International Journal of Linguistics, Literature and Translation (IJLLT)

Vol. 2, No. 7, December, 2019

Editor-in-Chief

Dr. Murad Hassan Sawalmeh
Assistant Professor of Linguistics and Translation,
Department of English Language and Literature,
College of Arts and Applied Sciences,
Dhofar University, Oman

Advisory Board Members

Prof. Juliane House, University of Hamburg, Germany
Prof. Dániel Zoltán Kádár, Hungarian Academy of Sciences, Hungary
Prof. Jalal Uddin Khan, Yorkville University, Canada
Prof. Albrecht Classen, University of Arizona, USA
Prof. Paola Gaudio, University of Bari “Aldo Moro”, Italy
Prof. Clara Maria Di Gennaro, Edward Waters College, USA
Prof. Yaneth Eugenia Villarroel Ojeda, Universidad de los Lagos, Chile
Prof. Ranjit Kumar Pati, SKCG Autonomous College, India
Prof. Walid Mohammad Amer, Islamic University of Gaza, Palestine
Assoc. Prof. George Ypsilandis, Aristotle University of Thessaloniki, Greece
Assoc. Prof. Yao Chunlin, Tianjin Chengjian University, China
Assoc. Prof. Esmail Zare Behtash, Chabahar Maritime University, Iran

Editorial Board Members

Abbas Lutfi Hussein, Professor, Mustansiriyah University, Iraq
Riccardo Moratto, Associate Professor, Hunan Normal University, China
Isa Spahić, Associate Professor, University College AAB, Kosovo
Vitaly Ashkinazi, Associate Professor, Journal of English for Specific Purposes World, Russia
Vandana Pathak, Associate Professor, Rashtrasant Tukadoji Maharaj Nagpur University, India
Marwa Essam Eldien Fahmy, Associate Professor, MISR University for Science and Technology, Egypt
Ali Albashir Mohammed Alhaj, Associate Professor, King Khalid University, Saudi Arabia
Andrea Rogosic, Assistant Professor, University of Split, Croatia
Ramez Bany, Assistant Professor, Yildirim Beyazit University, Turkey
U.S. Saranya, Assistant Professor, Sastra University, India
Çağla Atmaca, Assistant Professor, Pamukkale University, Turkey
Ömer Gökhan Ulum, Assistant Professor, Adana Science and Technology University, Turkey
Yasser Sabtian, Assistant Professor, Dhofar University, Oman
Jacqueline Ondimu, Assistant Professor, Moi University, Kenya
Hamzeh Al-Jarrah, Assistant Professor, Taiba University, Saudi Arabia
Asshin Soori, Assistant Professor, Islam Azad University, Iran
Ahmed Muhammad Ahmed, Assistant Professor, Al-Azhar University, Egypt
Mahmoud Mobarki, Assistant Professor, Jahrom University, Iran
Meteb Ali Alnwairan, Assistant Professor, University of Nizwa, Oman
Yasin Aslan, Assistant Professor, Sinop University, Turkey
Sajad Shafiee, Assistant Professor, Islamic Azad University, Iran
Sudha Mishra, Assistant Professor, Amity University, India
Mohamad Hilmi Al-Ahmad, Assistant Professor, Isra University, Jordan
Eyhab Abdulrazak Bader Eddin, Assistant Professor, King Khalid University, Saudi Arabia
Najmeh Nouri, Assistant Professor, Izmir Democracy University, Turkey
Zeinab Mahmoudibaha, Assistant Professor, Islamic Azad University, Iran
D. V. Raghuvamsi, Assistant Professor, MVGR College of Engineering, India
Asma Ben Abdallah, Assistant Professor, Faculty of Letters and Humanities of Sfax, Tunisia
Gabriel Bazimaziki, Assistant Professor, University of Rwanda, Rwanda
MBON Armel, Assistant Professor, Marien Ngouabi University, Congo
Haresh Kakde, Assistant Professor, Parul University, India
Ahmad Ibrahim Mugableh, Assistant Professor, Jouf University, Saudi Arabia
Nouredin Abdelaal, Assistant Professor, University of Nizwa, Oman
Neda Fekri, Assistant Professor, Islamic Azad University, Iran
Ali Mohamed Alglyani, Assistant Professor, Dhofar University, Oman
Meenakshi Sharma Yadav, Assistant Professor, King Khalid University, Saudi Arabia
Youssif Zaghwani Omar, Assistant Professor, University of Benghazi, Libya
Helia Vaezian, Assistant Professor, Khatam University, Iran
Murielle El Hajj Nahas, Lecturer, Qatar University, Qatar
Ali Hafudh Humaish, Assistant Professor, Wasit University, Iraq
Jie Wang, Assistant Professor, Queens University Belfast, UK
Tamara de Ines Anton, Assistant Professor, University of the West Indies, Jamaica
Ferdinand Bulusan, Assistant Professor, Balanes State College, Philippines
Jasmina Jeličić Čolakovac, Assistant Professor, Faculty of Maritime Studies, Croatia
Yohannes Telaumbanua, Assistant Professor, Politeknik Negeri Padang, Indonesia
Ali Mikaeli, Tehran Azad Islamic University, Iran
Zunera Bukhari, Government Sadiq College Women University, Pakistan
Mohammad. J Ranjar, Semnan University, Iran
Ahdi Hassan, International Association for Technology, Education and Language Studies, Turkey
Darren Rey C. Javier, Philippine Normal University, Philippines
Parmida Sabagh, University of Tehran, Iran
Ramier P. Jubay Jr., Department of Education, Philippines
Bonjovi H. Hajan, Lecturer of English, José Rizal University, Philippines
Ehsan Namaziandost, Lecturer of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran
About the Journal

