project consisted mostly of mining for specific information on the internet. Here, a key role for the teacher involved helping students locate reliable information.

Last but not least, Principle 10 – teachers model enthusiastic reading – was very much fulfilled, as the first author of the current article is enthusiastic about both EE and ER, and she did her best to help students grapple with the challenges involved in their project and the readings they did as part of the project.

Hence, this project was not conventional, stand alone ER, but was an approach to integrate ER with a particular output, in this case a Gallery Walk on an environment theme. Project- based non- fiction reading could supplement an ongoing ER program that fits more closely with Day and Bamford's principles, especially principles 4 and 7, about the quantity of reading and the ease of the reading material. This means that students decide on a project first and then find ER materials on that topic.

Conclusions

The following three factors highlight the impact of this project which combined EE and ER.

1. Teachers' self-efficacy factor in ER

The ER project integrates ER with an environment-focused, output-based aim. Thus, it was not merely an input-based reading activity, but it also integrated reading with a real world scenario. As Lee (2010) and Byun et al. (2011) observed, the goal of language learning has moved beyond merely acquiring a communicative tool and is also about obtaining a valuable commodity that strengthens countries' and individuals' global influence and international role. In the case of the first author, a long-time advocate for and user of ER, by doing this project, her self-efficacy belief in applying ER rose, as she was able to supplement her use of graded readers. In this way, the project strengthened Day & Bamford's (2002) principle of the teacher's role to guide and keep track of student progress. Equally importantly, according to Bandura (1997), teachers' self-efficacy influences the kind of learning environment that teachers promote for their students.

2. Language proficiency factor in ER

During the Gallery Walk sessions, students had to explain and describe the ecosystem to the visitors. This activity required students to read extensively on ecosystems generally and in particular, the ecosystems they had built - the functions, benefits, and even overcoming the challenges. The positive feedback received from the visitors suggest the students had done well on both receptive and productive skills. The communicative nature of student interaction on the project is in line with the use of interaction to support language learning, as it the transfer of linear information to non-linear form in the posters. However, this project clearly did not include a pretest-posttest study with a control group and random assignment to conditions.

3. Peer cooperation factor in ER

One of the clearest impacts from the project was the team spirit among the 16 members. From the first day of deciding on the project, reading and sharing information on the ecosystem, creating the seven stations, and carrying out the gallery walk sessions, all students cooperated. Besides this commitment and diligence among members, another positive factor that emerged from this project was the determination of the students to share their knowledge with other classes. The students were keen to highlight nature's ability to evolve and the role we can play to protect the environment. The initiative by the students is a small step in showing their participation to protect the environment and their connection to the world beyond the classroom. Author (1993) opined that language is often best taught through content, and that as educators, we have a broader role to play, which includes helping students to become good citizens. In this regard, a visitor to the project's Gallery Walk wrote in the feedback form that the "The part I liked most was the cheer that the class led us to construct and perform at the end: 'Glory, glory ecosystem; we care and love you.'" Author and Goatly (2000) suggested the need for teachers and students to develop their own materials or to adapt coursebooks, rather than slavishly following existing materials. ER can take up this challenge and perhaps become even

more engaging by supplementing graded readers with materials found online and elsewhere, and by linking ER to EE and other contemporary efforts to make the world an even better place.

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Ladies Come First: Strong Female Voice in Jane Austen's *Pride and Prejudice*

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Abstract

This research paper aims to investigate the critical feministic issues reflected by Jane Austen in *Pride and Prejudice*. The story widely reflects the English society of the Regency period. Specifically, this article sheds light on Austen's writing which comes in response to the Georgian Era. Accordingly, the position of woman has been terribly marginalized, including inequality, scarcity of women schools, class distinction, and prohibition of legacy that were noticeably questioned. These unjust practices where woman regressively faced, have been analysed on the light of the

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feminist literary theory which is considered as a social, political, and economic movement to achieve equality of mankind regardless of gender. It further seeks woman's independence and individuality. Austen's heroine, Elizabeth Bennet is the author's mouth piece who represents feminist voice in the novel has been the focus of the current study. The research findings have reflected how Elizabeth advocates the woman's rights against woman discrimination as well as the dominance of masculinity on women in the eighteenth century. It is highly expected that the findings of this study will significantly contribute in establishing a landmark for future studies in the field of woman rights, the cornerstone of the interdisciplinary of feminism.

Keywords: Feminism, Feminist criticism, Jane Austen, Pride and prejudice

Introduction

Jane Austen is no doubt considered as one of the greatest fiction writers and one of the first pioneers of the feminist movement in the history of English literature. Her novels are noticeably among fewer famous ones that addressed feministic issues of her time. Significantly, these issues in Austen's works can only be inferred by someone who reads her works profoundly. In this context, Brown (1973) found Jane Austen's themes "comparable with the eighteenth-century feminism of Mary Wollstonecraft" because they question "certain masculine assumptions in society" (p.324). It is clear that Brown reads feminism in Austen's writing. Austen critically reflects issues of class, gender, freedom and equality. Even today, her works have been invoked in public debates not only in Britain, but also in the West. Her reputation has remarkably raised after publishing her wonderful novels (Burgess, 1974).

In addition, she is praised by Virginia Woolf as "the most perfect artist among women" (Woolf, 1984, p. 149). Many critics have praised her style as extraordinary. Austen's writing is rich, she was a great writer and also an extraordinary observer. Austen works effectively describes women of the upper-middle class between the late eighteenth and the early nineteenth

centuries in England. She is talented in writing stories with very interesting style and high skills. She had started writing when she was very young. In spite of her young age, she is considered as one of the first pioneers of novels in English literature (Cano, 2022).

Austen's writing is clearly influenced not only by her family, but also by the social, political and cultural events in the Georgian period. Though her novels mostly focus on courtship and marriage, she discusses critical issues of her era. In each case, readers can notice the society's negative side—one that had narrow and rigid expectations for women through the eyes and perceptive of a young heroine. Filled with wit and sense of humor, Austen's novels provide a realistic picture of the masculine dominance over women. As a female writer, she intentionally questions the issues affecting women in England during that period. She particularly focuses on women's main problems in society such as marriage, property, education and position.

According to Wollstonecraft (2014), Austen clearly plants the first seeds of feminism in her works and this contribution to women's rights, however, grades her as an Enlightenment Feminist writer. Austen has been touched by Mary Wollstonecraft's views of feminism. Both writers believed that education is the best way to make woman take her position in the society as men. Accordingly, Austen's works largely portrait women's position in the English society where woman's image is seen as weaker and inferior than men. Hence, Austen began to write consistently to question some social and financial problems. As a feminist writer, she reflects the feminine issues in an interesting way using literary techniques such as wit, irony and satire to criticise her society. Thus, she uniquely engraves her name among the feminist writers.

On the level of novelistic characterisation, Austen portrays dynamic female characters who have the ability of acting against the patriarchal system independently. In other words, she gives her heroine a direct reaction against different feminist issues, particularly in the middle-class society. Therefore, her heroine, Elizabeth Bennet is shown in different places in the novel to advocate women's social rights. In this regard, Deborah Kaplan talks about

Austen's independent female representations against the patriarchal images of the society. She states that in *Pride and Prejudice*, Miss Austen creates Elizabeth Bennet as a reflection of active feminine in response to the power of patriarchal ideologies. Throughout the novel, Elizabeth is found to be quite confident in her conversation and independent in her attitudes. Kaplan here asserts, "to convey awareness of sexual inequality and subtle and overt expression of its unfairness, the heroine speaks with a female voice" (Kaplan, 1994, p.189).

In her novel, Austen presents a liberal feminist character which serves a particular role and expresses free thoughts and feelings. Besides, Austen's construction of her characters and their interaction reveal that she is aware of the social and moral values of her time. Her heroine, Elizabeth in this case, not only protests against the secondary position of women, but also struggles to prove her independence and individuality.

In short, Austen occupies a curious position between the eighteenth and nineteenth centuries. In their awareness of the conditions of their society, Austen's heroines shout loudly for change so as to get their own rights – to have property, free education, job opportunities and achieve their own aspirations.

The Concept of Feminism

The term 'feminism' has been derived from the Latin word 'femina,' which means 'woman' and was first used with regard to the issues of equality and women's Rights Movement. According to Abrams (1999), Feminist Criticism is "a distinctive and concerted approach to literature, feminist criticism was not inaugurated until late in the 1960s. Behind it, however, lie two centuries of struggle for the recognition of women's cultural roles, achievements, social and political rights" (p.88).

This definition, however, stresses on women rights that are equal to men in the same society. In addition, the term 'feminism' is used to describe a cultural, political or economic movement which tends to establish equal rights for both women and men. Nonetheless, the terms 'feminism' and

‘feminist’ did not gain widespread official use until the 1970s when they started to be used in the public speech, social meetings, literary seminars, symposiums, and scientific conferences. Moreover, feminist literary criticism helps critics and researchers look at literature from different perspectives. It applies various lenses of feminist theories to the works of literature.

In our case of study, we apply feminist theory by closely examining the portrayal of certain female characters, the attitude of the author, and the relationship between the characters. So, our study centres around the main character Elizabeth Bennet, as a typical female voice. In *Pride and Prejudice*, Austen ironically criticises various social problems and raises some questions about the values of English society. As a female writer, Austen pays much attention for women’s social position and rights so as to seek their value in the society. Accordingly, our discussion primarily emphasises such questions and issues through the character of Elizabeth Bennet who represents the author’s female voice in the novel.

Apparently, through her novel *Pride and Prejudice*, Austen wants to convey what she believes is true and how the society perceives it. She gives her characters paradoxical emotions and creates different personalities to express what she reasonably thinks and profoundly feels. For instance, Darcy is quite proud of himself. He does not trust others but rather tries to find their shortcomings. Similarly, Elizabeth always puts her prejudice on those whom she teases. They argue, blame, criticise and even slander each other. To complicate the story’s plot, Austen lets them attract each other in such a way that is humourous and witty. Her focus on certain characters (Darcy vs. Elizabeth, Mr. Bennet vs. Mrs. Bennet, Collins vs. Elizabeth, Wickham vs. Darcy, and Lady Catherine vs. Elizabeth). She probably creates internal and external conflict among these characters in order to serve her thematic structure. Towards the end of the novel, these characters strive to deeply realise and understand each other. They break those traditional norms, social status and solve all the misunderstandings together. It is significant to mention here that the most important issue potentially

highlighted in the novel is Elizabethan feminism for which the following detailed discussion has been devoted.

Discussion of Feministic Issues in *Pride and Prejudice*

As a feminist critic and writer, Austen realises her real task not only to entertain, but also to criticise the wrong social norms of her society. That is to say, she functions as a critical judge of her own society. She creates a real Austen through the character of Elizabeth Bennet who speaks on behalf of her. She does not only stand with her, but also supports her point of view. In *Pride and Prejudice*, Elizabeth represents all women of her time who are eager for change and getting their legal rights. In the story, the writer is found to emphasise the reflection of the female character as a strong equivalent to men. She has a strong belief that the best way of expressing female self-awareness is through literature. Thus, the female voice is loudly heard to insist on their rights and strive against the patriarchal system.

Based on the literary theory of feminism, there are some significant key terms that can be inferred in the novel such as social equality, patriarchy, spouse choice, education and inheritance. These issues can be related to each other, but they can be studied individually. In *Pride and Prejudice* (hereinafter will be cited as PP), for instance, Austen commences her novel by concentrating on the importance of marriage as a legal social right for both sexes. She says:

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of someone or other of their daughters (PP, p.1).

According to some religions, marriage is a kind of commitment between woman and man, as husband and wife which is strongly connected with love, support, tolerance and harmony. In other words, creating a family

means a new phase of social life where marriage builds a new stage of relationships between males and females, which is a cornerstone in the society (Nordvik, 2022). Apparently, Austen wants to stress rights of ladies to choose the right man and secure their life socially and financially. In this consideration, Sarah Gamble is in total agreement when she maintains in *The Routledge Critical Dictionary of Feminism and Post-feminism* that marriage remains an “enduring institution...a form of compulsory heterosexuality, and the means by which the oppression of women is perpetuated sexually, economically, and socially” (Gamble, 1999, p.269).

Similarly, a man of good fortune must look for a good wife. In fact, finding a husband was the greatest task of women, especially the middle class during the eighteenth century. For women, they did not have such rights, so they saw marriage as their means of social stability and independence. They had no personal possession or property that can be acquired. Therefore, Austen’s novel tells us about women and marriage so as to understand the legacy of women who want to get married and secure their lives. However, some critics supports Austen’s views about marriage. For example, Nancy Armstrong sees Austen’s novels “bring to culmination a tradition of ladies fiction that concentrated on the finer points of conduct necessary to secure a good marriage” (Armstrong, 1987, p.134). It seems clear for us that Austen’s work shows an awareness of the necessity for women to marry which is a legal right that every woman must seek. She expresses her personal attitude towards the social and economic pressure on women to marry in her time.

When it comes to marriage, the first thing that one may think about is a long-lasting relationship, because marriage is one of the most important decisions in everybody’s life. When people decide to get married, they think and dream of having a lovely family and happy life. Austen has an insightful view about marriage which is completely different from the traditional one. According to her, in case of being unmarried, everything was their father’s property which was to be inherited only by male heirs after his death. As a result, the only way to become socially accomplished was to marry a rich man. Likewise, a rich man could not be deemed socially accomplished if he

remained a bachelor. In *Pride and Prejudice*, the issue of marriage resonates the plot of the novel. Austen depicts four marriages (Bingley and Jane; Elizabeth and Darcy; Collins and Charlotte; Wickham and Lydia) and these ones are all different from each other. It is obvious that Jane Austen's view of marriage is not based on pure economic considerations. That is to say, true marriage should be based on true feelings, mutual love and respect.

For Charlotte Lucas, marriage is a matter of chance. In her case to find security, she connects herself with Collins who is not an 'eligible' bachelor. In fact, what Charlotte only asks for is a comfortable house, a higher social position and a good fortune. That is all she needs as an old single lady. She explains to Elizabeth: *"I am not romantic, you know. I never was. I ask only a comfortable home; and considering Mr. Collins character, connections, and situation in life, I am convinced that my chance of happiness with him is as fair, as most people can boast on entering the marriage state"* (PP, p. 123).

Based on the above quotation, one can infer that Charlotte justifies her acceptance for Mr. Collins despite his stupidity. On the social level, she is a woman of small fortune and lower status. That is why she seeks to secure her future. In addition, she marries Collins because she is twenty-seven years old and the chance for a lady of poor family and lower status is very rare. Collins' eligibility probably lies in his being under the patronage of Lady Catherine in Hunsford, where he has a very good house and sufficient income.

From Elizabeth's feminist point of view, Charlotte is not happy with her marriage to Collins because Charlotte knows well that Mr. Collins is not a good match. She connects with him only to secure her life. On the contrary, Elizabeth rejects Mr. Collins's proposal though he is the legal heir of their estate. In spite of her parental pressure and uncertainty of her future, Elizabeth refuses this traditional way of marriage. As a liberal feminist character, she does not accept the conventional idea that one should marry for wealth and social status.

As a traditionalist character, Mr. Collins finds this idea absurd, because he wants to have complete control over his wife so as to prove his manhood. In her view, Elizabeth sees him as a silly man whom she neither loves nor respects. His personality is revealed through his long letters as well as in his actual behaviour. The letter that he has sent to Mr. Bennet in order to inform him that he is coming to visit Longbourn, is real evidence of his stupidity and pompousness. Besides, his long-winded formal speech is another trait of his ridiculousness.

Austen here creates a strong female character who loudly speaks and boldly expresses her opinion. Based on her biography, the young Jane Austen was once engaged to two young wealthy men, but she broke the engagements for some reasons. She thinks that true love must be based on true feelings and not social status or wealth. Her philosophy in life is that a woman should have the right to accept or refuse one's proposal. In the case of Collins, as a foolish man, who does not know what love really means in life and, as a clergy man, he thinks that love is only to connect to someone and that is all. When he first proposes to Elizabeth, her mother is quite happy, but it annoys her father. It is not because of her father's disagreement; she firmly rejects him. Her refusal, however, is almost rational and liberal. Mr. Collins shifts to Elizabeth's best friend, Charlotte Lucas, who is quite traditional. Thus, Austen creates two different characters that represent different slices of society.

In fact, Elizabeth's liberal feminist view is seen when she is proposed twice by Mr. Darcy. She rejects him despite his ten thousand pounds a year and high social status. A Georgian woman dreams to have this kind of man during the time of Austen. For Elizabeth, money has no real value if it is connected with honour and dignity. In spite of his insistence to catch her hand, Elizabeth does not accept his proposal until he justifies his actions and proves himself as a gentleman.

Indeed, love for Austen is something that is very important and sacred. She was deprived from love, because she did not accept any proposal. Probably she found a higher status and fortune, but she did not find real love. This is

why she gives her heroine the chance to love. Hence, Elizabeth has to seek the true person who deserves her. At the beginning, Elizabeth refused to accept Darcy's proposal because he was perceived in Elizabeth's mind as extremely proud of his fortune and high social status. He intentionally insulted her dignity and emotions when he refused to dance with her: *"She is tolerable; but not handsome enough to tempt me"* (PP, p.9).

Unlike Charlotte Lucas, Elizabeth Bennet is not an old or subordinate girl who may accept someone's proposal easily. She is described as a young lady of high spirit and intelligence. Because of her charm, intelligence, and wit, Darcy begins to admire her in spite of her prejudice against him. Besides, it is her strong feminine character, sharp eyes and polite expression that captivate his attention. It seems that Austen advocates marriage of equal minds based on respect, mutual love and understanding. She thinks that true love is essential for marriage in order to last so long. It is well-known that Austen has read the works of William Shakespeare. Seemingly, she wants to apply the philosophy of Shakespeare in his sonnet 116: "Let me not to the marriage of true minds." In this sonnet, Shakespeare says that there is no barrier to the uniting of two minds in love. He stresses true and pure love in its ideal form which is constant, everlasting and unchanged by time and circumstance.

On the other hand, marriage is connected to inheritance law, which did not give women the right of inheritance in Austen's time. According to English institution, inheritance system stipulated that once a girl married, her property legally becomes her husband's. In fact, a marriage settlement was dealt with as a legal document. After marriage, the bride would have a certain fortune. In this situation, Mr. Collins intended to marry one of the Bennet's daughters in order to inherit their estate. When he was rejected by Jane, he shifted his attention to Elizabeth who she also rejected him.

In fact, if the husband was very wealthy, he would support her and secure her life. That is why Mrs. Bennet asked Mr. Bennet to visit Mr. Bingley who hired Netherfield and invited him for dinner. Mrs. Bennet thinks that he might admire one of their daughters. She says: *"My dear Mr. Bennet, said*

his lady to him one day, have you heard that Netherfield Park is let at last?' Mr. Bennet replied that he had not. ... What is his name? Bingley. Is he married or single? Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!" (PP, p.1).

Indeed, the Bennets girls had no brother to inherit the family estate. So, their only legal male heir is Mr. Collins who is Mr. Bennet's cousin. In this case, the Bennets family estate in Longbourn is entailed to him after their father's death. In this situation, Mr. Collins speaks to Miss. Bennet:

But the fact is, that being, as I am, to inherit this estate after the death of your honored father (who, however, may live many years longer,) I could not satisfy myself without resolving to chase a wife from among his daughters, that the loss to them might be as little as possible, when the melancholy event takes place—which, however, as I have already said, may not be for several years (PP, p.104).

According to the British system of inheritance during the eighteenth century, women had no rights that could be given after their father's death. This is probably because of the legal heir who organizes the family wealth which will be passed to sons or brothers. In the case of Mr. Bennet, he has no son or brother who can take his property after his death. He only has five daughters who will marry and, therefore, his estate will be legally transferred to their husbands. Mr. Collins, who is a foolish clergyman, will inherit the Bennet's property for entail. That is why he arrives at Longbourn and proposes to Jane and Elizabeth respectively, but they reject him with their father's approval.

On the other hand, in the case of elopement, if a girl eloped and got married without a marriage settlement, any money that had been legally hers at the time of the marriage became the property of her husband without any conditions on how he used it. A question arises: what might happen if the man runs away the next day?! The answer is simply that he leaves the girl penniless. In *Pride and Prejudice*, Austen reflects the issue of elopement.

George Wickham once eloped with Georgiana Darcy, but she was saved by Mr. Darcy. Similarly, George Wickham eloped with Lydia Bennet who was also saved by Mr. Darcy.

Morally speaking, elopement, as a critical issue is not only a moral lapse, but also a social scandal. According to social and moral code of conduct in that time, a man who eloped with a girl was not a gentleman. Because by eloping with her, he would socially ruin her reputation and financially exploit her money. Austen presents this issue to discuss its bad consequences. She introduces the character of George Wickham as an example of the mercenary and greedy man who is interested only in single girls with money.

During the Regency period, the social classes were largely divided by wealth, land, and royalty. A social class usually refers to a hierarchy in a society where people are grouped on the basis of their wealth and social status. Jane Austen's *Pride and Prejudice* is acknowledged for its keen commentary on these aspects of the society. The influence of social class and the greed to climb up the social hierarchy is largely reflected in Austen's novels.

In her works, Austen always focuses on the preoccupations of the middle class and the upper class. This focus, however, is certainly to reflect the true suffering of the middle-class women. In fact, there were several differentiations in Regency England such as money and low standards. They acquired wealth through property, marriage, and inheritance.

Class struggle is an important issue which is revealed by Jane Austen. A social class refers to the position a person gains in relation to others in the society. It is well-known fact that a middle-class lady cannot marry to a higher-class member. This class discrimination is the centre of the conversation between Lady Catherine de Bourgh and Elizabeth Bennet. Lady Catherine advises her to change her mind. She wants to convince her that she does not suit her nephew who is a high-class rich gentleman. She says: *"Let me be rightly understood. This match, to which you have the*

presumption to aspire, can never take place. No, never. Mr. Darcy is engaged to my daughter. Now what have you to say?" (PP, p.343).

As a result, Austen satirizes Lady Catherine who used to degrade people of a modest class. She likes people who only obey her orders and praises her kindness and generosity. When Elizabeth objects to marry Darcy because she fears that it would indirectly affect her own social connection, Elizabeth in return, replies that she would marry whomever she wishes for her own happiness. She states: *"In marrying your nephew, I should not consider myself as quitting that sphere. He is a gentleman; I am a gentleman's daughter; so far we are equal. True. You are a gentleman's daughter. But who was your mother? Who are your uncles and aunts? Do not image me ignorant of their condition"* (PP, p. 344).

In this humiliating situation, Elizabeth immediately reflects her sense of social dignity of her family. *"Whatever my connections may be, said Elizabeth, if your nephew does not object to them, they can be nothing to you"* (PP, p. 344). Elizabeth tells Lady Catherine that she does not care about her marriage conditions. She states that she does not have to take anyone else's feelings into account when making personal decisions. This simple statement is actually quite radical. Since Lady Catherine is Elizabeth's social superior, it would have been considered shocking for Elizabeth to openly state that she does not respect her opinion. The above quotation, however, reveals Elizabeth's commitment to do what she believes is right.

To some extent, *Pride and Prejudice* shows that class is determined by a character's social status, but it doesn't signify anything about their behavior. For example, Lady Catherine behaved arrogantly when she met Elizabeth at her house. However, the marriage that took place between Elizabeth and Darcy seems to break down this patriarchal belief revealing that even though class restrictions are rigid, it does not consider one's class. In other words, love is blind and it has the power to overcome all material obstacles of class or money. Hence, respect and true love have no far limits or social classes.

By the course of time, Austen makes it clear that the closeness between Mr. Bingley and Jane, Mr. Darcy and Elizabeth, is an attempt to fill the gap

between social classes in the English society. In other words, as a female writer, she hardly strives against class distinction. She deliberately brings the theme of love and marriage to set a strong ground of equality. In both marriages: Bingley-Jane; and Darcy-Elizabeth, Austen proves her triumph over class distinction.

Patriarchy is another issue depicted in *Pride and Prejudice*. In the eighteenth-century, English women were oppressed due to the prevailing patriarchal ideology that regarded them as an inferior sex to men. In fact, equality and right for women had been the subject of several debates and seminars among women for decades. Women were excluded from power for a long time. Therefore, women's public voices were suppressed by patriarchal society.

Hence, patriarchy is an important issue and one of the key terms of feminist literary criticism. Feminists consider it as a social system which gives men the principal authority in the household. Historically speaking, patriarchy dominates political, social, economic and legal organization in different cultures and societies. For many decades, it referred to male dominance and female subordination.

Accordingly, Austen's *Pride and Prejudice* sheds much light on this issue through the male characters. For example, Mr. Bennet has the upper hand over his household though he is sometimes careless and helpless. Nevertheless, he gives orders and decides what is good for the family. He is the man of his family, the father of his five daughters (Jane, Elizabeth, Mary, Kitty and Lydia) and Mrs. Bennet's husband. His character is described as witty, funny, and serious. Though he is an unhappy man in his marriage because of his foolish and vulgar wife, he has much hope of finding happiness for his marriageable daughters. When he heard that Netherfield Park had been rented at last by Mr. Bingley, his wife suggested a visit to him but he reacted passively.

As a patriarch of his family, Mr. Bennet has to take decision towards what he sees right or wrong. Mrs. Bennet's frequent speech to get her daughters married makes him behave carelessly and passively. It seems that his dry

wit and sarcasm in the face of his wife's hysteria make him a sympathetic figure for the readers, but he usually proves his power over her foolishness and vulgarity. It could be noted that in her novel, Austen describes her heroine making her description meets the roles assigned for her to play in *Pride and Prejudice*. For instance, Elizabeth Bennet is the most intelligent and quick-witted lady. Her admirable qualities are numerous—she is lovely, clever, and feminist liberal. In the novel, she is defined by her high voice and soft dialogue. She converses with anyone brilliantly. In addition, her honesty, virtue, and lively wit enable her to rise above the nonsense and bad behavior. Though she is not very beautiful as her elder sister, Jane, she is clever, witty, and bold, a trait which makes her speak exactly what is on her mind. She is further brave, energetic and full of enthusiasm.

In other words, Elizabeth is found to be clever enough and aware of Mr. Collins relationship with her family. As a cousin of her father, one sees it reasonable to marry him because Mr. Collins is to inherit Mr. Bennet's estate and this would also secure a home for her sisters. But Elizabeth realizes the bad consequences of marrying him. If she accepted Mr. Collins proposal, she would be happy socially and financially, but not rationally. She does not care about money or social stability as there is no affectionate love for Mr. Collins. Austen knows well of the importance of love between couple. Once she was engaged with two young wealthy men, but she did not accept the traditional way of marriage. She did not accept their proposals for money or social status. That is why she did not marry in her life. She creates the independent character of Elizabeth who freely expresses her choice in choosing a good match. This is a good reason to refuse Mr. Collins's proposal.

On the other hand, Elizabeth refuses Mr. Darcy's first proposal. Fitzwilliam Darcy, the son of a wealthy family and the master of the great estate of Pemberley, is regarded as Elizabeth's male counterpart. By the course of events, the reader realizes that Darcy is her ideal match. Like Elizabeth, Darcy has a sharp view to judge others hastily and harshly. His high birth and wealthy family make him overtly proud of his social status. He proposes to Elizabeth by saying: "*In vain have I struggled. It will not do. My feelings*

will not be repressed. You must allow me to tell you how ardently I admire and love you.' Elizabeth's astonishment was beyond expression" (PP, p. 183).

In fact, Darcy's proposal of marriage to Elizabeth demonstrates how his feelings toward her transformed since his earlier refusal to dance with her at the ball. Instead, he dances with Bingley's sister so as to tease her. Likewise, Elizabeth has a negative reaction because she thinks of Darcy's arrogance when he refuses to dance with her at Mr. Lucas's house. In addition, Darcy's attempts to interfere in Bingley and Jane's courtship, as well as his mistreatment with Wickham constitute significant indicators of his arrogant behaviour. This conflict, however, increases Elizabeth's prejudice against him. At this moment, she is convinced that Darcy is really aloof and superior in his behavior toward other people of low status. Apparently, her judgment of Darcy probably stems from her initial prejudice against his snobbishness and his pride about his high social status. Elizabeth's reply, in turn, is clear enough to reject him:

From the very beginning— from the first moment, I may almost say— of my acquaintance with you, your manners, impressing me with the fullest belief of your arrogance, your conceit, and your selfish disdain of the feelings of others, were such as to form the groundwork of disapprobation on which succeeding events have built so immovable a dislike; and I had not known you a month before I felt that you were the last man in the world whom I could ever be prevailed on to marry (PP, p.187).

Elizabeth directs these sharp words to Mr. Darcy after he proposes to her. As he considers Elizabeth's lower financial status, it is quite fair for her to refuse Mr. Darcy's offer. It's also fair to say that Bennet's critique against Mr. Darcy's character forces him to seriously examine his prideful manners. She concludes that his pride makes him selfish and dishonest. In this situation, Elizabeth's refusal of Mr. Darcy's marriage proposal is often read by many critics as a feminist triumph. This behavior, however, really

explains her strong feminist character. She has the ability to judge people fast and properly. She studies Darcy's behavior well. She wonders why he treats Wickham unfairly. In addition, Elizabeth's anger, however, increased strongly when she heard the story from Fitzwilliam stating that Mr. Darcy intentionally tried to break up the relationship between Jane and Mr. Bingley.

Again, Darcy proposes to her, but this time he tries to apologize politely and justifies his reactions. He states: *"If you will thank me," he replied, "let it be for yourself alone. That the wish of giving happiness to you might add force to the other inducements which led me on, I shall not attempt to deny. But your family owe me nothing. Much as I respect them, I believe I thought only of you"* (PP, p.354).

In fact, both proposals are completely different: the first proposal occurred in the Hunsford Parsonage while he was visiting his aunt at Rosings Park, but the second one occurred on a lane near Longbourn as he was walking with Elizabeth. It seems that the place and time play an important role in the progress of their tense relationship. The first one is triggered by sharp hostility from both sides, whereas the second one is crafted with much more sincerity and confession. He declares his true feelings by saying " *...My affections and wishes are unchanged; but one word from you will silence me on this subject forever*" (PP, p.354).

Obviously, Darcy extremely realized his over pride and evil actions against Elizabeth's family. Additionally, Elizabeth's rejection of his first proposal forced him to recognize the truth that she was proud of her identity, dignity and family status. She proved herself as an equal partner. On the other hand, when he proposed for the second time, Darcy really revealed his true character: *"You are too generous to trifle with me. If your feelings are still what they were last April, tell me so at once"* (PP, p.354).

Indeed, the conflict which rises between them when he later proposes, begins to fall down. When he first proposes to her, for instance, he does not know her charms, dignity, and accomplishment. Towards the end of the novel, Austen brings the two characters closer to each other so as to clear

the ice between them and bridge the gap in her society. The ladder of the social class should change and people should be equally treated. In the case of Darcy, he clearly sacrifices his social status to marry Elizabeth. On the other hand, Elizabeth proves her liberal feminist character to marry whom she deserves, breaking her society norms or family dictations.

Education is another feminist issue which has been reflected in *Pride and Prejudice*. Austen is quite aware of the importance of education for women. Historically speaking, in the eighteenth century, female education was a contested issue. According to Gregory and Jones (1990), only a few numbers of the young bourgeois women received some type of formal education (p. 98). Seemingly, this prohibition of education comes from claiming that women were in possession of a weaker mind than men, which made them rather unfit to learn. Based on the society's culture, women view that they have only a minor role in the house. That is, they need to manage their families and unconditionally obey their husband. This expression means that female education was mainly formed at home.

On the other hand, the education of genteel women comprised a wide range of "accomplishments," such art, music, dancing, religion, household management, languages, history, and literature. In most households, the education of daughters was mainly granted to their mothers and governesses, though some went to private schools to learn certain subjects and accomplishments. According to Miss Bingley, a truly accomplished woman "*must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages.*" *She should also possess "a certain something in her air and manner of walking, the tone of her voice, her address and expressions, or the word will be but half-deserved"* (PP, p. 36).

One must keep in mind that educational practices are determined by family, rank, and income. While some families placed value on book learning for their daughters, most families put greater emphasis on the ornamental accomplishments. In *Pride and Prejudice*, for example, the Bingley sisters were educated well in one of the first private schools in town, where they most likely focused on ornamental accomplishments. Similarly, Mr.

Darcy's sister, Georgiana, was highly educated and had a governess who is called Mrs. Younge.

In contrast, Bennets daughters seem rather deficient in their education. In this context, Lady Catherine asks Elizabeth if she plays the piano or sings:

Do you play and sing, Miss Bennet? A little. Oh! then – sometime or other we shall be happy to hear you. Our instrument is a capital one, probably superior to – You shall try it someday. –Do your sisters play and sing? One of them does. Why did not you learn? – You ought all to have learned" (PP, p.159).

Lady Catherine intentionally humiliates Elizabeth's family as she goes further and asks: *"Your mother should have taken you to town every spring for the benefit of masters"*. (PP, p. 160). Elizabeth innocently answers: *"My mother would have had no objection, but my father hates London."* Then she boastfully asks: *"Has your governess left you? We never had any governess. No governess! How is that possible? Five daughters brought up at home without a governess! –I never heard of such a thing. Your mother must have been quite a slave to your education"* (PP, p. 160).

In fact, Elizabeth's conversation with Lady Catherine provides this account of female education in the Bennet's home. Elizabeth states: *"Compared with some families, I believe we were; but such of us as wished to learn never wanted the means. We were always encouraged to read, and had all the masters that were necessary. Those who chose to be idle, certainly might"* (PP, p.160).

For Mr. Darcy, education does not mean only to have a thorough knowledge of music, singing, drawing, dancing, playing the piano, and speaking modern languages, but also accomplished woman must *"improve her mind by extensive reading"* (PP, p.36).

As far as education is concerned, Jane Austen and Cassandra had no chance to study further. So, they depended largely on their father and brothers

support. In addition, the cultured atmosphere of their home as well as the social and literary contact with relatives helped them to learn many things in their lives. Hence, reading occupied much time of Austen. Reading was not only for herself, but also for family entertainment. In Austen's biography, we are told that her father had a library in his home where his daughters could read many books as a self-study, because their father couldn't afford the school's tuitions. Moreover, Jane Austen could sing, dance and play the piano. Furthermore, she had knowledge of little French and Italy as well.

Though the family was rather poor, her parents highly valued education and religious principles. She broadened her mind and prepared herself to be a writer by reading lots of works of William Shakespeare, John Milton, Henry Fielding, Samuel Johnson, Samuel Richardson and others. In *Pride and Prejudice*, this is clearly reflected through the character of Elizabeth who represents the author herself.

Due to financial considerations, the chief goal in a woman's life at that time was to find a husband who could provide her with a home. The main concern for women, as assigned by the norms of the society, was how to be an object of male desire (Gregory & Jones, 1990, p.14). To achieve this objective, it eventually became customary for most young women to receive some sort of education (p.99). As noted before, even Austen herself had no official education because of financial reasons. That is why she stresses the importance of education.

According to Austen's view, she sees it as an urgent necessity, especially for females to learn and educate themselves. It is considered as a feminist right for women to build an integrated family based on rights and duties. However, learning was very restricted only to upper class while poor young women were only taught what was regarded as attractive female talents. In practice, this means training in various ornamental accomplishments. These accomplishments include reading, dancing, music, drawing and French (Chapone, 2018).

In this regard, Lady Catherine shows herself as an example of highly educated lady who represents the aristocratic family. She thinks that Elizabeth's qualifications are imperfect because of her insufficient education. As a result, Elizabeth gets annoyed by Lady Catherine's humiliating questions. But she quietly retains and informs her that she and her sisters received a liberal education, which encouraged them to acquire the knowledge they desired from reading books. Apparently, Elizabeth wants to show Lady Catherine that moral values do not come primitively when a man is born to a higher status. Instead, they can be noticed through people's behavior. This debate, however, puts Elizabeth in a winning situation. This argument really makes Elizabeth's character as a perfect lady. She does not give Lady Catherine a chance to further despise her family's status.

In short, this comprehensive analysis of the heroine in *Pride and Prejudice* proves Elizabeth as a strong female voice. For example, Elizabeth's wit and her unconventional and liberal talks indicate that she represents the female identity in all situations. Elizabeth's views on marriage, on society, and her own position in society reflect her independent spirit and her critical intelligence. She is given all feminine merits to express the female voice in the novel.

Conclusion

In conclusion, Jane Austen has proved herself as a great feminist writer. Like other novelists, Austen has written her novel to express her views and reflect what she really experienced as social norms or traditions. In her novel "*Pride and Prejudice*", Austen really reflects her own time as she deeply dives into the depth of the English society to reveal critical feminist issues. She discusses social and economic issues such as marriage, social equality, legacy, class distinction, education, personal freedom and the dominance of masculinity over femininity. These critical issues have been analysed from the feministic point of view.

Women in the 18th century did not have such choices when it came to their rights. They could either get married, become house maid or governess if

they were educated enough. Their life was shaped mostly by their families to seek a husband who would support them. In Austen's time, women were regarded as emotional, weak, nurturing, and submissive. As a social and human activist, Austen adopts a strong female voice to boldly express her feminine needs and rights. She depicts her heroine Elizabeth as a strong liberal feminist who freely expresses her own views, feelings, and decisions. This female voice really represents all women of Austen's society.







The examination of Elizabeth's independence, to certain extent, reflects Austen's feminist identity as a prominent writer. Her feminist beliefs through the character of Elizabeth, represents the female voice in the English society. Therefore, Austen can be regarded as a remarkable woman in the domain of critical literary criticism. Her contribution to the literature is partly to a special writing style and partly establishes a new status for women. She uses her special perspective of female voice to show that women are independent, strong and liberal in her society.

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Translation as Method: From English Math to Cebuano-Visayan Math

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Abstract

Translation as method in teaching and in developing the cognitive skills of students in bilingual or multilingual environment has proven to be one of more effective ways of motivating students into having a fuller grasp of concepts behind terms Basols (2019). Narrative to this teaching method demonstrates the urgency of employing this strategy in Philippine State College of Aeronautics Mactan Campus in order to determine if translation does have a positive effect to student mathematical comprehension skills. This research found out that translation is a good tool in mathematics learning course as it aimed to enhance student's mathematical comprehension skills. Translating Mathematics terminologies from English to Cebuano Visayan is much useful as perceived by the 150 respondents. The dictionary on translation from English Math to Cebuano Visayan was

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presented as final output of this research. This dictionary will serve as reference by the technical students and teachers handling mathematics subjects.

Keywords: Cebuano-Visayan math, English math, Method, Translation

Introduction

Multilingual environment has been proven to be one of more effective ways of motivating students into having a fuller grasp of concepts behind terms Basols (2019). In countries where there is fundamental recognition of the needs of the student to understand basic concepts in their own language, the proficiency of students in many critical academic skills areas particularly in math and sciences, as shown by the Trends in International Mathematics and Science Study (TIMSS) of various schools, the need to look at the translation as species of teaching method and strategy cannot be underestimated (Education Counts, 2022).

Using translation is surely a natural and obvious means of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. In any case, teachers cannot stop students translating – it is such a fundamental basis for language learning (Oxford University Press ELT, 2011).

Translation is also useful skill in itself, and not just for professional translators and interpreters. In multilingual societies and a globalized world, translation is all around us as an authentic act of communication: from families, schools, hospitals, courts, and clinics to business meetings and the United Nations (Oxford University Press ELT, 2011).

This allows learners to relate new knowledge to existing ones, promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language. Many people also find the tackling of translation problems intellectually stimulating and aesthetically satisfying. In addition, it helps create and maintain good

relations between teacher and student, facilitates classroom management and control, and allows students to maintain their own sense of first language identity, while also building a new bilingual identity. It does not seem to impede efficient language use; many students who began their studies through translation go on to become fluent and accurate users of the new language (Oxford University Press ELT, 2011).

In the case of a school which regards mathematics as a hand maiden to the other and succeeding professional courses, the need to translate is condition sine quo non to the equipping of the students of the knowledge and skills they used to develop professionally. In various accounts of Tirol and by the University of the Philippines Integrated School, such deliberate act of looking at translation as method has demonstrated the sharpening of the skills of students and their coming into a fuller understanding of abstracts concepts. The educational rule restates the obvious here: one learns from the familiar to the unfamiliar, from the known to unknown, the learning process is more productive in this way.

This study will give clarification on some mathematical terminologies and erase the barrier in understanding the terms as they are in the classroom instructions. This is an instrument for easy understanding on the mathematics lessons that serves as guide in the development of the word as they are translated from English math terminology to Cebuano Visayan Math, as commonly used by the professionals.

This work provides a narrative to this teaching as method and strategy and demonstrates the urgency as well of employing this strategy in Philippine State College of Aeronautics Mactan Campus. By documenting the processes used, the research exemplifies how translation has been made bear in the learning process of technical students in this school.

Significance of the Research

The significance of translating some of the mathematical terms is to ensure that learners have reference material which can be used to grasp

mathematical concepts and from which to source these mathematical terms. Grasping mathematical concepts and sourcing mathematics terminology is made easier through translation because the terms will now be translated in a language which is familiar to the student.

Research Objective

This research aimed to determine if translation does increase student's mathematical comprehension skills through the following specific research questions:

1. What is the level of Usefulness of Translating Mathematical Terminologies from English to Cebuano Visayan?
2. What are the problems encountered in the translation of English mathematical terminologies to Cebuano Visayan Mathematical Terminologies?
3. What is the extent of the Use of the Mathematical Terminologies in English and Cebuano?

Methodology

1. Subjects and setting

Participants of the study were the students and faculty handling mathematics subjects. The students were taking up Associate and Bachelor of Science in Aircraft Maintenance Technology. They were selected because they were the students of the researcher, and they can attest on how translation from English math to Cebuano Visayan math helps them in understanding the subject matter. There were five (5) faculty and 145 students from the Institute of Engineering and Technology were the participants of this study.

The study was conducted at the Philippine State College of Aeronautics Mactan Campus, Brigadier General Benito N Ebuena Air Base, Lapu-Lapu City where the researchers are employed.

2. Instrumentation and data collection procedure

The main tool use in this study was a questionnaire with 100 English mathematical terminologies with its translation from English math to Cebuano Visayan Math. The extent of the use of the math terminologies in English and Cebuano on the subject and the problems encountered of the participants on the translation were being asked.

After formal approval of the conduct of the research, administration of the questionnaires was done personally during their College Algebra classes. Clear instructions were given to the students on how to answer the questionnaire. 100 percent retrieval of the administered questionnaires was attained.

3. Data Analysis

The responses of the participants computed according to percentage and analyzed in terms of how often and how useful the translated English mathematical terms to Cebuano Visayan. The level of usefulness of translating mathematical terminologies from English math to Cebuano Visayan math were averaged from the mean of every statement with the range from 1.0-1.80 (Not Useful), 1.81-2.60 (Less Useful), 2.61-3.40 (Moderately Useful), 3.41-4.20 (Much Useful), and 4.21-5.0 (Very Much Useful). The problems encountered which shows the reactions of the participants on the translations were averaged from the mean of every statement with the range from 1.0-1.80 (Not Encountered), 1.81-2.60 (Less Encountered), 2.61-3.40 (Encountered), 3.41-4.20 (Much Encountered), and 4.21-5.0 (Very Much Encountered).

After getting the percentage, the words were ranked on how often the translated terms were used, analyzed and interpreted. The mean value on the problems encountered were ranked and interpreted.

Results and Discussions

The extent of the use of the mathematical terminologies in English and Cebuano is shown in Table 1. There are forty-six (46) mathematical terms or 46% which is in the very much used by the majority of the participants. They are: Addition, Algebra, Axiom, Binomial, Complex Fraction, Common Factor, Constant, Counting Numbers, Cube Root, Division, Exponent, Factorial, Factoring, Foil Method, Imaginary Number, Integer, Irrational Number, Least Common Denominator, Like Terms, Literal Coefficient, Lowest Term, Monomial, Multiplication, Numbers, Numerical Coefficient, Power, Prime, Perfect Square, Polynomial, Rational Number, Radical, Radicand, Real Numbers, Reciprocal, Root, Subtraction, Simplify, Term, Trinomial, Variables, Whole Numbers.

There are thirty-eight (38) terms or 38% are in the much-used term. They are: Abscissa, Absolute Value, Algebraic, Axis, Base, Binomial Expansion, Binomial Formula, Cartesian Plane, Cartesian, Coordinate, Coefficient, Conjugate, Discriminant, Determinant, Degree of Polynomial, Domain, Equation, Extraneous Root, Factor Theorem, Gauss-Jordan Elimination, Greatest Common Factor, Infinite Set, Integral, Index, Leading Coefficient, Least Common Multiple, Origin, Pascal Triangle, Quadrant, Quadratic, Rationalizing the Denominator, Repeating Decimal, Sequence, Series, Set, Synthetic Division, Terminating Decimals, Venn Diagram.

There are sixteen (16) terms or 16% which are in the moderately used term. They are Algorithm, Arbitrary Point, Consistent System of Equation, Cramer's Rule, Dependent System of Equation, Function, Inequality, Inconsistent System of Equation, Matrix, Ordinate, Parabola, Relation, Range, Scientific Notation, Subset, and Symmetry.

Data reveals that there are forty-six (46) mathematical terminologies in English-Cebuano terms are very much used in the class, thirty-eight (38) terms are much used and sixteen (16) terms are in the moderately used term. This means that there are more mathematical terminologies that are very much used by the teachers and students in a mathematics class.

Table 1*Extent of the Use of the Mathematical Terminologies in English and Cebuano*

English Mathematical Terms	Frequency	Percentage
1. Addition, Algebra, Asymptote, Axiom, Binomial, Complex Fraction, Common Factor, Compute, Constant, Counting Numbers, Cube Root, Division, Exponent, Factorial, Factoring, Finite Set, Foil Method, Imaginary Number, Integer, Irrational Number, Least Common Denominator, Like Terms, Literal Coefficient, Lowest Term, Monomial, Multiplication, Numbers, Numerical Coefficient, Power, Prime, Perfect Square, Polynomial, Rational Number, Radical, Radicand, Real Numbers, Reciprocal, Root, Subtraction, Simplify, Term, Trinomial, Variables, Whole Numbers.	46	46%
2. Abscissa, Absolute Value, Algebraic, Axis, Base, Binomial Theorem, Binomial Formula, Cartesian Plane, Cartesian Coordinate, Coefficient, Conjugate, Discriminant, Determinant, Degree of Polynomial, Domain, Equation, Extraneous Root, Factor Theorem, Gauss- Jordan Elimination, Greatest Common Factor, Infinite Set, Integral, Index, Leading Coefficient, Least Common Multiple, Origin, Pascal Triangle, Quadrant, Quadratic, Rationalizing the Denominator, Repeating Decimal, Sequence, Series, Set, Synthetic Division, Terminating Decimals, Venn Diagram.	38	38%

Table 1 (Continued)

English Mathematical Terms	Frequency	Percentage
3. Algorithm, Arbitrary Point, Consistent System of Equation, Cramer's Rule, Dependent System of Equation, Function, Inequality, Inconsistent System of Equation, Matrix, Ordinate, Parabola, Relation, Range, Scientific Notation, Subset, Symmetry.	16	16%

Level of Usefulness of Translating Mathematical Terminologies from English to Cebuano Visayan

The level of usefulness of translating mathematical terminologies from English to Cebuano Visayan is shown in Table 2.

In the very much useful category are the “topic is more understandable when it is translated” with a weighted mean of 4.5 and “It increases ones’ awareness on topics that needs in-depth explanation” with a weighted mean of 4.21.

In the much useful category are: “It provides a wide range of knowledge to both the students and instructors” with a weighted mean of 4.18, “It helps to motivate student to study harder” with a weighted mean of 3.88, “It increases the percentage of the result during examinations” with a weighted mean of 3.45, “It helps the students to use new knowledge” with a weighted mean of 3.75, “It helps to understand unfamiliar terminologies” with a weighted mean of 4.0, and It provides new knowledge” with a weighted mean of 3.96.

In the useful descriptive category is the increase of students’ willingness to learn math with a weighted mean of 3.0 and the usefulness to aid students’ learning with a weighted mean of 3.40.

The total mean average is 3.96 which are in the much useful category. Data reveals that the terms are very much useful when they are translated, they are more understandable and increases awareness on the topics that needs in-depth explanation. The terms are much useful as they provide a wide range of knowledge to both the students and instructors. The Cebuano terms helps to motivate students to study harder, use new knowledge, increases the percentage of the result during examinations, helps to understand unfamiliar terminologies, and provides new knowledge.