Founded in 2018, International Journal of Linguistics, Literature and Translation (IJLLT) is a double-blind peer-reviewed, monthly, open-access journal published by Al-Kindi Center for Research and Development. IJLLT was published bimonthly from 2018 to 2019, and will start monthly publication in 2020. IJLLT covers the latest developments in the broad areas of linguistics, literature and translation. With its uniquely broad coverage, IJLLT offers readers free access to all new research issues relevant to linguistics, literature and Translation. While the journal strives to maintain high academic standards and an international reputation through the suggestions of the international advisory board, it welcomes original, theoretical and practical submissions from all over the world.

Mailing Address

Publisher

Al-Kindi Center for Research and Development
Address: Amman, Jordan
E-mail: editor@al-kindipublishers.com
Web: www.al-kindipublishers.com/

International Journal of Linguistics, Literature and Translation

Address: Amman, Jordan
E-mail: editor@ijllt.org
Web: www.ijllt.org
Mobile: (+968) 97618847
# Table of Contents

<table>
<thead>
<tr>
<th>No.</th>
<th>Article Titles &amp; Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Reflection of Lacanian Mirror-Gase and Thought in Orhan Pamuk's The Black Book</td>
<td>01-04</td>
</tr>
<tr>
<td></td>
<td>Mojgan Abshavi</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Word formation of Police Lexicon in Albanian Language</td>
<td>05-10</td>
</tr>
<tr>
<td></td>
<td>Shemsi Haziri</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Capitalist “Dystopia” in Robert Kirkman's Picture Novel The Walking Dead</td>
<td>11-19</td>
</tr>
<tr>
<td></td>
<td>Mojgan Abshavi</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Investigating Problems of Speaking Skill: A Case Study at Al-Baha University</td>
<td>20-29</td>
</tr>
<tr>
<td></td>
<td>Ahmed Ibrahim Mohammed ElNaggar</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Analysis of the Prime Minster Abdulla Hamdok’s Speech from Rhetoric and Linguistic</td>
<td>30-34</td>
</tr>
<tr>
<td></td>
<td>Perspective Dr. Ayman Hamd Elman Hamdan and Dr. Elsadi Ali Elsadi Elnadeef</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Effectiveness of Teaching English Unlimited Special Edition on Developing Speaking Skill:</td>
<td>35-42</td>
</tr>
<tr>
<td></td>
<td>The case of Students of the Preparatory Year Program at Al-Baha University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ahmed Ibrahim Mohammed ElNaggar</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The Effectiveness of Globish in Facilitating Business Oral Interpersonal</td>
<td>43-48</td>
</tr>
<tr>
<td></td>
<td>Communication between Saudi Businessmen and Native Speakers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Ayman Hamd Elneil Hamdan and Dr. Elsadi Ali Elsadi Elnadeef</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The Strategy of Negative Politeness in Visual Information Media on Sea</td>
<td>49-58</td>
</tr>
<tr>
<td></td>
<td>Transportation Nuz Chaurl Mugrib, Sumarlam and Dwi Purnanto</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The Iterative Aspect of Adverbial Maker on Japanese</td>
<td>59-66</td>
</tr>
<tr>
<td></td>
<td>Annsa Nurul Jannah, Sumarlam and Dwi Purnanto</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>EFL Teachers’ Assessment Preferences and Prevalent Practices: The Case of Jordan</td>