Table 2

Level of Usefulness of Translating Mathematical Terminologies From English to Cebuano Visayan

Indicators	Weighted Mean	Descriptive Category
1. The topic is more understandable when it is translated.	4.5	Very Much Useful
2. It provides a wide range of knowledge to both the students and instructors.	4.18	Much Useful
3. It increases ones' awareness on topics that needs in-depth explanation.	4.21	Very Much Useful
4. It increases students' willingness to learn math.	3.0	Useful
5. It helps to motivate student to study harder.	3.88	Much Useful
6. It increases the percentage of the result during examinations.	3.45	Much Useful
7. It is useful to aid students' learning.	3.40	Useful

Table 2 (Continued)

Indicators	Weighted Mean	Descriptive Category
8. It helps the students to use new knowledge.	3.75	Much Useful
9. It helps to understand unfamiliar terminologies.	4.0	Much Useful
10. It provides new knowledge.	3.96	Much Useful
TOTAL	3.96	Much Useful

The problems encountered in the translation of English mathematical terminologies to Cebuano Visayan Mathematical Terminologies

Table 3 shows the problems encountered in the translation of Mathematical Terminologies from English Math to Cebuano-Visayan Math with its weighted mean and descriptive category.

The problems that are much encountered are the words that has no translation from English Math to Cebuano Visayan Math which has a weighted mean average of 4.0 which ranked first, it reduces opportunity to the students/instructors to practice English which has a weighted mean of 3.88 which ranked second and students/instructors lose confidence in their ability to communicate in English which has a weighted mean of 3.51 which ranked third. The English words that have no translation to Filipino and Cebuano posed much difficulty to the students which needed to be addressed to. The problems that there is a problem in understanding term translated in Cebuano which has a weighted mean of 2.80 which ranked fourth and lessen students' ability to comprehend terms which has a weighted mean of 2.7 which ranked fifth. A problem that was less encountered was the topic is

more complicated when it is translated which has a weighted mean of 2.45 which ranked last.

This reveals there is a need to do some strategies to eradicate or lessen the problems encountered by the students at Philippine State College of Aeronautics in understanding mathematical terminologies.

Table 3

The Problems Encountered in Translating Mathematical Terminologies from English Math to Cebuano-Visayan Math

Problems Encountered	Weighted Mean	Descriptive Category	Rank
1. The topic is more complicated when it is translated.	2.45	Less Encountered	5
2. There are words that have no translation from English Math to Cebuano Visayan Math.	4.0	Much Encountered	1
3. It reduces opportunity to the students/instructors to practice English.	3.88	Much Encountered	2
4. Students/Instructors lose confidence in their ability to communicate in English.	3.51	Much Encountered	3
5. There is a problem in understanding term translated in Cebuano.	2.80	Encountered	4
6. Lessen students' ability to comprehend terms.	2.7	Encountered	6
TOTAL	3.22	Much Encountered	

Conclusions

It is hereby concluded that: among the one hundred translated mathematical terms:

1. Among the one hundred translated mathematical terms there are forty-six (46) mathematical terminologies in English-Cebuano terms which were very much used in the class, thirty-eight (38) terms are much used, and sixteen (16) terms are in the moderately used term. This means that there are more mathematical terminologies that are very much used by the teachers and students in a mathematics class.

2. Data reveals that the terms are very much useful when they are translated, they are more understandable and increases awareness on the topics that needs in-depth explanation. The terms are much useful as they provide a wide range of knowledge to both the students and instructors. The Cebuano terms helps to motivate students to study harder, use new knowledge, increases the percentage of the result during examinations, helps to understand unfamiliar terminologies, and provides new knowledge.

3. Much encountered problems are the words that have no translation to Cebuano Visayan Math, students/instructors lose confidence in their ability to communicate in English and difficulty in understanding terms. Less encountered problem is the topic of perception that the terms are more complicated when it is translated.

4. The respondents found positive reaction to the list of translated terminologies. This will contribute to the development of the mother-tongue and National Language in the K+12 Curricular Enhancement Framework.

Recommendations

Based on the results and discussions the following recommendations are herein given:

1. Submit the output of the research to the Research Office at the main campus for comments and suggestions and approval of the Academic Council, College President, and Board of Trustees for use of said dictionary.
2. Pursue with the application of the copyright and ISBN number for the said English-Cebuano Visayan Math.
3. Publish the research to the journals and magazines.
4. All teachers handling mathematics subjects will be called for a conference with the agenda of discussing the introduction of the translation of English Math to Cebuano Visayan Math. They will be oriented of the use of Cebuano Math in their subject for clarification on English terms not understood by the students.
5. The use of the English – Cebuano Mathematics Dictionary will be reproduced and made available to the instructors and students. It will be reproduced and put in the Production Department with the Income Generating Department for sale to the students and anybody who would buy.
6. Conduct further research on the topic to enrich the Dictionary of English Math to Cebuano Visayan Math.

Table 4*A Dictionary of Mathematical Terminologies with Translation from English Math to Cebuano Visayan Math*

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
1.	Abscissa/Absisa	the horizontal coordinate of a point in a plane coordinate system obtained by measuring parallel to the x-axis	ang pinahigdang abtanang a hawanang abot linya ng sistema ng makuha pinaagi sa pagsuko sa magkaparehang han-ay ngadto sa ihi sa x
2.	Absolute Value/Absolutong Kantidad	a nonnegative number equal in numerical value of the given real numbers	ang dili negatibong numero ktumbas sa dekanatidad nga numero sa gihatag nga (tinuod) na numero
3.	Addition/Dugangan	the arithmetic operation of summing; calculating the sum of two or more numbers	ang pagsumada sa pagkuwenta sa duha o abaw pa ng mga numero
4.	Algebra/Alyebra	the mathematics of generalized arithmetical operations	ang matematika sa kabug-osang aritmetikong mga pamaagi

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
5.	Algebraic/Alyebrek	relating to, involving a finite number of repetitions of addition, subtraction, multiplication, division, extracting roots, and raising to powers	pagbahin-bahin, pagkuha sa linuganang ugat o pagpataas sa iyang gahom sa mamugnang kaugalingong numero
6.	Algorithm/Algoritmo	a procedure for solving mathematical problems	ang pamaagi sa pagsulbad sa problemang matematikal
7.	Arbitrary Point/ Puntong Arbitraryo	based on or determined by individual preference or convenience to serve its purpose rather than by its intrinsic nature	ang gi basihan sa gustong makab-ot nga kapilian kay sa iyang kinasulorang kinaiyahan
8.	Asymptote/Asemtote	A line or curve that the graph of a relation approaches more and more closely the further the graph is followed	Ang linya o kurba sag rap nga dunay kalabotan sa dugang pamaagi o mas duol nga pagsunod niini

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
9.	Axiom/Panultihon	maxim widely accepted on its intrinsic merit	panultihon sangkad nga gidawat sa iyang kinasulorang merito
10.	Axis/Ehe, Aksis	a straight line about which a body or geometric figure rotates or may be supposed to rotate	ang tul-id ng linya diin and mukuwentang mga pormang magpatuyok niini
11.	Base/Basi	a number that is raised to a power	ang numero nga mapalabaw pa sa iyang gahom sa iya mismong kantidad
12.	Binomial/Baynomiyal	a quantity expressed as a sum or difference of two terms; a polynomial with two terms	ang gidaghanong mapasundayag sa ingong sumada o kaha sa deperensiya sa duha ka hugpong o kaha

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
13.	Binomial Theorem/Teoremang Baynomiyal	a theorem giving the expansion of a binomial raised to a given power	us aka teoremang mohatag ug pagpalapad sa baynomiyal pinasaka sa gihatag nga gahom
14.	Cartesian Plane/Hawanang Cartesian	plane formed by a horizontal axis and a vertical axis, often labeled the x-axis and y-axis, respectively	ang hawanang naporma gikan sa pinahigdang ehe ug pinabarog nga ehe, nga kasagarang gi-anggaag ehe x ug ehe y
15.	Cartesian Coordinate/Sumpot Linyang Cartesian	either of two coordinates that locate a point on a plane and measure its distance from either of two- or straight-line axes along a line parallel to the other axes	bisan asa sa duhang abotanan nga mangita sap unto hawanan ug mosukod sa iyang gilay-on bisan sa asa sa duh aka tul-id nga linya sa ehe

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
15.	Cartesian Coordinate/Sumpot Linyang Cartesian	either of two coordinates that locate a point on a plane and measure its distance from either of two- or straight-line axes along a line parallel to the other axes	bisan asa sa duhang abotanan nga mangita sap unto hawanan ug mosukod sa iyang gilay-on bisan sa asa sa duh aka tul-id nga linya sa ehe
16.	Coefficient/Parehang Puslanon	a constant factor of term as distinguished from a variable	ang naandamang termino sa napaila gikan sa mga kapilian o baryabol
17.	Complex Fraction/Di-simpleng Tipik	a fraction which has a part of its numerator and/or denominator at least one other fraction	ang tipik nga adunay parti sa iyang nyumeritor o denomenyeter maski us aka laing tipik

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
18.	Common Factor/Komong Sab-oy	a factor that are common in a given terms	ang sab-oy nga maoy komon diha sa hinatag nga termino
19.	Compute/Pagkwenta	to figure out or evaluate	pagkwenta o pagsubay
20.	Conjugate/Pagkaluha	having features in common but opposite in signs	pagbaton ug pagkapareho apan magka-atbang nga mga senyas
21.	Constant/Pagpunay, Tapan	a number that has a fixed value and assumed not to change value in a given mathematical discussion	ang numerong dunay untop nga kantidad ug gidahom nga dili mausab ang kantidad sa hinatag nga matematikal nga diskusyon
22.	Consistent System of Equation/Kanunay nga Sistema sa Talaid	coherent lines intersecting at one point	nagsubay nga linya nga mag-
23.	Counting Numbers/Numerong Maihap	naturals numbers which start at 1,2,3 so on and so forth	natural nga mga numero nga kasagarang maihap magsugod sa usa, duha, tulo hangtod sa gusting numero

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
24.	Cramer's Rule/Balaod ni Cramer	a method for solving a linear system of equations using determinants. It may only be used when the system is square and the coefficient matrix is invertible	ang pamaagi sa pagsulbad sa tudling sistema sa talaid ginamit ang mga numerong nagatumong. Kini magamit lamang kon ang sistema maoy kuwadro ug parehang puslanon
25.	Cube Root/Kuwadradong Ugat	A number that must be multiplied times itself three times to equal a given number	ang numero nga kinahanglan mapilo sa iyang kantidad mismo tulo ka pilo nga moresulta sa hinatag nga numero
26.	Discriminant/Numerong Ginatumong	a mathematical expression that provides a criterion for the behavior of another expression or relation	ang matematikal nga padayag nga maghatag ug sumbanan alang sa kinaiya alang sa laing padayag o kalambigitan

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
27.	Determinant/Numerong Nagatumong	a square array of numbers bordered on the left and right by a vertical line and having a value equal to the algebraic sum of all possible products where the number of factors in each product is taken from a different row and column	pinabarog nga linya nga dunay parehang alyebrek nga sumada sa tanang posibleng produkto diin ang numerong sab-oy kada usa makuha gikan sa nagkadaiyang linya o poste
28.	Dependent System of Equation/Nagdependeng Sistema sa Talaid	two coherent equations whose graphical solution coincide	duha aka nagsubay nga talaid nga magtakdo ang iyang grapikal nga solusyon
29.	Degree of a Polynomial/Degradong Polinomyal	the sum of the exponents of the variable's factors in the term of highest degree in polynomial	ang sumada sa eksponente sa mga kapilian sab-oy diha sa termino sa pinakahabog grading polinomyal

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
30.	Division/Pagbahin-bahin	operation that tells us the number of groups that can be made out of a number of items or the number of items that should be there in a group	ang pamaagi nga nagsugid kanato sa gidaghanon sa grupo nga mahimo gikan sa gidaghanon nga kinahanglan maanaa sa grupo
31.	Domain/Dominyo	the set of an element solution on which a function is defined or limited	ang plastada sa us aka elementong sulosyon nga ang kapusbuhat ingong limitado
32.	Equation/Talaid	a mathematical sentence built from expressions using one or more equal signs	usa ka matematikal nga tudling pulong namugnot gikan sa gipadayag ginamit ang usa o duha ka senyas
33.	Exponent/Eksponente	a symbol written above and to the right of mathematical expression to indicate the operation of raising to a power	ang simbolo nasulat ibabaw sa bahin sa matematikal nga padayag nga magtumong sa pamaagi sa pagpataas sa iyang gahom

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
34.	Extraneous Root/Ugat nga Ekstenyos	a number obtained in solving an equation that is not a solution to the equation	ang numerong mabatonan sa pagsulbad sa talaid
35.	Factor Theorem/Teoremang Pagsab-oy	a theorem that establishes the connection between the zeros and factors of a polynomial	ang teorima naestablisar may kalabotan diha sa pagkanulo ug pagsab-oy sa polinomyal
36.	Factorial/Pagsab-oy	the product of a given integer and all smaller positive integers	ang kinadak-ang intedyer nga angay nga pagkabahin ngadto sa kada usa nga hinatag nga hugpong o plastada sa numero
37.	Factoring/Pagbungkas	operation of resolving a quantity into factors	pamaagi sa paghusay sa kantidad sa mga pagsab-oy
38.	Finite Set/May Kinutubang Hugpong	a set whose elements are completely determinable or countable	usa ka huspong elemento nga kompletong mayhap o matagna

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
39.	FOIL Method/Pa managing FOIL	a technique for distributing two binomials	usa ka pamaagi sa paghatag ug duha ka baynomiyal
40.	Function/Kapusbuhat	a mathematical correspondence that assigns exactly one element of another set	ang matematikal nga tubaganay nga eksaktong gidihogan sa usa ka element o laing hugpong
41.	Gauss-Jordan Elimination/Paghawan ni Gauss-Jordan	a method of solving a linear system of equations	ang metodo o pamaagi sa paghusay sa linyang sistema sa talaid
42.	Greatest Common Factor/Kinadak-ang Komong Sab-oy	the largest integer that divides evenly into each of a given set of numbers	ang kinadak-ang intedyer nga angay nga pagkabahin ngadto sa kada usa nga hinatag nga hugpong o plastada sa numero
43.	Inequality/Di pagkapatas	a mathematical sentence built from expressions using one or more of the symbols $<$, $>$, \leq and \geq	ang matematikal nga tudling pulong gihugna gikan sa gipadayag ginamit ang usa ug duha nga mga simbolo sama sa $<$, $>$, \leq and \geq

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
44.	Infinite Set/Way Kinutubang Hugpong	a set which is inconceivably extensive, extending beyond	usa ka plastada o hugpong kon diin dili madawat ang sobra ug makanunayon
45.	Imaginary Number/Gihunahunang Numero	the positive square root of minus one denoted by I or $+\sqrt{-1}$	ang positibong kuwadradong ugat kinuhaan ug usa gipasiugda pinaagi ug I or $+\sqrt{-1}$
46.	Integer/Intedyer	any of the natural numbers, its negatives and zero	bisan asa sa kinaiyanhong numero sa iyang negatibong pagkanulo niini
47.	Irrational Number/Dikatuohang Numero	nonrepeating and nonterminating number which cannot be expressed as a ratio such as $\sqrt{2}$	dili binalik ug dili talitapos nga numero kon diin dili mapadayag ingong kaamgiram sama sa $\sqrt{2}$

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
48.	Integral/Integral	being, containing, or relating to mathematical integers	pagkahimo, pagbaton o may kalambigitan sa matematikal nga mga intedyer
49.	Index/Indise	a number that indicates the value of the radicand or the n^{th} root of a number	ang numero nga nagtumong sa kantidad sa radikan o sa n^{th} ugat sa numero
50.	Inconsistent System of Equation/Di-Parehang Sistema sa Talaid	a system of equation whose graphical solutions does not intersect or has no common point. The lines are parallel to each other	dili-kanunay nga pareha sa talaid kinsang grapikal nga kasulbaran wala mag-abot o walay kumong punto. Ang mga linya nag-ambihias sa usag-usa

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
51.	Leading Coefficient/Nag-unang Parehang Puslanon	the coefficient of a polynomial's leading term	ang pakas, sa usa ka nag-unang termino sa polinomiya
52.	Least Common Denominator/Kinagamyang Komong Denominaytor	the smallest whole number that can be used as denominator for two or more fractions	ang pinakagamay nga tibuok numero nga mahimong gamiton ingong denominaytor alang sa duha o
53.	Least Common Multiple/Kinagamyang Komong Daghanon	the smallest positive integer into which two or more integers divide evenly	ang pinakagamay nga positibong intedyer ingong duha o daghang intedyer mabahin sa maayong pagkaangay
54.	Like Terms/Magkaparehang Termino	terms which have the same variables and corresponding powers and/or roots	mga terminong adunay parehang kapilian o baryabol ug sa kadaiyang gahom o ugat daghang tipik niini
55.	Literal Coefficient	any variable in an algebraic expression	bisan unsang baryabol sa usa ka alyebrek nga ekspresyon

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
56.	Lowest Term/ Pinakagamay nga termino or numero	the form of a fraction in which the numerator and denominator have no factor in common except 1	ang porma sa usa ka tipik diin ang nyumeritor ug denominaytor walay butang nga managsama gawas sa 1
57.	Logarithm/Logaritmo	the logarithm base b of a number x is the power to which b must be raised in order to equal x	ang logaritmong gigikanang b sa us aka numero x ang iyang gahom kon diin ang b kinahanglan maisaka aron mahimong kaamgid sa x
58.	Matrix/ Kuwentahonong plastada o banig	a rectangular (or square) array of numbers	ang pataas kuwadro sa naglinyang mga numero
59.	Monomial/Monomiyal	a polynomial with one term	ang polinomiya kauban sa us aka termino
60.	Multinomial/ Multinomiya	a polynomial with three or more terms	ang aritmitik nga pamaagi nga maoy katumbas sa pagbahin-bahin

Table 4 (continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
61.	Multiplication/Pagpilo-pilo/Pagdoble	an arithmetic operation that is the inverse of division	ang aritmetik nga pamaagi nga maoy katugbang sa pagbahin-bahin
62.	Number Line/Linyang De Numero	a line representing the set of all real numbers	: ang linya nga nagpasiugda sa hugpong sa tanang tataw nga numero
63.	Numerical Coefficient/Numerong Magkatugma	the constant multiplicative factors attached to the variables in an expression	ang pagpunay sa dinobleng pagsab-oy nga tapot sa baryabol sa us aka padayag
64.	Ordinate/Baruganos	the Cartesian coordinate obtained by measuring parallel to the y-axis	ang sumpayang punto nga Cartesian nabatongan pinaagi sa pagsukod sa nag-ambahas sa y nga aksis
65.	Origin/Sinugdanan	the intersection of coordinate axis	ang abotanan sa abot-punto sa aksis o ehe

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
66.	Parabola/Halitok	the sum of the exponents of the variable's factors in the term of highest degree in polynomial	ang sumada sa sabnumero sa mga kapiliang sab-oy sa terminong pinakataas ang punto-grado sa polinomiya
67.	Pascal Triangle/Tuloysuok ni Pascal	a pattern to get the numerical coefficient of a given binomial which is particularly found by adding the two numbers that are above and on either side of the element	a naandamang paagi aron sa pagkuha sa numerong parehang puslanon sa hinatag nga baynomiya nga kanunay makit-an pinaagi sa pagdugang ug dula ka mga numero nga taas bisan asa sa ilang kilid sa element
68.	Power/Gahom	the number of times as indicated by an exponent that a number occurs as a factor in product, or the product itself	ang gidaghanong gipilo nga giindikar sa usa ka eksponente nga ang numero o ang produkto mismo

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
69.	Prime/Primero, Panguna	having no polynomial factors other than itself and no monomial factors other than 1	wala nagbaton ug polinomiya nga pangsab-oy nga dili sa iyang kaugalingon ug walay monomiya nga pangsab-oy walay lain gawas sa 1
70.	Perfect Square/Eksaktong Kuwadro	a number made by squaring a whole number	ang numerong nahimo pinaagi sa pagkuwadro sa tibuok numero
71.	Polynomial/Polinomyal	the sum or difference of terms which have variables raised to positive integer powers and which have coefficients that maybe real or complex	ang sumada o kalainan sa termino nga adunay kadaiyang ipasaka sa positibong intedyer nga mahimong magkapareha
72.	Quadrant/Pagkaupat nga Bahin	any of the four parts into which a plane is divided by a rectangular coordinate axes lying in that place	bisan asa sa ika-upat nga bahin nga ang hawanan nabahin sa usa ka taas-kuwadro nga nadugtong nga akses diha sa iyang nahimutangan

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
73.	Quadratic/Pagkaupat-upat	involving terms of the second degree with parabolic graphical solutions	naglambigit sa terminong ikaduhang ang-ang diha sa pinalingin o halitok grapikal nga soluyon
74.	Rational/Katuohang Numero, Rasyonal	can be expressed as ratio	ang mahimong ipasiugda ingong kalambigitan o may pagkasamo
75.	Radical/Radikal	An expression that has a square root, cube root, etc	ang padayag nga dunay kuwadrang ugat, kahong ugat ug uban pa
76.	Radicand/Radikan	the quantity under the radical sign	ang gidaghanon ubos sa radikal nga simbolo
77.	Rationalizing the Denominator/Pagtukib sa Denominaytor	the process by which a fraction is written so that the denominator contains only rational numbers	ang proseso kon diin ang tipik masulat aron ang komong numerong pang-ilawom o denomineytor na-undan lamang sa matukib nga numero
78.	Real Numbers/Tataw nga Numero	consist of the natural numbers, whole numbers, integers, rational, and irrational numbers	nagbaton ug kinaiyanhong numero, numerong tibuok, intedyer

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
79.	Reciprocal/Resiprokal	the multiplicative inverse of a number which when multiplied by the number is equal to one	ang paabanteng pagdoble sa usa ka numero nga kon idoble sa maong samang numero maoy katumbas sa usa
80.	Relation/Kalambigitan	an aspect that connects two quantities as belonging together	ang aspeto nga naglambigit a duha ka gidaghanon ingong samang naghugpong
81.	Range/Talay	the set of admissible values for the second component of an ordered pair, a function may take on	ang gitakda sa dalawatong kantidad alang sa ikaduhang bahin sa nagsunod nga paris, and paghimo niana mahimo alang sa kapuslanan sa buhat
82.	Repeating Decimal/Balik-balik nga Gutling	A decimal number that has digits that repeat forever	ang gutling o decimal nga dunay gintang nga hangtod sa hangtod magbalik

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
83.	Root/Gamot	a number that reduces an equation to an identity when it is substituted for one variable	ang numerong mapagamyan sa talaid nga mailhan kon kini pulihan ug usa ka baryabol o kapilian
84.	Scientific Notation/Siyentipikanhong Notasyon	a method of writing or displaying numbers in terms of a decimal number between 1 and 10 multiplied by a power of 10	ang pamaagi sa pagsulat o pagbutang sa mga numero sap unto sap
85.	Sequence/Pagkahan-ay	a list of numbers or objects in a special order	ang listahan sa mga numero o butang nga espesyal nagsunod-sunod
86.	Series/Serye	a number of objects or events arranged or coming one after the other in succession	ang gidaghanon sa mga butang o nahitabo nga nahan-ay o ang pagabot sa usa human sa usa nga nagsunod-sunod

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
87.	Set/Hugpong	a number of things of the same kind that belong or are used together	ang gidaghanong sa mga butang nga parehag kaamgiran nga magamit nga Dungan
88.	Simplify/Pagpayano	to make simpler	paghimong yano niini
89.	Special Product/Produktong Espesyal	the process of combining factors to form products	ang proseso sa pagtapo sa mga sab-oy sa pagporma ug mga produkto
90.	Subset/Ubos huspong	a set whose elements are elements of an inclusive set	ang hugpong kansang element maoy samang element sa iyang kaugalingong hugpong
91.	Subtraction/Pagkakunhod, Pagpamenos	is a mathematical operation that represents the operation of removing objects from a collection	ang matematikal nga pamaagi nga nagsilbing pamaagi sa pagkuha sa mga butang gikan sa han-ay tipig o koleksyon

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
92.	Simplify Terms/Pagpayano sa Termino	to make terms simpler	Pagpayano o paghimong yano sa termino
93.	Symmetry/Pagkaangay	property of a graph having a balanced proportion with respect to size, shape, and position of parts on opposite sides; the dividing line about its axis	kinaiya sa usa ka daghang kuwadro o grap nga nagbaton ug balanseng pagkaangay sa iyang gidak-on, porma o kahimtang sa iyang mga bahin sa atbang porma o kahimtang sa iyang mga bahin sa atbang kiliran, mabahin nga linya sa iyang kaugalingong aksis o ehe
94.	Synthetic Division/Sintitikong Pagbahin-bahin	a method of performing polynomial long division, with less writing and fewer calculations	ang pamaagi sa pagbuhat ug taas nga pagbahin sa polinomyal nga dunay menos nga pagsulat ug menos nga pagkuwenta

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
95.	Term/Termino	is either a single number or variable, or numbers and variables multiplied together	kini maoy usa o kapilian, o mga numerong kapilian gidungan ug pilo-pilo
96.	Terminating Decimals/Talitapos nga Gintang	the multiplicative inverse of a number which when multiplied by the number is equal to one	ang paabanteng pagdoble sa usa ka numero nga kon idoble sa maong samang numero maoy katumbas sa usa
97.	Trinomial/Traynomiyal	A polynomial with three terms	ang polinomiyal nga dunay tulo ka termino
98.	Variable/Kapilian	symbols that are used to represent unspecified numbers	ang mga simbolo nga gamiton sa pagpasiugda ug dili espisipikong numero

Table 4 (Continued)

No	Terminologies in English/Cebuano	Meaning in English Translation	Meaning in Cebuano Translation
99.	Venn Column/Poste ni Venn	a straight horizontal mark placed over two or more members of a compound mathematical expression as $a - b + c = a - (b + c)$.	Usa ka deretsong pinahigdag marka nabutang sa ibabaw sa duha o daghang numero diha sa nagdobleng matematikal nga ekspresyon sama sa $a = b +$
100.	Venn Diagram/Diagram ni Venn	a graph that employs closed curves like circles to represent logical relations between sets and their operations	ang daghang kuwadro o grap nga migamit ug siradong kurbang samag 38istem nga nagkahulogan lohikal nga kalambigitan sa duha ka hugpong ug sa ilang pamaagi

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Insights Gained from the Scholars, Educators and Researchers on Practices of Culturally Responsive English Language Teaching

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Abstract

This study evaluated the literature available on practices of Culturally Responsive Teaching (CRT) in the field of ELT. This documentary analysis of literature brought to light multiple insights for educators to consider. Document analysis was applied to explore the insights used by the scholars, educators and researchers. The process in this study involves evaluating electronic and physical documents to interpret them, gain an understanding of their meaning and develop upon the information they provide. Finally, three insights were addressed in this study: (i) the need for improved professional development (PD) for educators, (ii) educators' professional practices, and (iii) CRT strategies. The first insight gained was the extreme need for thorough CRT training for English teachers. In the many surveys completed, the majority of teachers felt there was not enough training on

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how to work with CRT. Moreover, the data also showed despite the benefits it may have, the PD currently being implemented is not sufficient. It was done only with small participant pools and was highly intensive. This level of time-consuming effort is not always possible for every educator. This raises the concern that there may be individuals who desire to become more experienced in CRT practices but are either not able to or not willing to put in the time and effort required. Therefore, the need for accessible, realistic CRT training is evident. In addition to CRT training, another insight gained from the research showed the benefits of using bilingual instruction and multilingual resources.

Keywords: Culturally responsive teaching, English language classrooms, Insights, Practices

Introduction

Education is a major concern to the countries and students are introduced to two languages as early as the pre-school level. International schools and national schools tend to have native speaker teachers to teach the English language. More research should address this issue, if we are looking for a lifelong learning community with a proficient acquisition of the English language. We are living in the globalization era and the world economy is driven by the powers of knowledge, information and technology. The ability to understand and speak a different language is an important tool for international relations and for the development of science and technology. This is one of the most important reasons that forced the countries to reform their educational programs and enhance the English Language. Hence, this approach sets many challenges to educators, policy makers, parents and students. In order to constitute a clear image of this type of education in the world, we should define it, specify the students who study such programs and describe the characteristics of the instructors that engage in implementing this approach. We should also strive to have a clear recognition of the components of education to ensure the success of language, reading and academic achievement in learners.

In all Myanmar universities, the language of instruction is Myanmar when teaching Myanmar language, religion, and social studies. It is English when studying English language, math, and sciences. Extracurricular activities are administered in Myanmar or English. The universities follow the approach where the students are instructed in both languages depending on the subject matter. A few senior universities in Myanmar have native English speakers to teach English. As the need for foreign teachers is increasing, university administrators and stakeholders should highlight the concern towards what characteristics they look for when having a foreign teacher to teach the English. They have to study the efficiency of these characteristics in helping the students acquire proper linguistic skills. These issues pinpoint major concerns and many unresolved problems regarding teaching English to students whose first language is not English, in this case the students are Myanmar students, whose first language is Myanmar and who live in Myanmar.

This introduction sets the tone and the establishment of the different parts of this paper. The first part of this paper is the literature review: it projects a comprehensive overview of the findings of each key concept of the topic: students, culturally responsive teacher, and acquisition of the English language skills. The second part is the discussion: it develops a detailed argument to support the teaching experiences on the educators' own experiences, learning behaviours and learning styles. The last part will incorporate the conclusion and the recommendations addressed to all the education communities, parents, teachers, and school administrators. As far as the author is concerned, document analysis on culturally responsive teaching in the area of English Language Teaching in Myanmar have not been found.

Literature Reviews

Many researchers contribute to understanding how students acquire literacy skills and provide helpful practical theories that many teachers follow to support them. Teachers that are culturally responsive help students developing their English literacy skills. The three key elements in CRT are

culturally responsive teachers, students, and English literacy skills. It is believed that providing relevant cultural information, teachers can better structure the curriculum to include this information in the students' university life (Griffer & Perlis, 2007; Sheryl & Suleiman, 1993) and it will accelerate the acquisition of the English language thus resulting in developing proper linguistic skills.

1. Definition of Terms

1.1 English Learner (EL)

English Learner (EL) is a label which can be used to describe multiple concepts in educational fields. For example, EL programs involve teaching English as an additional language. Additionally, EL educators teach English to multilingual students, and EL learners are students who are learning English as an additional language (Callahan & Shifrer, 2016).

1.2 English Language Learners (ELLs)

English Language Learners (ELLs) are students who are learning English as a language additional to what they already speak. They are provided EL services generally after completing a home language survey. English Language Learners can face unique challenges when compared to their mainstream peers. Due to these challenges, ELLs require different teaching strategies from monolingual learners (Soland & Sandilos, 2020).

1.3 Culturally Responsive Teaching (CRT)

Culturally Responsive Teaching (CRT) is a broad term which encompasses a teacher's ability to understand how students have a variety of ways they learn due to cultural differences. Teachers who use CRT value those differences and use them as a scaffold to meaningful learning. Culturally responsive teaching can include multiple types of differentiation and inclusive strategies for educators of culturally diverse student populations. However, the strategies always involve honouring the personal cultures of students and building independence in students of minority status (Hammond, 2015).

Research Objectives

This study intended to evaluate the literature available on practices of Culturally Responsive Teaching (CRT) in the field of ELT for native English teachers to be able to teach English for students in Myanmar. This documentary analysis of literature brought to light multiple insights for educators to consider. Document analysis is applied to explore the insights used by the scholars, educators and researchers. The process in this study involves evaluating electronic and physical documents to interpret them, gain an understanding of their meaning and develop upon the information they provide. Finally, three insights have been addressed in this study: (i) the need for improved PD for educators, (ii) educators' professional practices, and (iii) CRT strategies.

Methodology

1. Research Design

This study examines the function of documents as a data source in qualitative research and discusses document analysis procedure in the context of actual research experiences. The application of document analysis to a grounded theory study is illustrated. In recent years, there has been an increase in the number of research reports and journal articles that mention document analysis as major methodology. What has been rather obvious is the absence of sufficient detail in most reports found in the reviewed literature. This study examines the documents to increase knowledge and understanding of CRT with a view to promoting its effective use in language classrooms.

Results

It is important for educators to be aware of the data available on CRT effectiveness and understand it has not been studied with all of the languages and cultures represented in their classrooms. When implementing the CRT strategies, students across a range of ages and grade levels had significant gains in their learning (Borrero et al., 2013; Castro-Olivo et al., 2018; Clark & Fleming, 2019; Kelley et al., 2015; Lin, 2015; Lohfink & Loya, 2010;

Méndez et al., 2015; Zhang-Wu, 2017). Students showed higher engagement and increased self-efficacy when provided content that was inclusive of their language and culture. Teachers must ensure they are using strategies which align to these findings. Therefore, while all teachers cannot be bilingual, more multilingual text options need to be available in a wider range of languages. Finally, the studies have shown a clear lack of diversity in the populations of their participants. Despite the limitations to the studies completed, CRT practices have still been shown to provide extreme benefits.

1. Insights on the Need for Improved PD for Educators

Sheryl and Suleiman (1993) reveal that when teachers use the student's L1 linguistic tools, transformation of these skills occur in the students' second language. According to Sheryl and Suleiman (1993) teachers need to recognize linguistic, historical, and cultural considerations to have a positive effect on the educational needs of the students and their families. Teachers wish to establish positive relations with students must be prepared to their culture and their histories (Sheryl & Suleiman, 1993). Sheryl and Suleiman (1993) provide important cultural and linguistic information about speakers that set a starting point for teachers who are interested in understanding their students and their families. Bialystok (2007) and Uchikoshi & Marinova-Todd, (2012) discuss the development of literacy skills in students. They indicate that if teachers know how students develop their literacy skills, it would be easier for them to develop proper teaching and assessment strategies. They study the development of literacy skills within the mother language and provide a critical background on the foundation of how students become literate in their foreign language. Others focus on developing the following literacy skills: oral proficiency, representation of concepts of prints and phonological awareness and nonverbal reasoning, vocabulary, phonological awareness and naming speed (Geva & Lafrance, 2011; Bialystok (2007). Geva and lafrance (2011) set a framework about how to teach students and how they acquire reading skills. It is very essentials to consider the skills mentioned earlier when teaching students. If one of these skills is not properly developed it may affect the acquisition of proper literacy skills.

Table 1

Article Tracking Matrix 1 (Insight 1 gained from Sheryl and Suleiman, 1993; Bialystock, 2007; Geya & Lafrance, 2011)

Sr No	Insight 1	Scholars/ Educators/ Researchers	Theme 1A: Negative Perceptions	Theme 1B: CRT and Perceptions	Theme 2A: Cultural Awareness	Theme 2B: Linguistic Awareness	Theme 3: Indepen- ent Learners
1	Focused on developing the following literacy skills: oral proficiency, representation of concepts of prints and phonological awareness Mentioned nonverbal reasoning, vocabulary, phonological awareness and naming speed.	Bialystok (2007); Geva and Lafrance (2011)	-	✓	-	✓	-
2	Presented many considerations and cultural approaches when teaching English to students. These considerations include the writing systems, the syntactic differences, the sociolinguistics difference between both languages. Provided important cultural and linguistic information about speakers that set a starting point for teachers who are interested in understanding their students and their families.	Sheryl and Suleiman (1993)	-	✓	✓	✓	✓
Calculation			0 %	100%	50 %	100 %	50 %

According to the data in table 1, Sheryl and Suleiman (1993) also stated that CRT provides important cultural and linguistic information. Bialystok (2007) and Geva & Lafrance (2011) stated that CRT practices focused on the literary skills. So, administrators should develop alternate CRT professional development options for educators. Additionally, universities must develop more inclusive multilingual libraries. Finally, teachers should monitor the effectiveness of CRT strategies on EL students. When considering the lack of manageable professional development on CRT teaching, there are multiple ways educators and those in the educational field could solve this problem. First, university administration could apply this information by introducing volunteer or paid mentorships for EL coaching. Additionally, ensuring EL teachers are trained in CRT and then implementing co-teaching could also help to remedy this issue. So, there is an extreme need for thorough CRT training for English teachers. Finally, a few of the studies in the previous literature review discussed undergrad training in CRT teaching practices. By thoroughly preparing undergraduate teaching students, the need for CRT professional development for educators would diminish.

2. Insights on Educators' Professional Practices

Johnson (2002) suggested that teachers should bring diverse experiences to their class. Teachers should play a role model, mentors and support culturally different students. He proposes as well to provide teachers with ethnographic experiences, to immerse in the community and interact with locals and other teachers from the same community. These experiences will help the English teachers to deepen their understanding and awareness of this community. He proposed that teachers should reflect on their experiences and to develop their teaching and learning experiences in accordance with these reflections and teach effectively. This critical reflection examines situations, initiates the teachers into more community or cultural inquiry and develops a more understanding and appreciation. Culturally responsive teachers are related to students' success. They are trained to identify the barriers and improve the students' personality for better achievement (Lenski, Crumpler, Staliworth, & Crawford, 2005).

Direct connection and awareness to the cultural backgrounds between the students' daily life and the content of instruction make an interactive curriculum, thus resulting in a better success in the student's university life. Teachers who communicate with bilingual students while working through their culture differences or barriers creates better educational opportunities to those students.

Gay (2010) and Rueda & Stillman (2013) conducted studies in USA and Canada to evaluate what best essential elements for teachers to exhibit in order to provide better learning experiences for students. They tackle culturally responsive teachers, and it affects positively student's achievement or develop student's literacy skills. Culturally responsive teachers constitute five elements:

1. Knowing about student's culture.
2. Integrate this knowledge in the student's curriculum.
3. Build a caring and a learning community.
4. Communicate effectively.
5. Use the culture of the students to plan for instructional strategies

2.1 Knowing about Student's Culture

Culture is related to language, religion, music, art, food, color and costumes. Sheryl and Suleiman (1993) present important information about the culture and its language:

Language is one of the world's great civilizations, and one to which the West has been profoundly indebted for over a millennium in fields as diverse as mathematics, chemistry, geography, and philosophy. (p.4)

They defined the culture as a culture of poetry and literature and not bounded to skin color or cuisine or a folkdance, culture in this essence has a deeper meaning. Gay (2010), believe that a culturally responsive teachers are teacher who know how to interpret what culture is, know their students, their culture (Rueda & Stillman, 2012) and their subjects. Once teachers incorporate these three aspects into

their teaching pedagogy, they are known as culturally responsive teachers and help their students in acquiring and developing their English literacy skills.

Many subjects have a direct cultural implication and can be included in the teaching and learning process (McIntyre & Hulan, 2013). Every culture has its figures in many areas such as science, literature, poetry, medicine, economy and can be referred to when discussing a particular discipline with bilingual students

2.2 Integration of Cultural Knowledge in the Student's Curriculum

Once teachers know about the culture of their students, they can use this knowledge as an instructional resource (McIntyre & Hulan, 2013; Rueda & Stillmen, 2012). Teachers should be able to convert this content knowledge into a culturally responsive curriculum. Teachers should help the students raise critical awareness to the messages that are embedded in these curricula. These key principals are essential to second language learners. Teachers should integrate these principles in the educational program rather than presenting them as supplement to the existing curriculum.

2.3 Building a Caring and a Learning Community

Sheryl and Suleiman (1993) imply the importance of teachers appreciating the abilities of the students within the context of their cultural and ethnic differences. According to Rueda (2012) teachers make sophisticated connections across all disciplines. Once English teachers show the responsibility to understand their students' capabilities, they build a caring and a learning community. Culturally responsive teachers help students to appreciate the academic knowledge they have gained and to use this knowledge to support and encourage everyone. Teachers incorporate this knowledge to all other subject areas such as math, science, music, including language (McIntyre & Hulan, 2013).

2.4 Fostering Communications

Communication within a culture involves many contextual factors. These factors involve body language, use of vocabulary, movements and gestures and the roles of speaker and listener. Culturally responsive teachers should be aware of these factors and adapt them in their students' learning experiences (Gay, 2010; Rueda & Stillman, 2012). Once teachers are aware of the language style or culture of students, they can teach them how to shift these styles according to different people and different context.

2.5 Instructional Strategies Based on Culture

Culture is based on poetry and literature. Teachers can use poetry to teach reading, vocabulary and comprehension (Shyril & Suleiman, 1993). If teachers are aware to those styles in the culture, they support the students in developing their literacy skills (Gay, 2010). Learning styles and culture go hand in hand; many cultures have a preferable method for learning (Rueda & Stillman, 2012).

This discussion attempts to provide cultural and linguistic information about all students. The purpose is to assist teachers to know where to start in order to understand students and their families. Once teachers are familiar with the culture of their students, they can design and plan better learning experiences. Similarly, when they know how students develop their literacy skills, they can deal with the drawbacks between both languages: first and second language. In addition, teachers can pinpoint and deal with transfer pitfalls between English and Myanmar to increase the development of the English Language while maintaining the Myanmar. Rueda and Stillman (2012) indicate that teachers need to be very well prepared and trained in order to teach students effectively.

Table 2

Article Tracking Matrix 2 (Insight 2 gained from Johnson (2002) and Lenski, Crumpler, Staliworth, and Crawford (2005))

Sr No	Insight 1	Scholars/ Educators/ Researchers	Theme 1A: Negative Perceptions	Theme 1B: CRT and Perceptions	Theme 2 A: Cultural Awareness	Theme 2B: Linguistic Awareness	Theme 3: Independent Learners
1	<p>Suggested that teachers should bring diverse experiences to their class. Teachers should play a role model, mentors and support culturally different students.</p> <p>Proposed as well to provide teachers with ethnographic experiences, to immerse in the community and interact with locals and other teachers from the same community. These experiences will help the English teachers to deepen their understanding and awareness of this community.</p> <p>Proposed that teachers should reflect on their experiences and to develop their teaching and learning experiences in accordance with these reflections and teach effectively. This critical reflection examines situations, initiates the teachers into more community or cultural inquiry and develops a more understanding and appreciation.</p>	Johnson (2002)	-	✓	✓	✓	✓

Table 2 (Continued)

Sr No	Insight 1	Scholars/ Educators/ Researchers	Theme 1A: Negative Perceptions	Theme 1B: CRT and Perceptions	Theme 2 A: Cultural Awareness	Theme 2B: Linguistic Awareness	Theme 3: Independent Learners
2	<p>Stated that culturally responsive teachers are related to students' success. They are trained to identify the barriers and improve the students' personality for better achievement.</p> <p>Mentioned that direct connection and awareness to the cultural backgrounds between the students' daily life and the content of instruction make an interactive curriculum, thus resulting in a better success in the student's university life.</p> <p>Discussed that teachers who communicate with bilingual students while working through their culture differences or barriers creates better educational opportunities to those students</p>	Lenski, Crumpler, Staliworth, and Crawford (2005)	-	✓	✓	✓	✓

Table 2 (Continued)

Sr No	Insight 1	Scholars/ Educators/ Researchers	Theme 1A: Negative Perceptions	Theme 1B: CRT and Perceptions	Theme 2 A: Cultural Awareness	Theme 2B: Linguistic Awareness	Theme 3: Independent Learners
3	Evaluated what best essential elements for teachers to exhibit in order to provide better learning experiences for students. Tackled culturally responsive teachers, and it affects positively student's achievement or develop student's literacy skills.	Gay (2010) and Rueda & Stillman (2013)	-	✓	✓	✓	✓
	Calculation		0%	100%	100%	100%	100%

According to the data, the insights gained can lead educators to consider how this information could be applied to educational practice. By using the information discovered, teachers can further improve their CRT instruction. This will in turn lead to higher achievement.

1. Insights on CRT Strategies

To be culturally responsive, all teachers need to collect data about the experiences of the students including their language (Gay, 2010; Sheryl & Suleiman, 1993). Culturally responsive teachers make use of the information collected to develop instructional goals and invest this knowledge for further academic gain (Palmer & Martinez, 2013). These studies unravel the success behind teaching bilingual children that is equipping teachers with cultural awareness. Each of the reviewed articles provides and contributes to the students and their literacy skills. Each research results show that the development of the first language literacy skills is potentially different from that of the second language literacy skills. Therefore, policy makers and parents are aware of this difference, they can administer many procedures to provide supportive and appropriate learning positive experiences to students.

Table 3*Article tracking matrix 3 (Insight 3 gained from Sheryl and Suleiman, 1993; Gay, 2010; Palmer and Martinez, 2013)*

Sr No	Insight 1	Scholars/ Educators/ Researchers	Theme 1A: Negative Perceptions	Theme 1B: CRT and Perceptions	Theme 2 A: Cultural Awareness	Theme 2B: Linguistic Awareness	Theme 3: Independent Learners
1	Stated that to be culturally responsive, all teachers need to collect data about the experiences of the students including their language	Sheryl & Suleiman, (1993); Gay, (2010)	-	✓	✓	✓	✓
2	Discussed that culturally responsive teachers make use of the information collected to develop instructional goals and invest this knowledge for further academic gain	Palmer & Martinez, (2013)	-	✓	✓	✓	✓
Calculation			0%	100%	100%	100%	100%

According to the data in Table 3, in addition to alternative training methods, it is important teachers to be trained in the strategies proven to lead to the highest benefit for learners. The use of culturally relevant instruction in a student's home language provides EL students with the best possible learning. However, it is not possible or realistic to assume all teachers will provide bilingual instruction. Therefore, teachers must acquire a rich library of multicultural texts for their learners. Additionally, university libraries should have a higher percentage of dual-language texts so students can bring more literature home to their families. If teachers and universities had more access to multilingual stories, ELLs would greatly benefit. As previously mentioned, the majority of studies have been done on CRT practices. This data, while useful, is not going to benefit the diverse EL students as much as could be possible. Teachers can apply this important information to their professional practice by monitoring the success of their own CRT strategies with EL learners. Simply being aware of the languages present in their classrooms is the first, critical step (Sheryl & Suleiman, (1993); Gay, (2010)) After that, teachers can ensure they are using CRT practices on more than just their speaking EL learners. By making sure all students are benefitting from CRT strategies, teachers will improve the chances of literacy achievement for all of their learners (Palmer & Martinez, 2013).

Discussion

English Language Learners (ELLs) have continually underachieved in literacy. This paper evaluated research done on the effectiveness of culturally responsive (CRT) practices on literacy improvement for ELLs. Multiple studies were synthesized in the areas of positive and negative teacher perceptions, effective culturally responsive strategies, and creating independent learners. The research determined CRT to be an effective method for improving teacher perceptions of ELLs. It was also shown that through culturally responsive practices, teachers can offer successful literacy strategies. The studies additionally indicated CRT practices could assist in developing self-motivated learners. While the data was promising, the majority of the studies were completed with exclusively students using

limited means. Therefore, more studies must be done on the effects of CRT practices on a more linguistically diverse participant pool using a larger variety of resources.

All students deserve to be offered the best possible methods of instruction, so they can learn to the best of their abilities. This review of literature sought to answer the question: In light of what is known about differentiation in the classroom, how can culturally responsive teaching practices lead to higher literacy for English Language Learners? Based on the research provided on the benefits of CRT teaching practices, educators can tailor their instruction to meet the needs of their EL students. The research studied offered evidence of the multitude of benefits of culturally responsive teaching practices. According to Gay (2000), “Teachers must show students that they expect them to succeed and commit themselves to making success happen” (p. 34). Atwater et al. (2010) discovered many teachers hold a negative view of the ELLs in their classroom. First, the previous analysis proved that teachers must have a positive perception of their EL students for literacy to improve. According to Rizzuto (2017), this can be detrimental to EL literacy achievement. In order to fully and effectively educate all of their learners, teachers must view the multitude of languages and cultures ELLs possess as an asset to the classroom. While challenging, the research on CRT proved that reversing negative perceptions is possible. Specifically, training on implementing CLR teaching practices can assist in this process (Trumbull et al., 2020; Mellom et al., 2018; Mette et al., 2016; Reece & Nodine, 2014). Once teachers are able to shift their mindset, ELL literacy should improve. In addition to ensuring altered teacher perceptions for ELLs, the studies have shown that by incorporating CRT teaching strategies for EL students, literacy increased. Lohfink and Loya, (2010), Lin (2015), Méndez et al. (2015), López (2016), and Castro-Olivo et al. (2018) found the use of culturally relevant texts, bilingual texts, building on students’ prior knowledge, and encouraging independence were all effective methods of increasing ELL literacy. Additionally, if the topics of the content were culturally relevant, all students could benefit, whether they are ELLs or not. Finally, the use of CRT teaching increased student self-efficacy, leading to greater independence. When students’ confidence in their abilities

increased, they were able to improve their literacy at a faster rate (Clark & Fleming, 2019; Zhang-Wu, 2017; Kelley et al., 2015; Borrero et al., 2013). This data upholds the importance of using CRT practices in English instruction. Teachers can use the information studied to impact the way they instruct their ELLs by including culturally relevant content, bilingual content, and encouraging students in their abilities. These few changes could drastically improve an ELL's mentality and abilities, leading to higher achievement.