<td>67-74</td>
</tr>
<tr>
<td></td>
<td>Sahail M. Asassfah</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Conceptual Enantiosemy</td>
<td>75-81</td>
</tr>
<tr>
<td></td>
<td>Murodova N.I.and Djumabaeva J.Sh.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Translation of Culture-bound Items: A Case Study of the Movie “sensitive floor”</td>
<td>85-88</td>
</tr>
<tr>
<td></td>
<td>Marzieh Souzandehfar and Narjes Zakeri Mehr</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tragedy Decentered: Free Play and the Creative Cataclysm in D.H. Lawrence’s Women in</td>
<td>89-92</td>
</tr>
<tr>
<td></td>
<td>Love Rahil Dellali</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Sheltered Verbalized Teaching: A Case Study on ESL Out of Field Teachers</td>
<td>93-107</td>
</tr>
<tr>
<td></td>
<td>Ranec A. Azarias, Femarie M. Capistrano, Arnunir Lara R. Mangantulao, Enhelyn Morla,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Maureen T. Sta. Ana</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>An Approach to English Phonology</td>
<td>108-120</td>
</tr>
<tr>
<td></td>
<td>Mohammed AbdAlla Mohammed</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Newmark’s Translation Procedures Dealing with Additional Information in the English</td>
<td>121-128</td>
</tr>
<tr>
<td></td>
<td>Target Novels Erlina Zulkifli Mahmud, Taufik Ampera, and Inu Isnaeni Sidiq</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Theme of Destitute in Shahid Nadeem’s Plays: Kala Meda Bhais (Black is My Robe)</td>
<td>129-133</td>
</tr>
<tr>
<td></td>
<td>and Dukhini (Woman of Sorrow) Bushra Wajahat</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Qur’anic Scholarships in Post-Colonial Lagos: A Study of Contributions of Shaykh Adam</td>
<td>134-144</td>
</tr>
<tr>
<td>19</td>
<td>Winnicottian Holding Environment, False Self and Play in W. Somerset Maugham’s Of Human</td>
<td>145-56</td>
</tr>
<tr>
<td></td>
<td>Bondage Dr. Hoda Shabrang and Mahsa Razh</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Authors/Contributors</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21</td>
<td>The Shift of Illocutionary Force as the Impact as the Translation Technique Used</td>
<td>Ninda Martiyani, M. R. Nababan and Djatmika</td>
</tr>
<tr>
<td>22</td>
<td>Communicative and Contextual English Instruction Material for Seventh Grade</td>
<td>Rohana Abdullah</td>
</tr>
<tr>
<td>23</td>
<td>An Overview of Norms, Policies and Audience Perception in Audiovisual Translation with Reference to the Arab World</td>
<td>Ninda Martiyani, M. R. Nababan and Djatmika</td>
</tr>
<tr>
<td>24</td>
<td>The Indirectness of Directive Speech by Prophet Muhammad in The Hadith of Bukhari</td>
<td>Wilda Zaki Alhamidi, Dwi Purnanto and Djatmika</td>
</tr>
<tr>
<td>25</td>
<td>Attitudes with Respect to the Teacher as a Role Model to Students in the Classroom in Morocco</td>
<td>Rym ASSERRAJI</td>
</tr>
<tr>
<td>26</td>
<td>Traumatic Effects of Social Stratification and Class Conflicts and the Shadows of Marxism in Strindberg's play “Miss Julie”</td>
<td>Dr. Hoda Shabrang and Hatameh Ebrahimi Kiasari</td>
</tr>
</tbody>
</table>
The Reflection of Lacanian Mirror-Gaze and Thought in Orhan Pamuk's The Black Book
Mojgan Abshavi
Assistant Professor of English Literature, Department of English, Payame Noor University, Tehran, Iran
Corresponding Author: Mojgan Abshavi, E-mail: abshavi17@gmail.com