Recommendations

1. Implications

Although more research must be conducted on the positive effects of culturally responsive teaching practices for ELLs, these studies showed there are definite benefits to incorporating them into classroom instruction. English language learners bring unique perspectives, ideas, and experiences, which must be welcomed and used as an asset in education. The pattern of literacy underachievement and ultimately not completing a high-school education must be stopped for EL students. The use of CRT teaching practices is one proven method for reducing the number of struggling students, thereby decreasing the likelihood of ELL students dropping out of university. Therefore, providing EL students with culturally responsive instruction should lead to improved overall English literacy achievement.

2. Further Studies

There are recommendations suggested from much research that studies the same subject, Palmer and Martinez (2013) indicate being culturally responsive will not be as effective as it is expected if the teachers themselves do not own this positive attitude and beliefs toward cultural differences. The best way to use the results of this project is to observe how teachers implement CRT strategies, understandings, and knowledge in their classrooms, and recognize the impact it's made on overall student learning. In addition to seeing CRT in action through amazing teachers, the author

thinks there is power in communication between staff, specifically when it comes to what's working and not working in the classroom. His hope is that teachers decide to continue coming back to discussions about CRT to help one another grow as educators. There is nothing better than experience, so the author would encourage teachers who are having major success in their classrooms to share it with their colleagues, because only together can we move towards an education that is universally culturally responsive.

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The Practice of Teacher-Student Classroom Interaction in EFL Context to Develop the Learners' Speaking Skills

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Abstract

Teachers need to apply appropriate classroom interaction to facilitate language learning in reality since interaction is in the heart of communication in an era of communicative language teaching. Therefore, the purpose of this study was conducted to assess teachers' application of classroom interaction on developing the students' speaking skills in Myanmar context. Specifically, the study was intended to assess whether the teacher uses a variety of classroom interactions. In order to achieve the objectives of the study, a descriptive survey method was used and the data were gathered through questionnaires by Pr. Moumene Ahmed' s questionnaire (2009). Both open-ended and close-ended questionnaires

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were distributed to the sample students and EFL teachers. The collected data was analyzed by using Mean and SD. Based on the information gathered through the above instrument and its results and discussion, the findings of the study revealed that both teachers and students consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking. Based on the implications of the findings, recommendation was made to language teachers, students, and concerned bodies. Finally, on the bases of the findings, it was recommended that in order to improve the students speaking skill: the students have to practice in classroom interaction to develop their speaking skill in the target language by actively participating in the classroom speaking. In addition, teachers also ought to play a prominent role to improve the student's speaking skill by using an appropriate classroom interaction which give equal chance for the students to participate actively in the classroom interaction.

Keywords: Classroom interaction, EFL context, Speaking skills

Introduction

For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of FL communication. Classroom Interaction then, is necessary and useful as an educational strategy to enhance learning. The concept of classroom interaction plays a significant role in the process of second language learning. In fact, the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. The understanding of the role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction. This research investigates how interaction effects the development of speaking skill. The learners' success in learning the second

language may be significantly influenced by the classroom interaction, and this will develop the students' speaking skill.

Literature Reviews

1. Classroom Interaction

Thurmond (2003) cited in Ahmed (2010) defines interaction as "The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology result in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment." From this quote we understand that there are four types of interaction: learner-course, content interaction, learner-learner interaction, learner-teacher interaction, and learner-technology interaction. We shall focus in this research work only on two main types: teacher-learner interaction and learner-learner interaction.

1.1. Teacher-Learner Interaction

Teacher-Learner Interaction (TLI) refers to the way teachers and students interact in their classroom relationship (Englehart 2009). On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) cited in Pourhossein (2014) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e., teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also must identify the ways in which they will speak such as the voice, tone, and intonation.

1.2. Learner-Learner Interaction

Learner-learner interaction refers to interaction between individual students or among students working in small groups. Johnson (1995) cited in Ahmed (2010) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted, and isolation is reduced in the classroom. Naegle Paula (2002) cited in Pourhossein (2014) also adds that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2. Teachers' Roles and Responsibilities

Most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the communicative approach is this capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000) cited in Pourhossein (2014) identifies important roles the teachers can play, "As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work."

2.1. Designing Pairs and Groups

In an interactive activity, the teacher may divide the whole class into pairs and groups. In some cases, it is possible to let learners find their own partners. However, it is also better for learners who do not know each other

well to interact together, since one of the goals of interaction is to establish social relationships between the learners so that the learning process is facilitated. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed.

3. The Skill of Speaking

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing, and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities of receiving and producing the second language either in oral or written form, i.e., achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. Learners are going to be put in a situation where communication in English is needed, that is why the emphasis is mainly on speaking.

3.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) cited in Ahmed (2010) defines fluency as the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

3.2. Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent, and they forget about being accurate. Without structuring accurate speech, speakers will not be understood, and their interlocutors will lose interest if they perform

incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan 1996 cited in Ellis and Barkhuizen 2005) cited in Ahmed (2010) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” Therefore, learners should focus on several things in their production of the spoken language, mainly, the grammatical structure, vocabulary, and pronunciation.

Research Objectives

1. General objective

The main objective of this study was to assess the teachers’ application of classroom interaction to develop the students’ speaking skills.

2. Specific objectives

The specific objectives of this study were:

- 2.1 To identify how often the teachers apply classroom interaction to develop the learners’ speaking skills.
- 2.2 To investigate teachers’ opinion about applying classroom interaction in developing the students’ speaking abilities.
- 2.3 To find out whether the learners give an important value to classroom interactions that happens inside the classroom in activating their speaking skill through participating with their classmates or teachers.
- 2.4 To find out how often teachers and learners practice the communicative language teaching and classroom interaction in their classes.

Research Methodology

The focus of this research is to investigate teachers’ and students’ opinion about the effect of classroom interaction on developing the speaking skill. The questionnaires are firstly collected from the 170 post graduate students specializing in English in Mandalay University and secondly from the 35 English language teachers teaching at certain Universities with different teaching experiences, qualifications, and years of teaching experience.

1. *Collecting Data from Student Questionnaire*

The data from students' responses are collected as the following. The total of 170 students in Mandalay University completed the questionnaire.

Q 1: What type of Relationship exists between you and your teacher?

Table 1

Students and Teacher Relationship (n=170)

SN	Theme	Good	No Relationship	M	SD	Interpretation
1	Student and teacher relationship	96%	4%	1.04	0.20	Good

Table (1) shows that almost of all the students have a good relationship between them and their teacher.

Q 2: How often does the teacher give the opportunity to interact (give and take) with her?

Table 2

Frequency of Teacher-Learner Interaction (n=170)

SN	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Frequency of teacher-learner interaction	59%	41%	0%	1.41	0.49	Always

Majority of the students state that they are always given the opportunity to interact with their teacher, those who say sometimes are (69) students.

Q 3: Does your teacher always provide comprehensible input that is suitable to your level?

Table 3*Teachers' Comprehensible Input (n=170)*

SN	Theme	Yes	No	M	SD	Interpretation
1	Teachers' comprehensible input	95%	5%	1.05	0.22	Yes

It is obvious from the table above that most of the students (161) state that their teacher always provides comprehensible input. However (9) students say no.

Q 4: How often do you interact with your classmates inside the classroom?

Table 4*Frequency of Learner-Learner Interaction (n=170)*

SN	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Frequency of learner-learner interaction	41%	58%	1%	1.6	0.51	Sometimes

Table 4 shows that (99) students say that they sometimes interact with each other in the classroom, other (70) students state that they always do that. However, only (1) student says never.

Q 5: Do you interact in English with your classmates outside of the classroom?

Table 5*Frequency of Outside Classroom Interaction (n=170)*

SN.9	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Frequency of outside classroom interaction	9%	79%	12%	2.03	0.46	Sometimes

The table above illustrates that (134) students sometimes interact in English outside the classroom and (16) students always do so. The remaining (20) students respond that they never interact outside the classroom. For (No.5), the reason may be:

Table 6

Students' Reason for Using English Outside the Classroom (n=170)

SN	Theme					M	SD	Interpretation
		English is not spoken outside; it is considered as a second / foreign language	To improve the speaking skill	The teacher does not give the students many opportunities to interact inside the classroom	To intimate English native speakers			
1	Students' reason for using English outside the classroom	26%	65%	1%	8%	1.91	0.76	To improve the speaking skill

In Table 6, the most cited reason for using English outside the classroom is “to improve the speaking skill”. If the students do not interact in English outside the classroom, this is because English is considered as a second foreign language. (13) Students interact in English outside the class to intimate English speakers. Only (2) students claim that they do so as the teacher does not give them opportunities to interact inside the classroom.

Q 6: If you interact in the classroom, it is:

Table 7

The students' Contribution in Interaction (n=170)

SN	Theme	You who wants	The teacher who asks you	M	SD	Interpretation
1	The students' contribution in interaction	33%	67%	1.67	0.47	The teacher who asks you

As shown in Table 7, (114) students interact if they are pushed by the teacher, while (56) students want to interact by themselves.

Q 7: How do you judge your speaking ability as a result of classroom interaction?

Table 8

Students' Speaking Ability as a Result of Classroom Interaction (n=170)

SN	Theme	Very well	Well	Not so well	Bad	M	SD	Interpretation
1	Students' speaking ability as a result of classroom interaction	12%	60%	25%	3%	2.19	0.67	Well

Table 8 reveals that while (101) students evaluate their speaking ability as being well because of classroom interaction, (21) students say very well. (43) Students state that their speaking level is not so well. The remaining (50) students evaluate their speaking ability as not so well because of classroom interaction.

Q 8: Does regular interaction in classroom help you to reduce your speaking mistakes?

Table 9

Regular Interaction as a Help to Reduce Speaking Mistakes (n=170)

SN	Theme	Yes	No	M	SD	Interpretation
1	Regular interaction as a help to reduce speaking mistakes	94%	6%	1.06	0.24	Yes

As Table 9 shows, (160) students find that regular interaction in the classroom may lead them to reduce their speaking mistakes, however, (10) students say “no”.

2. Collecting Data from Teachers Questionnaire

The data from the teachers’ responses are collected as the following. The total of 35 English teachers completed the questionnaire. The questionnaire is administrated to ELT teachers in different universities in upper Myanmar.

Section One: Background Information

Gender:

Table 10

Teachers’ Gender (n=35)

SN	Option	Number	Percentage
a	Male	12	35
b	Female	23	65
	Total	35	100

The Table 10 illustrates that (23) teachers are females despite the remaining teachers (12) are males.

Experience in teaching English:

Table 11

Teaching Experience of Teachers (n=35)

SN	Theme	1 year	2-5 year	More than 5 years	M	SD	Interpretation
1	Teaching experience of teachers	5%	35%	60%	2.55	0.59	More than 5 years

One can notice from the table above that (21) teachers have a long experience in teaching English and (12) teachers have spent from 2-5 years in teaching. Only (2) teachers have only one year experience in teaching.

Section two: Classroom Interaction

Q 1: Do you know about the value of classroom interaction?

Table 12

Teachers' knowledge about classroom interaction (n=35)

SN	Theme	Yes	No	M	SD	Interpretation
1	Teachers' knowledge about classroom interaction	100%	0%	1.00	0.00	Yes

According to Table 12, it is distinct that all the teachers insist that they all know about the value of classroom interaction.

Q 2: Some of its characteristics may be:

Table 13

Teachers' Remarks for Characteristics of Classroom Interaction (n=35)

SN	Theme							M	SD	Interpretation
		Classroom interaction is learner centered	Negotiation of meaning is highly highlighted	Classroom interaction means collaborative learning	It helps develop communication	Peer interaction is favored	Students are supposed to use the language naturally and spontaneously			
1	Teachers' remarks for characteristics of classroom interaction	21%	2%	20%	24%	13%	20%	3.66	1.73	It helps develop communication

As shown in the Table 13, teachers express characteristics of classroom interaction in different ways.

Q 3: If you choose “yes”, your reason may be:

Table 14

Teachers' Reason for Using Classroom Interaction (n=35)

SN						M	SD	Interpretation
		Learners need to speak and listen to each other and then acquiring speaking techniques such as taking turn and interruptions	Learners feel less inhibited	It is helpful to develop communicative competence	Learners will be able to argue their thoughts and ideas			
1	Teachers' reason for using classroom interaction	55%	3%	25%	17%	2.04	1.22	Learners need to speak and listen to each other and then acquiring speaking techniques such as taking turn and interruptions.

In Table 14, it can be seen all the teachers' reasons for using classroom interaction. Most of the teachers use it in their EFL classroom because they think that learners need to speak and listen to each other and then acquiring speaking techniques such as taking turn and interruptions.

Q 4: How often do you invite your students to interact with each other?

Table 15

Students' Fluency of Engagement in Classroom Interaction (n=35)

SN	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Students' fluency of engagement in classroom interaction.	22%	78%	0%	1.78	0.41	Sometimes

In Table 15, most of teachers describe that they sometimes invite their students to interact with each other.

Q 5: Do students enjoy this type of interaction (learner-Learner interaction)?

Table 16

Students' Enjoyment of Learner-Learner Interaction (n=35)

SN	Theme	Yes	No	M	SD	Interpretation
1	Students' enjoyment of learner-learner interaction	100%	0%	1.00	0.00	Yes

Regarding teachers' answer, all the teachers state that learners enjoy this type of Interaction.

Section Three: Teaching Speaking

Q 6: Which of these aspects do you focus on in classroom interaction?

Table 17

Teachers' Focuses on Classroom Interaction (n=35)

SN	Theme	Fluency	Accuracy	Both	M	SD	Interpretation
1	Teachers' focuses on classroom interaction	46%	0%	54%	2.08	1.00	Both

Here we can notice over half of the teachers claims that they focus on both accuracy and fluency in classroom interaction.

For (No.6), your reason may be:

Table 18

Teachers' Reason for (No.6) (n=35)

SN	Theme				M	SD	Interpretation
		Learners need to speak continuously and correctly at the same time to achieve a high level of interaction	Fluency is important to get the communicative messages, and it is primary in all learning stages, however, accuracy is secondary and would be more important in higher level	Accuracy must come first because once students are able to speak correctly in English, they start working on fluency			
1	Teachers' reason for (No.10)	51%	49%	0%	1.49	0.50	Learners need to speak continuously and correctly at the same time to achieve a high level of interaction

As shown in the table above, teachers specify their reasons for focusing on both fluency and accuracy in classroom interaction.

Q 7: What are the activities you focus on most to create a successful interaction?

Table 19

Teachers' Focuses on Speaking Activities (n=35)

SN	Theme	Dialogues	Debates and discussion	Presentations	Roleplays and simulations	Telling stories	M	SD	Interpretation
1	Teachers' focuses on speaking activities	43%	10%	21%	25%	1%	2.32	1.29	Dialogues

The table above illustrates that (29) teachers focus on dialogues to create a successful interaction. On the other hand (17) teacher prefer to focus on roles-plays and simulations, (14) teachers like using presentations. Only one teacher applies story telling as an activity in classroom interaction.

Q 8: Is it possible to make all the students to participate in the speaking activities?

Table 20

The Possibility of Having all the Students Participate in Speaking (n=35)

SN	Theme	Yes	No	M	SD	Interpretation
1	The possibility of having all the students participate in the speaking	43%	57%	1.57	0.50	No

In the above table, (15) teachers consider that it is possible to make all the students to participate in the speaking activities, whereas (20) teachers claim that it is impossible.

For (No.8), your reason may be:

Table 21
Teachers' Reason for (No.8) (n=35)

SN	Theme					M	SD	Interpretation
		It depends on the type of the activity	I oblige students to perform tasks individually	This happens through the appropriate design of tasks	The time and the number of the students in the classroom prevent them from involving all of the students in the interactive activities			
1	Possibility of having all students' participation in the speaking	34%	0%	9%	57%	2.89	1.38	Participants' size

In Table 21, teachers explain why they can make all the students to participate in the speaking activities, and why they cannot do so with their reasons.

Q 9: What are the speaking problems students most face in Oral Expression?

Table 22*Students' Most Speaking Problems (n=35)*

SN	Theme						M	SD	Interpretation
		Inhibition because of shyness, anxiety, and stress	Nothing to say about the chosen topic	Low participation	Mother tongue use	Other problems			
1	Students' most speaking problems	48%	5%	28%	18%	0%	2.17	1.21	Inhibition because of shyness, anxiety, and stress.

As shown in Table 22, the common shared idea between most teachers is that students have the problems of inhibition because of shyness, anxiety, and stress. Some others (17) teachers say low participating problem. Others (11) teachers confirm that students still use their mother tongue in second language classroom. The remaining (3) teachers state that some students may have nothing to say about the chosen topic.

Q 10: If your students say anything wrong during interaction, do you:

Table 23*Teachers' Attitudes towards Correcting Students (n=35)*

SN	Theme					M	SD	Interpretation
		Interrupt them to correct them	Correct them later	Ask students to correct each	Do not correct at all			
1	Teachers' attitudes towards correcting students	3%	54%	43%	0%	2.40	0.55	Correct them later

Table 23 reveals that (19) teachers prefer to correct their students later. Some others (15) teachers like to ask students to correct each other. Only one teacher enjoys interrupting her students to correct them.

Q 11: When you give corrective feedback to your students, do you?

Table 24

Types of Feedback Given by Teachers (n=35)

SN	Theme	Tell them about their mistakes (explicit feedback)	Reformulate what they said correctly (Implicit feedback)	M	SD	Interpretation
1	Types of feedback given by teachers	29%	71%	1.71	0.45	Reformulate what they said correctly (Implicit feedback)

While most of the teachers (25) prefer to give their learners implicit feedback, i.e., teachers reformulate what their students said correctly, (10) teachers state that they use explicit feedback that is to tell their learners about the form of mistakes.

Q 12: In classroom interaction, do speaking mistakes and problems

Table 25

The Effect of Interaction on Speaking Problems and Mistakes (n=35)

SN	Theme	Last	Reduce progressively	Disappear completely	M	SD	Interpretation
1	The effect of interaction on speaking problems and mistakes	0%	89%	11%	2.11	0.31	Reduce progressively

Most teachers (31) claim that speaking problems and mistakes may be reduced progressively in classroom interaction. And (4) teachers choose the option “c”, i.e., these speaking problems and mistakes can disappear completely.

Results

The data generated through the descriptive analyses of the perceptions of students and teachers have been presented in the tables given below.

1. Students' and Teachers' Views towards the Opportunities for Production that Arises in a Classroom Setting and the Development of the Speaking Skill

Table 26

Students' Views towards the Opportunities for Production Arising in a Classroom Setting and the Development of the Speaking skill

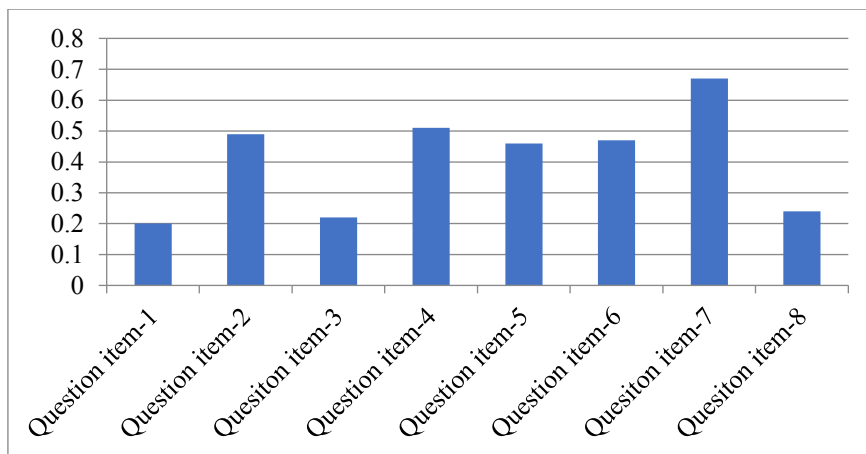
SN	item	Opportunities	Calculation		Interpretation
			M	SD	
1	Q 1	Student and teacher relationship	1.04	0.20	Rare opportunity
2	Q 2	Frequency of teacher-learner interaction	1.41	0.49	Rare opportunity
3	Q 3	Teachers' comprehensible input	1.05	0.22	Rare opportunity
4	Q 4	Frequency of learner-learner interaction	1.60	0.51	Favorable opportunity
5	Q 5	Frequency of outside classroom interaction	2.03	0.46	Great opportunity
6	Q 6	The students' contribution in interaction	1.67	0.47	Favorable opportunity
7	Q 7	Students' speaking ability as a result of classroom interaction	2.19	0.67	Great opportunity
8	Q 8	Regular interaction as a help to reduce speaking mistakes	1.06	0.24	Rare opportunity
Average Mean = 1.51					Favorable opportunity

In the above table, the students describes that they have favorable opportunity regarding classroom interaction with the average mean score (1.51). Moreover, they possess a good relationship between them and their teachers. It is clear that the one who does most of the talk in the classroom is the teacher since the students describe so. This shows clearly that most of the students do not show their ability without the encouragement of their teacher. Because over half of the students state that they are always given the opportunity to interact with their teacher, it is clear that learner-learner interaction is weak. Moreover, most of the students claim that they are always provided comprehensible input that is suitable to their level. It can delay the development of the learners' speaking skill. Thus, students describes that the most desired language skills to be mastered is the speaking

skill. According to these factors, students need more opportunity for production that arises in a classroom setting.

Figure 1

Students' Views towards the Opportunities for Production Arising in a Classroom Setting and the Development of the Speaking skill



Note. 1.00-1.50=Rare opportunity; 1.51-2.00=Favorable opportunity; 2.01-2.50=Great opportunity

In the figure 1, over half of the students evaluate their speaking ability as being well because of interaction. This may be because the students frequently interact with their teacher or with their classmates, so they get the well speaking skill. Participation in classroom interaction will naturally affect on the students' speaking capacities. As shown in the figure, almost all the students respond that regular interaction in the classroom reduces their speaking mistakes. This may be because if the teacher calls their attention to mistakes, then the learners will avoid them in the future participation. Therefore, interaction can help the students to activate heir speaking skill according to the extent of using it.

Table 27*The Teachers' Opinions towards the Classroom Interaction Especially for Speaking Skill*

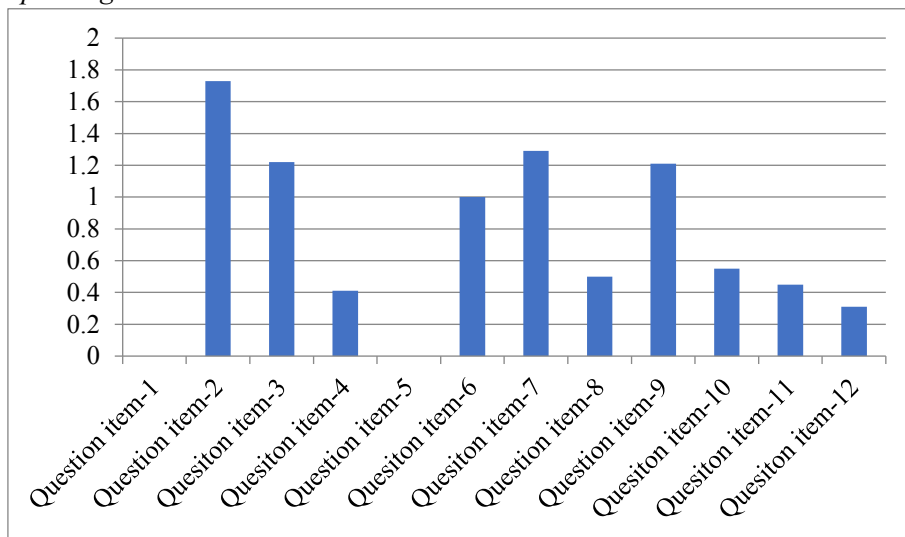
No.	Opportunities	Calculation		Interpretation
		M	SD	
1	Teachers' knowledge about classroom interaction	1.00	0.00	Poor opinion
2	Teachers' remarks for characteristics of classroom interaction	3.66	1.73	High opinion
3	Teachers' reason for using classroom interaction	2.04	1.22	Favorable opinion
4	Students' fluency of engagement in classroom interaction.	1.78	0.41	Favorable opinion
5	Students' enjoyment of learner-learner interaction	1.00	0.00	Poor opinion
6	Teachers' focuses on classroom interaction	2.08	1.00	Favorable opinion
7	Teachers' focuses on speaking activities	2.32	1.29	Favorable opinion
8	The possibility of having all the students participate in the speaking	1.57	0.50	Poor opinion
9	Students' most speaking problems	2.17	1.21	Favorable opinion
10	Teachers' attitudes towards correcting students	2.40	0.55	Favorable opinion
11	Types of feedback given by teachers	1.71	0.45	Poor opinion
12	The effect of interaction on speaking problems and mistakes	2.11	0.31	Favorable opinion
Average Mean = 1.99				Favorable opinion

In the table 27, the teachers describe that they have favorable opinion on regarding classroom interaction with the average mean score (1.99). Majority of the teachers describe that they are using classroom interaction for the reason that learners need to speak and listen to each other and then acquiring speaking techniques such as taking turns and interruptions. This is a good remark for classroom interaction. Moreover, majority of teachers express that they sometimes invite their students to interact with each other. At that time, most of the teachers focus on dialogues to create a successful interaction and to create a stress-free situation for those students who are facing the problems of inhibition because of shyness, anxiety, and stress because learners in such activities speak more freely. Moreover, most of the teachers claim that speaking problems and mistakes may be reduced progressively in classroom interaction. It means that a regular interaction

with the teacher or other learners lead to achieve speaking automaticity. According to these factors, the students' speaking skill can be developed by using classroom interaction.

Figure 2

The Teachers' Opinions towards the Classroom Interaction Especially for Speaking Skill



Note. 1.00-1.75=Poor opinion; 1.76-2.50=Favorable opinion; 2.51-3.25=Good opinion; 3.26-4.00=High opinion

As shown in the figure 2, majority of the teachers describes that they are average talking in the classroom. This is a good remark for classroom interaction. However, majority of teachers claim that they sometimes invite their students to interact with each other. As a result, students face the problems of inhibition because of shyness, anxiety, and stress. This is because students may lack self-confidence if they do not have enough practice. Therefore, students need to have more opportunities to interact in the class. To solve this problem, most of the teachers focus on dialogues to create a successful interaction. This may be intended to create a stress-free situation for those students because learners in such activities speak more

freely. Moreover, teachers mostly state that speaking problems and mistakes may be reduced progressively in classroom interaction. This means that, a regular interaction with the teacher or other learners lead to achieve speaking automaticity that is free of mistakes, since the interlocutors whom the learners interact with will contribute to giving feedback. According to these factors, the students' speaking skill can be developed by using classroom interaction.

Discussion

To assess teachers' application of classroom interaction in developing the student's speaking skill, it has been considered many aspects like teachers' roles, students' roles, the implementation of classroom interaction, problems that the students have to face and the value of classroom interaction, etc. To gather reliable information with regard to the above aspects, the questionnaires have also been used. As presented in the aim and objectives, the main purpose is to find out about the practicing of teacher-student classroom interaction in EFL context to develop the students' speaking skills. In the analysis of the data from students, most of the students have a good relationship between them and their teacher, and this may be because they have a good level in speaking or they regularly participate in classroom interaction. Moreover, students also confess that their teacher gives them the opportunity to interact with them. This indicates that the teacher really wants to his students to be involved with her in such type of interaction which has an impact on the students' performance in speaking. They also state that their teacher always provides comprehensible input that is suitable to their level. This enables us to predict that students need more to participate in classroom interaction as possible as they can. They must be given a lot of practice to activate their speaking skill. As a result of classroom interaction, majority of the students judge their speaking ability as being well, this judgment indicates that keeping silent all the time in classroom will limit the students' chance to learn or to speak the foreign language. They also claim that a regular participation in the classroom could help them to reduce their speaking mistakes, this may be because if the teacher calls their attention to

particular mistakes, then the learners will avoid them in the future participation. On the whole, students showed some interest to the value of classroom interaction. Their previous answers revealed that it can successfully lead them to enhance their speaking skill.

In the analysis of the data from teachers, all the teachers insist that they all know about the value of classroom interaction. Their reason for using classroom interaction is that students need to speak and listen to each other and then acquiring speaking techniques such as taking turns and interruptions. This is a good remark for classroom interaction. However, majority of the teachers confirmed that they sometimes invite their students to interact with each other. It seems that teacher-learner interaction may be stronger than learner-learner interaction. Most of the teachers claim that students have the problems of inhibition because of shyness, anxiety, and stress. This may be due to the ill development of communicative skill. It also means that students need to be given more chance to interact with each other in the class to improve their speaking skill. The role of learner-learner interaction is the top importance for learners to improve their language skills in general and speaking skills in particular (Karwan, 2016). This is because learner-learner interaction is a stress-free situation where learners feel less inhibited. Besides, it creates a funny, friendly, and relaxing atmosphere. Concerning the speaking activities which create a successful interaction, over half of the teachers focus on dialogues because they are the best activities for interaction management. This may be due to the fact that learners in such activities speak more freely. Almost all the teachers agree that classroom interaction could reduce progressively the speaking problems and mistakes. This means that, a regular interaction with the teacher or other learners lead to achieve speaking automaticity that is free of mistakes, since the interlocutors whom the learners interact with will contribute to giving feedback. So, learners will have the opportunity to notice the gap between the language they are using and the correct or target-like, and through interactions they speak to use the appropriate language that make them be understood by others. Long (1981) cited in Karwan (2016) also suggests that

it is the interaction which simplifies comprehension and promotes second language acquisition, in particular speaking skills.

Conclusion

The idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through classroom interaction, knowledge can be constructed and skills can be developed. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this context, learners are supposed to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices. The present work aims at showing that classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill, but also to foster their capacity to generate new language. This is confirmed by the results obtained from the analysis of data gathered from teachers' and learners' questionnaires. The analysis of their questionnaires showed that the learners are really given chances to use the language through engaging in interactions. But learners still have the problems such as inhibitions because of shyness, anxiety, and stress. However, the analysis showed that such problems can be reduced progressively or disappear completely. Teachers and learners showed a considerable awareness about the impact of classroom interaction on developing the learners' speaking skill through teachers' provision of comprehensible input which helps learners to understand, and the spoken language accurately and then use it appropriately.

Recommendation

The lack of interaction or the use of the language will negatively affect language learners in their communications. Therefore, they should be encouraged to participate in classroom interaction so that they can be fluent and well-versed in spoken language Mackey (2007) cited in Karwan (2016).

So, the ultimate aim of this study is to show whether it is possible to develop the speaking skill of learners through classroom interaction. The knowledge gain from this research shows that during regular interactions in the classroom, learners can reduce their speaking mistakes, thus strengthening their language ability.

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Teaching Methods vis-à-vis Learning Styles under the Influence of an Exit Test: A Washback Perspective

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Abstract

This study aimed at investigating the interrelationship between the teaching methods and the learning styles under the inevitable washback influence of General Secondary English Examination (GSEE) on Yemeni Secondary school students. GSEE is the highest secondary school exit test that is run by the Ministry of Education. This public exam constituted the cornerstone of the students' future, where both teachers and students were preoccupied with how to get passed with the high marks to be eligible to join the university. Qualitative approach has been applied by using classroom observations, semi-structured interviews and group discussions. Based on the research data, the findings of the three qualitative instruments confirmed equivalent implications. The study contributed obvious evidence of the

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strong influence of the exam washback on English teachers' teaching communicating methodologies and students' learning styles.

Keywords: Exit test, GSEE, Learning styles, Teaching methods, Washback

Introduction

Testing is inseparable from teaching and vice versa as they are unable to operate on their own. Hence, language teaching and testing are the most predominant factors of learning processes. Unlike the new approach, which views testing is for learning; the conventional belief was that testing is just a complementary element which is responsible for determining how teaching is successful in a particular context and to measure at what level learners are and to decide who will pass and who will fail. In short, testing is a necessary evil which has an impact on the stakeholders. This impact is what has been known as the 'washback effect'.

It has been recently demonstrated that assessment for learning (AfL) is the ultimate aim of language examinations (Swaffield, 2011; Black & Wiliam, 2010). However, what is happening in Yemen is nearly the opposite. The General Secondary English Examination (GSEE) is considered as the main goal of Yemeni English teachers and learners though it is supposed to serve the needs for learning the language (Tayeb et al., 2018; 2014). This may be due to the well-known fact that in Yemen, as in almost all Arab countries, the educational system is typically test-driven and examinations, especially the public ones, are of exaggerated importance (Haddadin et al., 2008). Due to its significance for the learners' future, the GSEE is considered as a high-stakes test (Tayeb, 2019).

To define the GSEE, it is a public test administered at the last level of pre-tertiary education in Yemen after completing six years of learning English starting from the seventh level until the twelfth level. The test is exclusively prepared and organized by the High Committee for Examinations (HCE), which is directly under the authority of the department of examinations in the Ministry of Education, Yemen. Commonly, "school leavers take the test

in June after completing the required tasks and exercises in all the examination subjects including English” (Tayeb, et al., 2014, p.83).

Due to the growing concern of the Yemeni teachers and learners at the micro level impact of washback, parents, administrators and other stakeholders on the macro level spend much effort, time and lots of money every year on the examination. Hence, more empirical researches, as Watanabe (1996, pp. 35-36) recommends, will help make the best use of such examination. Since learners consider the GSEE as the platform by means of which they can reach their future goals, they try to exploit all possibilities that can help them overcome the difficulties of the test. Their learning styles and activities are adapted according to needs of the test and they keep looking for any additional materials that may help them understand the content of the curricula.

On the other hand, teachers spend more efforts to summarize the prescribed syllabus into commercial handouts containing several tests of the previous years so that they make it easier for learners to pass the exam. In this way, teachers are trapped in a cycle of examination preparations and they consider the communicative methodologies as unaffordable luxuries. This illustrates that the GSEE is the main obstacle that stands in the way of learners in Yemen. Based on the researchers’ experience, who have a good knowledge of the school inspectorate in Yemen, the GSEE hinders English teachers from developing their traditional teaching methods. They find themselves bound to the conditions and the instructions of the test designers and they have no choice except teaching to the test although they realize that the exam is a grammar-based test which gives no attention to communicative skills.

Literature Review

1. Notion of Washback

Up to date, the term ‘washback’ has defined from different perspectives. It is defined in this way (i.e., washback) by applied linguists such as Alderson

and Wall (1993) and (Bailey, 1996), or ‘backwash’ such as Biggs (1996) and (Hughes, 2020). The term is broadly defined as the influence of testing on teaching and learning (Brown, 2002; Cheng & Curtis, 2004; Tayeb et al., 2018). Many recent researchers cited the definition by Messick (1996) in referring to the notion of washback as “... the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (Messick, 1996, p.241). However, the term ‘washback’ has become a predominant phenomenon in the field of education specifically by the start of the third millennium during which the term has gained more consideration from researchers around the world. More recently, the topic of washback has been dealt with as a considerable phenomenon in language education (Baksh et al., 2016; Fulcher & Davidson, 2007:221; Onaiba & Mustafa, 2014).

In sum, following Bailey’s (1999), the different notions of washback as an educational phenomenon can broadly be extracted into four key definitions of the washback concepts: 1) the concept of ‘washback effect’ which refers to the impact tests have on both teaching and learning; 2) the concept of ‘measurement-driven instruction’ which refers to the idea that learning should be driven by testing; 3) the concept of ‘curriculum alignment’ which focuses on the relationship between the teaching syllabus and testing; and 4) the concept of ‘systemic validity’ which interrelates tests into the educational system.

2. Washback and Teaching-Testing Partnership

Controversially, the comprehensive function of testing is, to some extent, still ambiguous. For instance, one cannot say that test is an obedient servant of teaching, but rather it can be considered as a supportive catalyst that leads to the desired goals. This can obviously be observed through different perspective looking at testing as a vital educational element which cannot be expected as just a ‘servant’ that only follows teaching. For example, Hughes (2020) argues that “the proper relationship between teaching and

testing is surely that of partnership.” (p.2). Supporting the teaching-testing partnership approach may positively influence the quality of teaching. In other words, if the teaching is good and testing is not, this will indicate that negative washback will result. On the other hand, there are some cases where testing is good and teaching is not but here one cannot say that testing must follow the negativity of teaching by obeying it submissively. This reflects the test ability to provide a positive or beneficial washback. Hughes’ comment in this regard is worth quoting:

What we should demand of it, however, is that it (testing) should be supportive of good teaching, and, where necessary, exert a corrective influence on bad teaching. If testing always had a beneficial backwash on teaching, it would have a much better reputation amongst teachers. (Hughes, 2020, p.2).

It is important to mention that most, if not all, of the previous studies deal with the washback phenomenon on a particular aspect on the part of the teachers or the learners. To the best knowledge of the researchers, it is difficult to find a study that encompasses the teachers’ perspectives with those of the learners together. However, the only common factor in most, if not all, of the countries in which washback studies were carried out English is a foreign language (EFL) (Tayeb, 2019). Moreover, the factors investigated dealt with learners or teachers separately. In other words, it is hard to find studies that investigate the two factors as a whole though the two elements are eclectically interrelated in any teaching-learning process. Pan and Newfields (2012) aptly commented on this matter by arguing that if teachers are responsible for assisting student pass the exam, they should try their best to learn more about teaching methodologies and they have to be exposed to more training courses, engaged in peer observations to utilise tests for enhancing students learning. Accordingly, what is needed is a study that considers the real interaction among teachers and their learners to assimilate the content which plays a vital role in protecting the students from the harmful effect of the test washback.

In relation to this, many recent washback studies recommend that further studies need to be carried out on the teachers’ teaching methods and

learners' learning styles. For instance, Pan and Newfields (2012) reported that due to the modest amount of EFL researches on learners' washback, further studies are needed to investigate how tests influence students' learning styles and teachers' teaching methods. Hence, the need for investigating how the classroom environment, the place where teachers and students' interactions can be observed, is predominated by positive or negative washback and this is what the present study aims to do implement (Athiworakun & Adunyarittigun, 2022).

Research Objective

This study aims to investigate the interrelationship between teaching methods and learning styles under the inevitable washback influence of General Secondary English Examination on Yemeni Secondary school students.

Methodology

1. Research Design

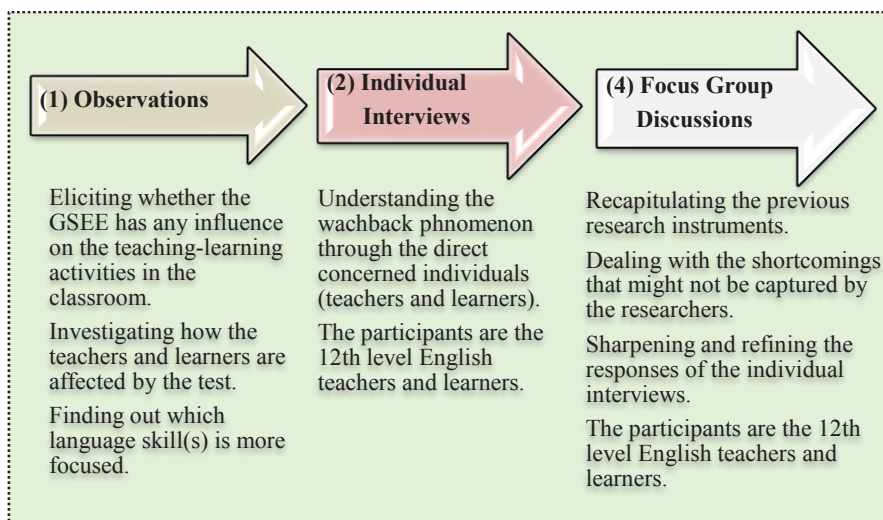
The present study applies the qualitative approach using classroom observations, individual interviews and focus group discussions. For individual interviews, a total of 15 high secondary school English teachers (11 males, 4 females; $M_{age} = 27.62$, $SD = 0.78$) and eight 3rd-secondary school students (3 males, 5 females; $M_{age} = 18.20$, $SD = 0.65$) participated in the study. Closer to the exam day, the focus group discussions were carried out with five teachers (2 males and 3 females) and seven students (2 males and 5 females). Both of the focus groups were parts of the participants in individual interviews (more details could be seen in Tables 2, 3 & 4 respectively in the following subsections). The students were all registered to sit for the GSEE and the teachers are the those who were selected to teach English subject for the exit test takers.

For almost the whole period of data collection, observations have been carried out in three rounds - high-standard, mid-standard and non-standard

schools. Simultaneously, individual interviews were carried out with the learners of the same level. The data collected through these procedures ending up with the focus group discussions. The qualitative data were analyzed and correlated to get the final results that reflected the nature of the relationship between the study variables. This is roughly conceptualized in Figure 1.

Figure 1

Instruments utilized for investigating the washback effect of the GSEE TM and LS



2. Data Collection Instruments and Procedures

2.1 Observations

Axiomatically, when talking about classroom observation, the picture which comes into one's mind is that an observer would get two valuable opportunities, optical and auditory. The first is of visual nature including objects and movements that can be seen such as materials used, seats arrangement, number of participants and who mostly/rarely has part in the classroom interaction. This was implemented by developing a coding scheme to suit the Yemeni context based on some previous studies such as

that by Watanabe (1996). The main aim of using classroom observation in this research was to get clear insights about the teaching-learning characteristics that could be elicited through the interaction between the learners and their teachers in the classroom. The focus of the observation was on: 1) skills which are mainly taught and learnt; 2) kinds of activities mainly used; 3) communicative features used in classroom activities; and 4) main and supplementary materials used to prepare for GSEE.

The most well-known scheme coding model for classroom observation is the Communicative Orientation of Language Teaching (COLT) scheme generated by (Fröhlich et al., 1985). Additionally, observation note-taking forms developed by Cheng and Watanabe (2004), in the light of the COLT scheme, were applied for codifying the relative events happening inside classroom. Through the classroom interaction (between the teacher and students) it became clear for the researchers to observe how, or to what extent, the test prediction influences the class different processes. Furthermore, it became easy to elicit students' styles of learning.

The second component of the classroom observation was of audible nature dealing with all that could be heard but not seen. For that, an unobtrusive device was used for recording the classroom audible processes. The most appropriate audible instrument for recording is MP3 recording device for getting good quality sound. The recordings were then transcribed orthographically and thematically categorized representing various classroom activities and then coded schematically using NVivo (version 12) software. To make it clearer, the researchers requested approval from the sampled school administrations and personally requested permission from English teachers to videotape some classroom activities. The collected data sets were subsequently used in frequency analysis.

Due to the time and finance limitations, the researchers could observe only 39 classes, of the third secondary English classes, distributed among seven schools scattered in the urban and rural areas. The estimated time for observation was around 30 hours during the school year 2021. This, however, is very close to several studies carried out on the washback

phenomenon such as the studies by Burrows and Hsu (Burrows, 2004; Hsu, 2010). Each class was observed after getting permission from the school administration and making contacts with English teachers through personal meetings or via phone calls. All classes were of 45 minutes in (both male and female) schools. Table 1 summarizes the schools in which the observations were carried out where (A^n) symbolizes male school, (B^n) for female and (C^n) for male-female school.

Table 1

School Locations, Number of Periods and Length of Observation

No.	School Code	Situation	Standard (e.g., Historical Reputation)	Number of periods	Length of observation
1	A1	Main town	Highly standardized	7	7x45= 315 mins
2	B1	Main town	Highly standardized	5	5x45= 225 mins
3	A2	Secondary town	Semi-standardized	7	7x45= 315 mins
4	B2	Secondary town	Semi-standardized	4	4x45= 180 mins
5	A3	Rural area	Low standardized	6	6x45= 270 mins
6	B3	Rural area	Low standardized	6	6x45= 270 mins
7	C3	Rural area	V. low standardized	4	4x45= 180 mins
Total				39	1755/60= 29.25 hrs.

Accordingly, three main variables were taken into account while classroom observations namely context, process and product to gain a complete picture of washback effect on teaching and learning within the classroom context, (Bailey, 1996; Burrows, 2004; Hsu, 2010). More importantly, the process variables (teachers and learners' interaction in the classroom) were the mostly needed targets in this study.

2.2 Interviews

In this study, interviews were of two types implemented in two different stages. The first, one-to-one interviews with 15 Yemeni English teachers and 8 learners, of males and females, of the secondary schools (the 12th grade) were carried out. The second, two focus-group discussions with five

English teachers and seven learners of both males and females constituted the winding up of data collection procedures.

The individual interview with English teachers and third secondary school students almost constituted the second stage of the current research. Purposively, the teachers were chosen from different schools in the main town, the secondary towns and the rural area. The reason behind that was to discuss the washback effect of the GSEE from different perspectives. The total number of interviewees was 15 English teachers 11 of them were male and four were female and all of them taught students in the third secondary classes who would sit for the GSEE. Table 2 shows the profile of the teachers.

Table 2

Schedule of Interviews with Teachers

No.	Teachers' codename	Gender	Teaching experience (Years)	Locality (Main/Secondary town; Rural)	School 1=Main town 2=Secondary town 3=Rural Area
1	AA	M	13	M. Town	A1
2	AD	M	8	Rural	C3
3	AG	M	13	S. Town	B3
4	AM	M	22	M. Town	A1
5	DH	F	12	S. Town	B1
6	EH	M	22	M. Town	A2
7	GY	M	2	Rural	C3
8	HM	F	13	S. Town	B2
9	HY	M	11	M. Town	A1
10	KT	M	15	S. Town	A2
11	MG	M	8	Rural	B3
12	MO	M	14	S. Town	A2
13	SG	F	8	S. Town	B2
14	SK	F	11	S. Town	B2
15	SZ	M	23	Rural	A3

Throughout the classroom observations, the researchers could find chances to carry out individual interviews with students either in the male or female schools, in the urban or rural areas. The students chosen were those seen to

be very interactive with their teachers and classmates inside the classroom. This made it easy to elicit their acceptance to participate in the study. The total number of participants was eight, five female and three male students. The interviews were conducted concurrently with classroom observation. Answers were recorded verbatim during the interviews. Table 3 shows the profile of the students.

Table 3

Profile of the Students

No.	Students' codenames	Gender	Locality (Main/Secondary town; Rural)	School 1=Main town 2=Secondary town 3=Rural Area
1	RH	F	Rural	C3
2	IM	M	M. Town	A1
3	NdA	F	S. Town	B2
4	HN	F	Rural	C3
5	GM	M	S. Town	A2
6	NgA	F	Rural	C3
7	HD	F	Rural	B1
8	AT	M	S. Town	A2

Consequently, Semi-structured interviews constituted a platform for carrying out two focus group discussions one with five teachers and another with seven students. The reason beyond enclosing the data collection processes with group discussions was to find out the most appropriate volunteers for participation throughout the preceding processes (observations & interviews) for making fruitful discussions. This constituted an overwhelming support to the researchers due to their interest and enthusiasm during the discussion. It was expected that the interaction among the group members would encourage more interactions with the topic and recapitulate what might have been explained or discussed in the previous stages.

Surprisingly, the group members were extremely interested in the discussions especially the students' group because, as they stated, they have

had never participated in such activities before. Before starting the discussion, there was an innovative chart containing the main points along with the leading questions which would be handled during the discussions. The chart was distributed among the participants as a time-saving device and to make the discussion smoother and more active. While conducting the group discussion some impromptu questions were asked when it seemed necessary for eliciting more explanation and clarification.

2.3 Focus Group Discussions

Regarding the procedural steps for carrying out the focus group discussions of the teachers, the main way for informing a participant was face to face either immediately after the classroom observation or after the individual interviews. Those who accepted to participate in the group discussion were requested to provide their contact numbers to be informed of the time and the place of the discussion. The discussion was initiated with the researchers assuring the participants that whatever they said in the meeting would be confidential and would only be used for the research purposes. A brief introduction about the subject matter of the research and the purpose of the discussion for enriching the topic with their own views that emerged from their experience as the direct stakeholders under the influence of the washback effect of the GSEE. For documentation purposes, audio-visual aids were applied using Sony digital voice recorder and a video camera. Almost, the same procedures were applied for students' focus group discussion (see Table 4). As it was promised, codenames were only used when transcribing and analyzing the data.

Table 4

Schedule of Teachers and Students' Focus Group Discussions

Focus group	Number of participants			Length of discussion
	Male	Female	Total	
Teachers focus group	2	3	5	50.49 mins
Students focus group	2	5	7	27.51 ins

3. Data Analysis

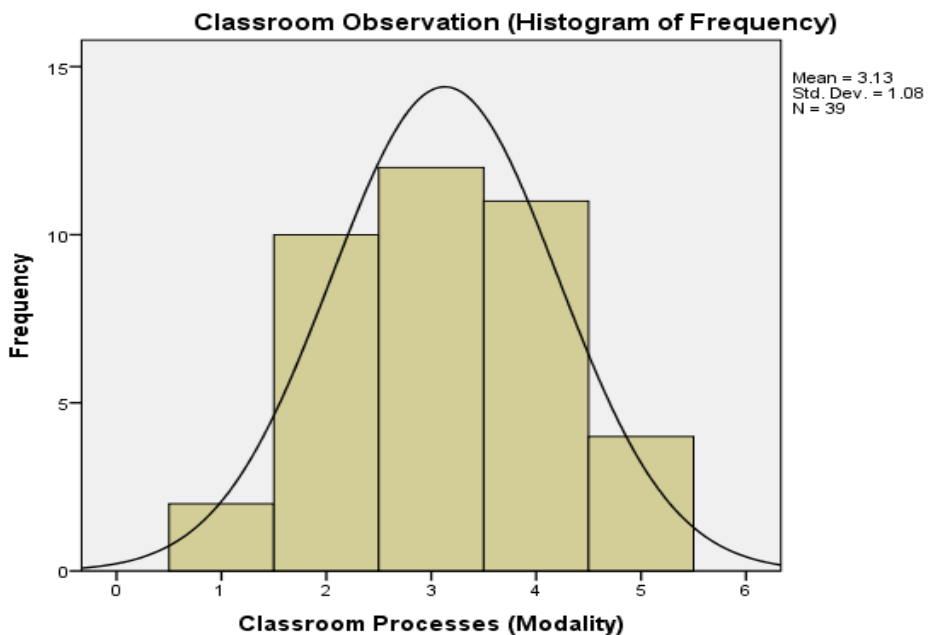
3.1 Data from Classroom Observations

As has been mentioned earlier, seven secondary schools were considered for investigation in urban and rural areas. The schools were basically selected based on standards, levels of teachers and students' proficiency, gender and regional location. The main reason beyond choosing different types of school was to elicit how English teachers and 3rd secondary school students would react to the GSEE in different contexts. This appeared to be more appropriate for observing teachers and learners from different types of schools which constituted the baseline for the study. It was supposed that there might be some differences of the washback effect regarding school locations or gender but the results revealed that the difference is not that significant indicating that all students whether in the urban or rural, male or female are influenced by the GSEE.

As a baseline for the study, the classroom observations revealed that almost a third of the classroom activities were devoted for doing mock tests, due to the effect of the test on the teachers and the learners. The data revealed that the oral-aural skills are almost ignored (only 5%) by the teachers. This might be due to the washback effect of the GSEE being a paper-and-pencil test which is the major concern for teachers and learners. Accordingly, the focus was mainly on reading and writing 28% including grammar 25% as the language structure, and vocabulary 10% as the source of answering the multiple-choice questions (MCQs), fill-in-the-blanks and matching questions. Overall, the predomination of the GSEE on the class different procedures was significantly overwhelming 31% from the total classroom procedures. Figure 5 visualizes the above description.

Figure 3

Histogram of Frequency for Mock Examinations Compared to Language Structures/Skills through Classroom Observations



1= Oral; 2= Grammar; 3= Mock Examinations; 4= Reading & Writing; 5= Vocabulary

According to the above Figure 3, column 3 reached the highest point where 12 out of the 39 classes were observed practicing mock examinations. On the other hand, column 1 pointed the lowest frequency, $f=2$, regarding oral activities. This, as has been mentioned earlier, might be due to the inexistence of the oral questions in the GSEE. As paper-and-pencil examination, teachers concentrate more on the reading and writing skills (column 4) where 11 out of the 39 classes were devoted for this purpose. Similarly, as GSEE is a grammar-oriented and language structure exam, 10 classes were specified for Grammar (column 2) followed by vocabulary (column 5) for which only 4 classes were devoted (see Table 5).

Table 5*Frequency and Percentages of the Language Skills and Structure -
Classroom Observation Study of Lessons*

Subject/Topic Taught	Frequency	Percent
Oral	2	5.1%
Grammar	10	25.6%
Mock Examinations	12	30.8%
Reading and Writing	11	28.2%
Vocabulary	4	10.3%
Total	39	100%

3.2 Data from Interviews

The data generated from the individual and focus group interviews was coded and analyzed via the open-ended questions previously recognized and listed in the interviews protocols (Cohen et al., 2007). Miles and Huberman (1994) explained that three concurrent flows of activity need to be conducted before analyzing the interviews data namely: 1) data reduction; 2) data display and conclusion drawing; and 3) verification. Hence, qualitative data was gathered through identifying the categories and themes that match the objectives of the interviews' questions, which were within the scope of the research questions and the limitation of the study.

Using the NVivo12 software, the data was transcribed independently for each identified category, relying on the recordings and the classroom checklists (i.e., field-notes) taken during the interviews. The researchers used what is called 'selective coding' (Charmaz, 2006) and started coding and nodding all the interview transcripts by categorizing the texts according to the research questions and objectives. The transcription was read through several times and specific parts of the text were highlighted in different colours and the participants' names were coded and abbreviated. The aim beyond doing so was to simplify the codes and reduce the number of categories. In a sense, the smaller categories were amalgamated into a larger

category. This process of combining and merging the categories led to data reduction. The study themes and sub-themes were clustered by the NVivo12 software.

As all the interviews were either videotaped or rerecorded, the data collected from the teachers was transcribed (Silverman, 2020) and the data collected from students were translated from Arabic into English in the English Department, Hodeidah University. All the students' interviews were transcribed verbatim via each participant, and then presented in both versions, Arabic and English. Three colleagues at the faculty of education were requested to interpret the interview data in order to compare their interpretations with those by the researchers. A high degree of concordance was perceived between the two types of interpretations.

Results

1. GSEE Washback on the Teachers' Teaching Methods (TM)

Teaching Methods (hereinafter referred to as TM) is the first factor around which the questions were asked. Almost all the interviewees agreed that TM is influenced by the GSEE and teachers teaching English for the sake of the test and not for learning the language. According to AD, the GSEE “*influences the ways the teacher teaches the students because one important thing is that when the teacher teaches the students, their mindsets should be preoccupied with the exam's day*”. Hence, the 3rd secondary class English teacher is obliged to tailor the way of teaching towards the test. AD's comment in this regard is worth quoting:

They (teachers) do not care about the real classroom learning and whether their students have acquired the language or not. They think of how to help the students pass and so there is no real language teaching and learning.

According to most of the interviewees, TM is a very important element that should be adapted according to the test. For example, AM argued that TM “is very important because it makes teachers concentrate only on few points and not on the skill of learning, *“I think they ignore speaking.”* This proves that teaching is not for learning but for testing because speaking skill is

almost ignored albeit *“it is a very important skill to be acquired by students through the teachers”* (AM). Teachers see that there is no need for the aural-oral skills because GSEE is a paper-and-pencil test. For example, AG obviously narrated his own story with the TM in his own class:

It (the GSEE) makes me create new methods to teach my students, to collect more question papers for students and make them try to solve these examinations so that it becomes easy for me to teach, to make these patterns or models (of exams) easy for the students to pass the GSEE.

Hence, it could be stated that the GSEE makes the TM unique in the 3rd secondary level compared to the whole previous levels. DH asserted that particular TM must be used *“to prepare the students to be ready and able to answer the test (questions) at the end of the year.”* When the interviewee was asked why TM should be different in the 3rd level, the answer was *“they are different, because, for example, in the second secondary classes, I myself who make or take the decision and I follow myself in these classes.”* Additionally, EH strongly affirmed that a teacher *“must make his teaching methods suitable for the exam and make the students get familiar with this exam.”* *“We have to change the teaching methods according to the exam,”* EH asserted. GY tried to interpret the reason beyond adopting the TM according to the GSEE and why the teachers teach the students according to the way of the exam in this excerpt.

Their purpose is how to get high marks to be admitted in the university. If our students just get only to pass (grade), they cannot join the university where it accepts only those get 80% and above. So, no department will accept less than this grade.

At this point, the situation seems to be controversial. The teachers were thinking about the most appropriate TM that could attract their students and simplify the subject matter for their students. In contrast, the students viewed teaching as not as helpful as cheating in achieving high marks in the GSEE. Thus, they believed they should think about their own methods to achieve this target which is educationally a harmful phenomenon. Teacher KT recommended that they must *“do all they can do. So, they try to vary*

their methods to involve all students and to introduce examples and media, either visual or audio or anything they can do.”

In relation to the effect of the GSEE on the TM, some teachers believed that all what they should do is making students familiar with the test. They referred to repeating the same style of the GSEE as a reason. In this way, the implication is that there is no necessity to diversify the TM in the class and what they could concentrate on is the test. Teacher HY tried to tackle this point in this excerpt:

While teaching, you find that the exam is repeated as a test every year and you will find the teacher keeps using one to fulfill this purpose. Other thing is the teacher finds that the students, even the smartest ones, are concerned about how to pass the exam, no more no less.

Hence, for most of the 3rd secondary school teachers, the first thing they put in mind is the GSEE. Each teacher has his own TM but in the light of the test and the course lessons are explained according to the test also. Teacher SG narrated a prominent way of teaching in her classes when she said:

Before I teach them or do anything, I read all the questions of the previous years, then, I try to connect between my teaching and these questions. There are lessons that give answers (to these questions). If I find that the students cannot find the answers for difficult exercises I seek the help of the teachers' books; that is why we need teachers' books. We always go to find out a teacher who has a copy for the teachers' book outside the school or get help from experienced teachers... like that.

2. GSEE Washback on Learners' Learning Styles (LS)

Diversity is not only in the TM on the part of the teachers, but also there in the learning styles (LS) on the part of the learners. Though LS is a learning element but it would be more obvious if investigated from the teachers' viewpoints. The majority of the teachers agreed that LS factor is highly affected by the GSEE especially when compared to the previous or lower levels. As the test is the corner stone of the students' future, various styles of learning are followed by the learners to capture the needs of the test.

Hence, LS was a significant element investigated on the learners' side. Teacher KT responded:

Students change their ways in learning. They make hard work with each other. They gather together to do some exercises. It is not like other years when students do not care about the course but in third year, they try to do all their best and they change their styles of learning even they become more active in the class and with other classmates also. They go for evening classes to do more exercises and more practice.

Apparently, Teacher SK differentiated between the LS of the 3rd secondary and the lower classes by arguing that students in the lower levels almost knew what they would be asked about and their teacher would correct the test questions. Therefore, they see that there was no need to diversify the LS. Furthermore, at these levels, they have enough time to study and even to request their teachers to repeat the lessons several times because they were not so concerned about the exam. However, the 3rd secondary situation is different. Learners need to aptly diversify their LS either inside or outside the classes and they could seek the help of their teachers. Hence, the teacher could suggest many aspects of the LS such as competitions and group-discussions. Teacher SK responded about the LS:

It is different because the second secondary is not as the third secondary, all students concentrate more and they are afraid of the test marks. They study the lessons many times because they are afraid from marks...The teachers must make competition with other schools and the best school meets the other best school. I always do this. But, some neglect; they do not take care of anything. This is a good way to motivate students to learn in the third secondary because they will be more active and study more because there are many things which are going to happen.

On the contrary, some teachers viewed that the GSEE negatively affects the LS. They argued that instead of thinking about how to learn the language and trying to diversify their LS, they only concentrated on the exam. Teacher AM looked at this point from two interrelated perspectives. One is that students are not accustomed to diversify their LS. What they are familiar

with is just passing the exam as when they were in the previous lower levels. This makes them unable to manage their time and effort of study when they are in 3rd secondary, the GSEE stage. The second is the GSEE itself. It makes them almost frustrated because they think that whatever they might have done, they would be bound by the decision of the High Committee of Examinations (HCE) and their teachers have no role in the exam preparation and administration. The following excerpt by teacher AM is worth quoting:

Most of the students are getting bored from studying especially English language because they are always afraid of the exams and because they pass the exam unsuccessfully and they are passed randomly giving them marks to pass from second year to third. They have no foundation, the basics to study English further. So, they get bored and frustrated in the class. But, we can find only some students active, who can react with their teachers and try to speak, try to answer, try to find or read... like this.

Similarly, teacher DH stated that the GSEE is a serious problem because it preoccupies the students' minds making them bored and frustrated. As a result, most of their teachers in the class mostly provide details about the exam. Hence, one could say that the LS factor is affected by the GSEE washback but the effect is negative. The problem becomes worse when one knows that they might think about cheating as an ultimate solution they could use to pass the exam. The following excerpt by teacher DH reflected the psychological conflict between teachers and learners:

The students are thinking in the last exam. They are always worried 'what will we study?', 'what can we ignore?', 'what can we omit'? Every day they bring the test with them. They have books for the models of the exam of all the years. Every day, they say 'we see this in a question of the exam.' That is the problem.

Surprisingly, some teachers looked at the effect of the GSEE from different perspectives. For them, the GSEE has no role in changing the LS because many students look at it as an obstacle standing in their way and cheating is the only solution for overcoming all the difficulties. However, to think on how to cheat is a style not of learning but of testing. This obviously reflected

the negative side of the washback which derived cheating from testing. In other words, instead of thinking how to learn the language, students might think how to cheat. Teacher HM introduced the GSEE as the main factor of reducing students' motivation to learn English because the test increases their tendencies for cheating. The interviewee's opinion is worth highlighted:

I do not think they (students) got a lot of information because their minds concentrate on how to cheat, how to make something which may help them answer the questions, cheating papers, cutting their books, and they make or create a lot of ways to cheat.

In sum, the washback effect resulted from the GSEE made the 3rd secondary classes different from the other classes at the lower levels. According to the viewpoints of the majority of the interviewees, the LS factor is considered as a dependent factor which, either directly or indirectly, follows the GSEE. In other words, the learning styles, inside or outside schools are mostly adapted in the light of the GSEE content not the content of the course. Hence, the various learning styles (LS) become subjected to the requirements of the GSEE.

Discussion

This research paper has been devoted to locate the phenomenon of washback within a more specific awareness of impact. It operationalizes washback on teaching methods vis-à-vis learning styles as direct significant constructs related to direct stakeholders (i.e., English teachers & learners). Based on the finding analysed above, it could be elicited that what mostly happens in the 3rd secondary classes is somehow controversial. This is so because, according to the classroom observations and interviews, the teachers seek what could be called as 'testing methods' rather than 'teaching methods.' Throughout the interviews, it seemed that the majority of the respondents agreed that, in the 3rd secondary classes, they teach English for the sake of the GSEE rather than teaching for learning the language. Therefore, they adapted their TM according to the test content where their focus was on the written skills (i.e., reading and writing) rather than the aural-oral skills (i.e.,

listening and speaking). Only a few of participants mentioned that they focus on learning rather than testing where they eclectically taught all the language skills regardless of the test content because they viewed that their teaching should be for learning not for testing. The findings of the current study come in line with the research by Tsang and Isaacs (2022) in Hong Kong where, in both of the study, the impression of learners is directly exposed to the “power and control embedded in test design” (Tsang & Isaacs, 2022, p.233).

Through their viewpoints presented above, one can elicit that the teachers were forced to teach according to the test. This provided a clear answer as to why 31% of the classes were about mock examinations during the classroom observation. The teachers specified around a third of their classes for explaining the exam for two reasons. The first, they felt that it was their role to simplify the GSEE for the students showing them how it was constructed and how questions could be answered. The second, they tried helping students overcome the difficulties of the exam and in case they succeed in making their students attend classes and get interested in learning, then, the students would indirectly be protected from the cheating phenomenon.

Additionally, there is another issue regarding the TM factor and its relation to the GSEE. Some of the participants claimed that no much concern is paid to the TM since many students consider their own ways of how to get high marks. Considering this issue, a serious question might be arisen, such as, what way/s student can follow to get higher marks in the GSEE? Rationally, cheating is the most preferred way especially for lazy students. Again, why does this happen? HM argued that the phenomenon of cheating especially in the far rural area affects the teachers passively. They find themselves in a situation where their efforts on teaching their students almost have no benefits because students find cheating as a ‘weapon’ by which they can face the anxiety of the GSEE. For some students thinking about the ways of cheating is better than attending classes, listening to their teachers and interacting with their active classmates.

Moreover, the teachers viewed the GSEE as a grammar-based test. Accordingly, the students pay their attention towards grammar and tend to neglect the language skills. The matter becomes worse when the teachers encouraged them to memorize the grammar rules and the most relevant words (i.e., vocabulary). Hence, one could anticipate that the LS factor is affected by the GSEE but in a negative way where only grammar becomes the primary concern for the students and the language skills would have a minor concern because the test mainly focuses on grammar. In other words, GSEE encourages students, but in a negative way because students think of how to memorize the grammar rules. They do not study English or the prescribed course to get the skills of language. Rather, the test motivates them to pay their efforts to pass the exam not to learn English. They try to memorize the grammar rules and this is because the test itself is grammar-based. They have models from years before and when these models are grammar-based, they have to study the grammar rules only.

It could also be reported that, in this study, the findings elicited through observation regarding level of schools (starting from highly standardized to low standardized) has no effect on both reducing the washback impact on both teachers' teaching methods and learners' learning styles. This comes in line with the findings of study by Athiworakun and Adunyarittigun (2022) where both the studies focused on teachers rather than schools. Moreover, the findings of the study seem to support the assertion of Onaiba and Mustafa (2014); Naveed-Ur-Rehman Khattak and Sohaib Sultan, (2022), and Tsang and Isaacs (2022) focusing on the partnership between triangulated dimensions of the teaching-learning processes namely: teaching, learning and testing. Hence, it becomes obvious that the differences among schools are not as important as the difference among teachers. Additionally, the findings of the study have revealed that there is a total ignorance for the oral-aural skills and the total concentration is only on reading and writing skills with a special focus on grammar as GSEE is a grammar-based exam. These findings come in line with the results of the study conducted by Naveed-Ur-Rehman Khattak and Sohaib Sultan, (2022) in Pakistan, which such educational procedure has 'wrong pedagogical

practices' than result in negative washback effects on language teaching and learning.

Conclusion

The present study provided empirical evidence for the necessity paying more attention on diversifying teaching approaches as well as learning styles to overcome the negative influences of GSEE as an avoidable public and exit test. Moreover, the findings of the study seem to support the assertion of Onaiba and Mustafa (2014); Naveed-Ur-Rehman Khattak and Sohaib Sultan, (2022), and Tsang and Isaacs (2022) focusing on the partnership between triangulated dimensions of the teaching-learning processes namely: teaching, learning and testing. According to the study findings, either direct stakeholders (i.e., teachers & learners) or indirect stakeholders (i.e., parents, school administrators, policy makers, etc.) should be aware of the test and its own strengths and weaknesses. The research findings have significant implications related to domain triangulation in educational research, where the researchers attempted to overcome the scarcity and 'parochialism' of studies conducted in Yemen. The present study recommends that changing teaching methods and learning styles occur as gradual progress and they are the product of long-term comprehension of various contexts for teaching.

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Students' Attitude towards English Literature in EFL Curricula

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Abstract

In education programs of Myanmar Higher Education Institution MHEIs, incorporation of literature in EFL curricula for English specialization students is promoted for several motives. Literature allows for deductive learning of the language and reduces inductive learning that is wearing and uninteresting if used all the time. Most researchers have considered attitude as an important variable that influences success in a learning task. Basically, analysing students' attitude is a significant phase that should lead any improvements in the course plan or content. This improvement is more important when dealing with university students who have already finished high school and look up to university to provide them with more motivating and wide-ranging content that addresses their requirements. As mentioned above, analysis of the students' attitude is critical for making decisions with regard to the kind of preparation they should get prior to boarding on the study of literary courses in their academic years. This research explores the

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attitude of Myanmar university students who specialize in English, learning English literature in general. To analyse the different aspects of the students' attitude, a five Likert scale questionnaire was used. Results showed that students are generally willing to study sorts of literature and short stories are mostly appealing to their liking. According to the responses of the participants, the students agree to the fact that learning literary texts make them improve reading and writing skills and that they can learn the culture of a society through its literary texts. They believe that literature can improve their speaking skills. Finally, they show less interest poetry drama and plays.

Keywords: EFL curricula, English literature, Myanmar, Students' attitude

Introduction

In Myanmar, many issues have been informed on challenges of the teaching/ learning of English literature. Most students are no exception and they are affected by this modern trend. They lack interest in reading because the culture of reading is absent in their context. Scholss (1981) discussed for excluding literary materials from the language classroom. Besides, he also focused on the lack of practical utility of literary texts for everyday life and future jobs. Besides, poor reading skills, students have a little interest in reading in general and reading literature in specific. This has become a universal issue owing to the heavy dependence on the new technologies, particularly the Internet. Krashen (1982), further argues that negative attitude could contribute to raising the learners' affective filter, that's why the language acquisition process slow down. According to McKay (1982), some scholars argues that literature is too complex in terms of the concepts it tackles as well as the language it uses both in terms of vocabulary and grammar. Such language and concepts are beyond the analytical skills of the average student. Zughoul (1986) states that his argument was supported by viewpoints from different scholars who advanced several justifications. Kramsch (1993) points out that cultural awareness is a tool that enhances language proficiency and that is enhanced by it. He also urges that language

is a form of "social practice, it cannot be separated from culture learning. Kramsch also believes that learning about culture does not mean adopting the target cultural norms, rather it leads to a deeper understanding of the native culture in relation to the target one as well as to better sociolinguistic competence in dealing with target culture speakers and contexts. Similarly, Baker (1993) identifies students who have positive attitudes invest more effort in language learning and implement several learning strategies such as providing information as well as asking and answering questions. So, inclusion of literary works is crucial in implementing of Myanmar Higher Education Institutions, MHEIs. Birkerts (1994) states that attributes this phenomenon to on-line reading that has significantly changed people's reading habits. Due to on-line reading, students' reading has become fuzzy. This is why they lack reading habits. Another important factor is lack of critical thinking which is required for understanding and appreciating literary texts. Ellis (1994) identifies that language learners' attitude as one of the personal variables which could have a positive or negative influence on the process of language acquisition.

According to Obeidat (1997), some scholars including above made an obvious accusation against the power of literature courses at English Departments in university. He claimed that such power is responsible for reducing the number of language courses, which has led to the students' lack of competence in language skills. These justifications are of theoretical and practical nature. Buckledee (2002), on the other hand, argues that difficulty of literary texts is due to the criteria used in their selection. In most cases, texts that have major literary status are preferred over those that are within the reach of the students. Hence, a literary curriculum that focuses on text or content rather than on students' level or preference would be beyond the reach of students structurally and conceptually.

Few studies, however, have investigated language learners' attitude towards English literature and literary materials especially when those materials and texts are used alongside regular communicative texts and tasks in the EFL classroom (Ghazali, 2008). Language learners' attitude has been considered one of the important variables which influence second and foreign language

acquisition. Fortunately, attitudes are not static in nature, i.e., they could undergo change if sources of negative attitude are analysed and amended. Attitude, hence, is a multidimensional factor that has affective, cognitive and conative constructs. The debate continues to have several dimensions such as the quantity of literature that may be included in the language curriculum, the most useful genres, the criteria for selection as well as when, where, and how the literary materials may be incorporated (Katib & Rezaei, 2011).

1. Statement of the Problem

Learning literature can be a very challenging task for English specialization students. The main reason why students want to do this is to be able to communicate with other people from other parts of the world. English is a global language. So, learning English is a very common goal. For those wanting to specialize in English at university, this requires intensive efforts to follow a heavy program of courses. The Department of English at Myanmar universities thus offers many courses on aspects of the language in order to enhance student's proficiency in it. The students' study plan addresses language skills, linguistics, translation, and literature and students may have different attitudes towards its literature content. Enthusiasm will stimulate high motivation and uninterest or aggression the reverse. Literature courses are a case in point. English specialization students at Myanmar universities are required to take a number of language courses before they entered to their specializations. Teachers of these language courses usually try to develop the students' proficiency in the four language skills, i.e., reading, writing, speaking and listening. Rarely do these students, however, study specific literary courses or content prior to formally entering the English department. This problem is serious by the fact that students' study very few literary texts at schools because the syllabus in its various stages contains a limited number of such texts, some of which are even abridged to suit the learners' proficiency level. Teachers, according to students' reports, often ignore teaching the literary texts available in the syllabus either due to time constraints or to the lack of proper training and qualification. One may hence argue that students enter the English

department with minimal preparation to handle the requirements of literary texts. What is even worse is that they may embark on such a challenging attempt with a rather negative attitude towards literary materials in general.

2. Significance of the Study

The students' attitudes were studied by researchers since student opinions about literature courses are important. Most previous research which explored the attitude factor in language learning or acquisition has focused on students' attitude towards the English language or culture. Very few studies tackle attitude towards and in the context of literature. Even studies which explore attitude towards literature, investigate the issue from the teachers' rather than the learners' perspective. The present study, however, explores the issue of attitude from the learners' perspective. Further, it investigates whether exposure to literary texts would improve the students' attitude towards some literary genres. From a communicative perspective, literary materials are believed to enrich students' linguistic competence since they build their vocabulary repertoire and enhance the lexical range available to them (Mackay, 1982; Povey, 1972). They also expose learners to complex sentences, untraditional sentence structures, as well as stretches of coherent language beyond the sentence level, hence enhancing their discourse competence (Mackay, 2014). Another important dimension qualified to literary materials is their aesthetic value and features which make them a perfect tool to tap the students' artistic inclinations, thus, leading to the maturation of their integrative motivation. Integrative motivation, which is often defined as the learners' positive orientation towards language learning that stems from genuine love of the language, its speakers and art representations, is considered by some to be essential if the learner intends to reach high levels of proficiency in L2.

Literature Review

Using literary works in EFL classrooms have become a popular topic among researchers since the late 1980s. John (1986) for instance criticized language-oriented courses for being unable to develop students' linguistic

competence mainly because they focus on teaching rules about the language rather than language use itself. In contrast, students exposed to literary materials will experience actual language use as it is presented in different literary genres, i.e., narratives, plays, poetry, etc. Besides the aforementioned linguistic value, other researchers have focused on the significance important of literature in education. They believe that literature is social institution using as its medium language, a social recreation (Mckay (1982); Wellerk and Warren (1948); Schloss (1981) further stresses the two-dimensional role of literature which enhances both the students' knowledge of rules in addition to providing them with actual examples of these rules in use. Povey (1972) states that literature increases all language skills because it extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and "complex and exact syntax" (p.187). Exposure to literary texts, according to McKay (1982), does not only train learners in what should be said in certain contexts, which is the main concern of language courses, but it also exposes them to how things are said to reflect the personality and individuality of the character or speaker. Hence, literary exposure emphasizes the idea of "voice", an essential element is literary representation of characters.

Rosenblatt (1978) believes that focus should not be on the difference between literary and regular texts, but rather on the levels and dimensions of interpretation that literary texts allow the reader to get engaged in, thus better enhancing their reading comprehension skills and strategies. Rosenblatt (1978) distinguishes aesthetic reading as being different from efferent and regular reading for information because reading aesthetically underscores the change that the readers may undergo as they engage in the text rather than just deriving bits and pieces of information from it. Such engagement requires special attention to text selection so that it may be interesting to the students and related to their personal experiences, thus leading to various interpretations that could be brought back to the text itself adding new dimensions to its meaning. Many researchers exploring the role of literature in language learning have focused on the specific value of different literary genres. On the negative side, Simpson (1997), for example, argues that dialogues in Drama or plays do not reflect the nature of everyday

communication or interaction. McKay (2001), in contrast, asserts that dramatic dialogues are perfect tools for developing students' sociolinguistic and pragmatic competence, essential dimensions of the students' emerging communicative competence. As argued earlier by Rosenblatt, dramatic dialogues provide a richer context for interpretation than normal dialogue since this dialogue can be normally read on two levels: that of the direct interaction among characters in the play as well as the indirect continuous dialogue that takes place between the writer and the readership.

Although some researchers argue that poetry cannot symbolize an accurate and productive syntax of a language. Others argue that the unrestricted mode of expression in poetry emancipates the students from the tough linguistic demands of grammar and vocabulary, thus enhancing their ability to imitate such texts in creative writing and to use their limited language resources to express complex ideas (McKay, 2014; Malay & Duff, 1989; Widdowson, 1992). Mackay (2014) underscores the value of fiction in relation to culture learning especially when making cross cultural comparisons. She provides the example of immigrant stories as a perfect tool to engage learners in deep and rich discussions of their culture in relation to that of the target language. Mackay also stresses the fact that such exposure does not alienate learners from their own culture because learning about target cultural norms does not mean adopting them.

Research Objective

Considering the vast literature that explores the positive role that literature could play in the language classroom, the researchers felt there was an urgent need to enrich the general language courses usually taught before entering the English Department with literary materials. Prior to taking this step, the researchers felt the need to explore the students' attitude towards literary texts and genres so as to make informed decisions. Results of the study would help brighten several dimensions related to the possibility of incorporating literary materials at different stages in the university curriculum. Preparation for the study of these texts may be required to start from an early stage to ensure learners' readiness for the more advanced courses.

Research Questions

The study will also throw more light on the students' attitude towards different genres, hence, incorporating students' interest as an important variable in text selection.

1. What is the students' overall perspective of English literature before the study of literary courses?
2. What is the students' specific perspective of literary works?
3. What is the students' attitude towards the contributions of literary works in learning English?
4. What is the students' expectation of behaviourism and culturalism in literature works?

Research Methodology

1. Research Design

Analysis was statistically done on students' attitude towards literature. In other words, if there were significant differences among the students in terms of their overall attitude towards literature. This could be explained by the fact that the students have yet been exposed to the bulk of literature courses which are normally taken after the completion of specialization requirements including the current course. Simple descriptive analysis was used to analyse the questionnaire data and to provide an account of the practices and embraced views of the Myanmar HEIs students' attitudes involved in the questionnaire survey.

2. Samples

The present study was conducted at Universities of Arts and Sciences because students from Department of English at these universities have to enrol in literature courses while studying their specialization subjects. The participants were students from the English Department. The students participating were taking at least one literature course and were in their second, third, or fourth academic year. In total, there were 74 participants. Sample of the study consisted of 82 students enrolled in two sections of English which is a specialization requirement at University of English

department. Fifty of these students were females and twenty-four were males.

3. Instrument(s) and Procedures

The researchers designed a Five Likert Scale questionnaire to investigate students' general attitudes towards literary materials as well as their attitudes towards different literary genres, the role of literature in language learning and the cultural or moral value of literature. The number of questionnaire items under each of the previously mentioned dimensions ranged between 5-8 statements with the exception of the last category cultural/moral which included 11 items. The different categories in the questionnaire were chosen considering the issues frequently discussed in the literature pertaining to attitude towards literature and its value. Choice was also based on the researchers' perspectives with regard to the intended purpose behind incorporating literary materials in the English specialization course as gleaned from previous informal discussions with the course instructors.

Results

The data obtained was analysed qualitatively. Each questionnaire was handled separately and the common answers from students were put together to observe an overall attitude. Then the answers from the students' questionnaires were discovered whether they agreed upon certain aspects. Results of this study have been presented in terms of the information obtained from the questionnaire which was distributed to the students before the incorporation of literary materials in the language classroom.

1. Question One

1. What is the students' overall perspective of English literature before embarking on the study of literary courses?

Table 1 illustrates students' overall perspective of English literature before the study of literary courses at university.

Table 1*Descriptive Statistics of the Students' General Attitude towards Literature
(n=74)*

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
1	I like to read English literature.	5.40%	14.90%	54.10%	10.80%	14.80%	3.15	1.02	Positive
2	I think English literature is interesting.	2.70%	6.80%	28.40%	20.30%	41.80%	3.92	1.10	Very positive
3	English literature reflects a great civilization and culture.	2.70%	6.80%	35.10%	31.10%	24.30%	3.68	1.00	Very positive
4	I enjoy reading Myanmar literary texts.	18.90%	20.30%	24.30%	21.60%	14.90%	2.93	1.33	Positive
5	I enjoy reading English and international literature in Myanmar.	9.50%	16.20%	27.00%	16.30%	31.00%	3.43	1.33	Very positive
6	I read unassigned English literary texts for pleasure.	25.70%	31.00%	25.70%	6.80%	10.80%	2.46	1.24	Moderately positive
7	Literature is the best embodiment of human experience.	4.00%	2.70%	20.40%	22.90%	50.00%	4.12	1.08	Very positive

Table 1 (Continued)

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
8	Literary works are a good source of information (historical, geographical, etc.).	1.40%	6.80%	27.10%	22.90%	41.80%	3.97	1.04	Very positive
	Average	8.8%	13.2%	30.3%	19.1%	28.7%	3.46	1.27	Very positive

Note. 1.00-1.80=Slightly positive; 1.81-2.60=Moderately positive; 2.61-3.40=Positive; 3.41-4.20=Very positive; 4.21-5.00=Completely positive

This difference in means is probably an indicator that students have other types of self-consciousness when it comes to literature other than the language barrier or complexity. Such inhibitions could be related to the culture, values or other elements that are inherent in literary texts. Another factor that may have played a role in this result is that the syllabus contains a significant number of literary texts. This may have contributed to enhancing students' familiarity with and their positive attitude towards such texts.

2. Question Two: What is the students' specific perspective of literary works?

The students' specific perspective of literary works is revealed in table 2.

Table 2

Descriptive statistics of the students' attitude towards literary genres (n=74)

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
9	I enjoy reading English poetry.	8.50%	11.80%	39.30%	13.40%	27.00%	3.39	1.23	Positive

Table 2 (Continued)

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
9	I enjoy reading English poetry.	8.50%	11.80%	39.30%	13.40%	27.00%	3.39	1.23	Positive
10	English short stories are interesting.	1.40%	2.70%	16.30%	22.90%	56.70%	4.31	0.93	Completely positive
11	I would like to be able to read English novels.	18.80%	10.80%	25.70%	18.90%	25.80%	3.22	1.43	Positive
12	Drama and plays are enjoyable to read in English.	16.20%	24.20%	20.30%	8.20%	31.10%	3.14	1.48	Positive
13	Drama dialogues may enhance my speaking skills.	0%	2.70%	21.60%	20.30%	55.40%	4.28	0.89	Completely positive
	Average	9.0%	10.4%	24.6%	16.7%	39.2%	3.67	1.32	Very positive

Note. 1.00-1.80=Slightly positive; 1.81-2.60=Moderately positive; 2.61-3.40=Positive; 3.41-4.20=Very positive; 4.21-5.00=Completely positive

Descriptive statistics showed that students had positive attitude towards almost all literary genres. Students are willing to read short stories are their favourite and drama and plays are not favoured as much as other genres. This may be for the fact that the length of the texts influences the concentration of the students. Students may think that short stories have a relatively smaller number of characters and less complex plot rather than drama and plays. Furthermore, the students may need less amount of time and effort to read short stories. They do not have good experience of reading.

3. Question Three: What is the students' attitude towards the contributions of literary works in learning English?

Table 3 is the representation of the students' attitude towards the contributions of literary works in learning English.

Table 3

Descriptive Statistics of the students' attitude towards the role of literature in language learning (n=74)

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
14	I think literary texts are a great tool to learn the English language.	1.40%	6.80%	22.90%	29.70%	39.20%	3.99	1.01	Very positive
15	I can learn a lot of vocabulary from literary texts.	1.35%	2.70%	18.90%	23.00%	54.05%	4.26	0.94	Completely positive
16	Literary texts contain good examples of English grammar in use.	23.00%	23.00%	31.10%	10.80%	12.10%	2.66	1.28	Positive
17	One may learn a lot of good expressions from a literary text.	4.10%	12.20%	35.20%	31.10%	17.40%	3.46	1.04	Very positive
18	Learning literature helps me improve my listening and speaking skills.	1.40%	9.50%	23.00%	24.30%	41.80%	3.96	1.07	Very positive

Table 3 (Continued)

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
19	Learning literature helps me improve my reading and writing skills.	0%	6.76%	16.21%	35.13%	41.90%	4.12	0.91	Very positive
20	Literature develops my ability to think out of the box.	0%	9.46%	32.43%	36.49%	21.62%	3.70	0.91	Very positive
21	I think literature is an indispensable component in language education.	2.70%	6.76%	24.32%	36.49%	29.73%	3.84	1.01	Very positive
22	Reading literary texts is a good tool to learn about the target culture	0%	1.35%	20.30%	36.48%	41.87%	4.19	0.80	Very positive
	Average	3.8%	8.7%	24.9%	29.3%	33.3%	3.80	1.11	Very positive

Note. 1.00-1.80=Slightly positive; 1.81-2.60=Moderately positive; 2.61-3.40=Positive; 3.41-4.20=Very positive; 4.21-5.00=Completely positive

According to descriptive statistics, the students reported highly positive views of the contributions of literary works in learning English. They wanted to rely on literary work for the improvement of English proficiency and in developing themselves mature. This is probably for the fact that they could have studied great literary works before they study at the university. Some students, however, reported that literary texts break grammar rules. This may come from the fact that students do not have good language

competence through performance. Despite of the fact that the students were not very good at English, they could perceive valuable characteristics of literature.

4. Question Four: What is the students' expectation of behaviourism and culturalism in literature works?

Table 4 demonstrates the students' expectation of behaviourism and culturalism in literature works.

Table 4

Descriptive statistics of the students' attitude towards the cultural and moral value of literature (n=74)

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
23	Literature teaches us about the everyday practices in a foreign country.	1.35%	4.05%	36.49%	28.38%	29.73%	3.81	0.95	Very positive
24	Literature teaches us about the values of a society.	0%	5.40%	25.68%	29.73%	39.19%	4.03	0.93	Very positive
25	Literature shows us the great achievements of a certain civilization.	0%	6.76%	37.84%	40.54%	14.86%	3.64	0.81	Very positive
26	Reading literature helps me become a better human.	0%	6.76%	12.16%	32.43%	48.65%	4.23	0.91	Completely positive
27	Reading literature makes me feel more compassionate with fellow humans.	1.36%	14.86%	31.08%	22.97%	29.73%	3.65	1.10	Very positive

Table 4 (Continued)

Sr No	Statement	1	2	3	4	5	M	SD	Interpretation
28	Reading literature helps me understand people more.	1.35%	6.76%	21.62%	31.08%	39.19%	4.00	1.00	Very positive
29	Reading literature leads me to a better understanding of good vs evil and right vs wrong.	1.40%	10.80%	25.70%	22.97%	39.13%	3.88	1.09	Very positive
30	Reading literature helps me approach life in a more mature way.	2.80%	16.20%	27.00%	21.60%	32.40%	3.65	1.17	Very positive
31	Reading literature makes me more independent in my thinking.	9.50%	13.50%	31.10%	27.00%	18.90%	3.32	1.20	Positive
32	Reading literature makes me more sceptical.	27.10%	17.51%	22.97%	10.80%	21.62%	2.82	1.48	Positive
	Average	4.5%	10.3%	27.2%	26.8%	31.3%	3.70	1.14	Very positive

According to data analysis, students expected very positively from literary works. They accepted that reading literature could make their knowledge improve. They could learn human behaviours and cultures all over the world. The students showed highest agreement with item 26 which focuses on the role of literature in helping become a better human. (Mean=4.23, SD=0.91). This positive attitude highlights the opinion of most scholars that literature

is a bridge to acquire not only the behaviourism but also the culturalism. The students showed lowest agreement, however, with the statement that says: "Reading literature makes me more sceptical" ($M=2.82$, $SD=1.48$). This result greatly astonished, particularly that literary texts usually increase big questions relating to human existence and experience. For example, the existence of human beings in universe, good and evil or life and death.

Discussion

The findings showed that English specializing students in Myanmar accept literature as a crucial part of their education. They also believe that literature can make them well- experienced in culture and behaviour. Additionally, similarities found in many studies indicate that the inclusions of literature in English classroom can sharpen students reflective and critical thinking skills (Fatma & Ajam, 2020; Keshvarzi, 2021; Mourao, 2009; Ferradas in Britlit 2009). Regarding the students' overall perspective of English literature before the study of literary courses at university, they had positive attitude towards literature in general. According to descriptive statistics, the students think that English literature is interesting as it reflects a great civilization and culture. Plus, it can provide people with a good source of information. Furthermore, the findings on students' specific perspective of literary works prove that students are willing to learn all types of genres. In addition, statistics of the contributions of literary works in learning English shows that literature in English language education offers a valuable study in multiple ways –for the acquisition of vocabulary from literary texts, English grammar in use, intercultural understanding, about the target culture, windows on other worlds and, an important skill in an increasingly rapid world, deep reading, and other language skills. Many students might be unfamiliar with the language used in books published in the past. A person's vocabulary is expanded by reading a wide range of literature. The study of literature is a great way to enhance language skills for learning English language. Students' expectation of behaviourism and culturalism in literature works is also very positive. Thus, they all agree that studying English Literature allows them to develop a thorough knowledge of literary

history, theory, and criticism, and enhances their understanding of a wide range of cultures and intellectual traditions.

Conclusion and Recommendations

This study reveals that the students specializing in English hold positive influence of literature. They pay concentration to study literary works in accomplishing their education. They also lack exposure to language approach and stylistic approach for literature teaching. They are familiar with cultural, moral approach and the personal growth model. They tend to study literary texts as curricula activities. But not as extra-curricular activities or in free times. Through the language and literature, students can be encouraged to improve linguistic competence. The students' specific perspectives of literary works could also be analysed by educators. They do not have as much interest in drama and plays as in other literary genres. Literary materials should be selected in terms of their experiences. Students' attitude can also be changed through appropriate teaching approaches. Literary materials in EFL classroom still far away from the culture and experience of Myanmar students. Appropriate teaching methods and literary materials should be focused to establish inclusive and high-performance education system.

Furthermore, one may notice, that English textbooks used at Higher Education Institutions of Myanmar focus on the inductive teaching of grammar which reflects the philosophy of the communicative approach. However, some examples used in the exercises come from literary texts whether poetry or fiction despite the fact that such genres are loaded with examples of standard language use that reflect both sentence and discourse structure.

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2. The article must be relevant to the following fields: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).
3. The **research article** must be based on the language-related areas specified above in the item 2. The article should range in length from 2,500 to 8,000 words, including figures, tables, and references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords arranged in order of the alphabet order.
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5. The article must be written in standard American or British English. If the language used for writing is not the author's native language, the article must be thoroughly proofread by native speakers of the respective language, and it must be verified and signed by an English language expert in a form given before being sent to the editor.
6. The article must be carefully assessed for accuracy and quality of language before submission. It is necessary to make sure that the article has been thoroughly edited and proofread in compliance with an academic standard of English.
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Research Article Title

[Times New Roman (TNR) Font Size 14, Centered, boldface, Title Case Heading; 1.15-Line Spacing: Fixed-12pt; Paragraph Spacing: Above Paragraph-6pt, Below Paragraph-6pt]

First Author^{1*}  Second Author² , Third Author³ 

[Authors' Name: TNR Font Size 10, Centered, Boldface, Title Case]

¹ *Buriram Rajabhat University, Buriram, Thailand*

² *Mahachulalongkornrajavidyalaya University, Ayutthaya, Thailand*

³ *Buriram Rajabhat University, Buriram, Thailand*

APA Citation: [TNR Font Size 10, Flush Left, Boldface, Title Case Heading]

First author's last name, Initial(s) of first author's name., & Second author's last name, Initial(s) of second author's name. (2020). The article title: Sentence Case only. *Journal of English Language and Linguistics*, 1(1), 00-00. [TNR Font Size 10, Flush Left]

Received Date: month/day/year

Accepted Date: month/day/year

Abstract [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

Keywords: Keyword 1, Keyword 2, Keyword 3

[TNR Font Size 11, Flush Left, Boldface, Title Case Heading]: [TNR Font Size 11, Regular, Sentence Case]

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Introduction [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

* Corresponding author.

E-mail address: xxxxxxxx@xxx.xx

NB: Describe briefly the significance of the study relevant to the statement of the research problems. Identify issues that are the research gaps and give a reason why the researcher(s) is/are interested in conducting the research. Remember to add your in-text citation using the 7th APA referencing style throughout this section.

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Literature Review [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe the significant resources of literature that contribute to your research. Remember to add your in-text citation using the 7th APA referencing style throughout this section.

Research Objectives TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

1. [Add text here.] [TNR Font Size 11, Regular (Body), Justified]

2. [Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: The research objectives should be clearly identified to reflect the overall image of the research article.

Hypothesis/Hypotheses of the Study (Optional) [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

Methodology [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

1. Research Design [TNR Font Size 12, Italic, Left, Title Case Heading]

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NB: Describe the framework of research methods and procedures created to find the answers to research objectives/ research questions.

2. Population and Samples [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe population and samples used in your research, and present the information related to the samples, such as how the samples and the sizes of the samples are selected.

3. Instrument(s) and Procedures [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe your instrument(s) and procedures here. Explain how you constructed your instrument(s) and types of items you used. Report how you assessed the validity and reliability of the instrument(s) and whether you piloted it/them first before using it/them.

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4. Data Collection [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe how the study was conducted and explain how the data were collected.

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5. Data Analysis [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe the method by which statistical techniques are systematically applied to define and explain, condense, recapture and analyze the data.

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Results [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: The results of the study should be explicit and informative, including statistics, tables, and figures (e.g., graphs and charts). The results of data should be interpreted and distributed to the reader in an objective, accurate and non-private manner.

To format the table in the 7th APA referencing style, follow the example given below:

Table 1

Levels of EFL Students' Attitudes towards Using Online Dictionary

Component of attitudes	M	SD	Levels of agreement
Affective component	3.40	0.94	Uncertain
Behaviour component	3.41	0.98	Uncertain
Cognitive component	3.42	0.97	Uncertain
Total (N=30)	3.41	0.96	Uncertain

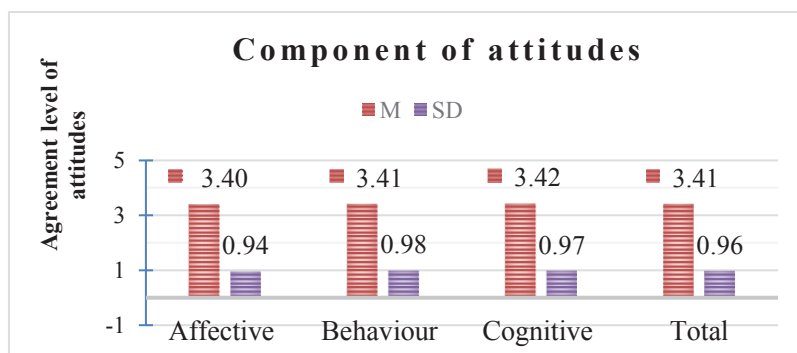
Note. M = mean; SD = standard deviation

NB: Type the word **Table** (not italicized) and the table's Arabic numeral (**Table 1**, **Table 2**, etc.), flush left. Double spaces below the table heading, type the title of the table in italics, with the title case heading style. If explanation of abbreviations, symbols or features is needed, give table notes directly below the table.

To format the figure in the 7th APA style, follow the example given below:

Figure 1

Levels of EFL Students' Attitudes towards Using Online Dictionary



NB: Type the word **Figure** (not italicized) and the figure's Arabic numeral (**Figure 1, Figure 2**, etc.), flush left. Double spaces below the figure heading, type the title of the figure in italics, with the title case heading style. If explanation of abbreviations, symbols or features is needed, give figure notes directly below the figure.

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Discussion [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Results from the study are discussed, explained, and interpreted in the Discussion part. This part should explore the significance of the results of the study, not repeat them.

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Recommendations [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

1. Implications [TNR Font Size 12, Italic, Left, Title Case Heading]

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2. Further Studies [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe the vital recommendations in the best way to proceed in a specific situation. The whole point of the recommendations is to provide a helpful guide that will not only solve certain problems but will result in a successful outcome.

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References [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

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Academic Article Template

Academic Article Title

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[NB: Describe the background of the article and specify its scope.]

* Corresponding author.

E-mail address: xxxxxxxx@xxx.xx

Body of the Article

The main headings must be written with TNR Font 12, Flush Left, Boldface, Title Case Heading. The subheadings, with TNR Font Size 12, Italic, Left, Title Case Heading, should be clearly categorized with a numbered item. Look at the example below:

Heading

1. Subheading,

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1.1 Subheading,

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

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1.2 Subheading, etc.

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

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Conclusion [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.]

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References [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.]

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