INTRODUCTION
Orhan Pamuk's *The Black Book* circles around the protagonist Galip, a thirty-three-year-old Turkish lawyer, living in Istanbul. His wife "Rüya" has disappeared, only left behind a brief note without any explanation about where she has gone or when she might return. It seems that she is rather passive towards him whereas Galip loves his beautiful wife. Moreover, at the same time, Rüya's half-brother, a fifty-three-year-old famous columnist, Celâl Salik has vanished too without any trace. Celâl is also living in Istanbul and recently, he suffers from a memory loss. Chlip's guess is that both Rüya and Celâl are hiding together because Celâl wants to save his memory by telling his stories to Rüya. Through his search, Galip roams the streets of Istanbul and visits different places and different people without any result. He goes through a series of experiences in hope of finding a clue. He sees himself as a hero of a detective and mysterious story resembles those ones Rüya likes to read. He wants to decipher the hidden signs of the world like what Celâl has declared in his writings. But his search for finding Rüya and Celâl never leads to anywhere. Finally, Celâl and Rüya are found shot to death whereas the murderer is never found. Through his search, Galip moves to Celâl's apartment. He not only stays there, wears Celâl's clothes and uses his furniture but also he treats in a way as if he were Celâl. Galip starts to write Celâl's columns under the name of Celâl. The novel's narrative alternates back and forth between the narrations of Galip's search for Rüya and Celâl and representing of Celâl's journalistic columns. By choosing Istanbul as the setting of the events apparently, Pamuk represents an amalgamation of sceneries in regard to the past and the present, the west and the East. As a matter of fact, during the different parts of the time, this city as Byzantium, Constantinople and also Istanbul has had a great importance for great Empires such as the Roman and Ottoman Empire. On the other hand, Istanbul can be assumed as a bridge for connecting the West and the East as it is located on the Bosphorus Strait between Asia and Europe. Thus, Istanbul is a place for confronting the West and the East and also a place for meeting different cultures and ideas. Among these variations, Pamuk brings wandering Galip to the stage, an anxious man who starts apparently a search for his lost wife but in deeper layers, his search can be a representation of his search for knowing himself. It seems that Pamuk enriches his novel with some Lacanian psychological ideas through a challenging search which is rather a window to human psyche. In fact, Pamuk in *The Black Book* confronts the reader with a symbolic search of identity. According to Göknar (2006), *The Black Book* makes "use of doubleness, imitation, neo-Sufic themes, cultural archaeologies, and allusions to "Eastern" and

KEYWORDS
"Western" narrative traditions to establish a space of psychohistorical fiction that demonstrates the integral role played by narrative in the construction of individual, social, and religious identities" (p. 36).

On the other hand, the traces of Lacanian concepts such as "lack", "desire", "signifying chain" and "other" can be seen through the lines of this novel. As this article aims to study The Black Book through a Lacanian lens and represent a psychoanalytic Lacanian interpretation of this work, it is necessary to have a brief explanation of the Lacan's ideas in the following lines. Lacan "posits three orders or states for explaining human mental disposition" (Habib, 2005, p. 238). The imaginary order is pre-Oedipal phase where an infant cannot distinguish itself from its mother's body as it does not yet know itself as a "self". This phase is the realm of unity between the child and its surroundings, this realm is not fragmented or mediated by difference and categories or precisely by language. The mirror phase is a point at which the child can recognize itself as a separate thing from its surrounding in the mirror and at this point the comforting imaginary condition of the child breaks down. Then, the child is pushed into the symbolic order which is the realm of predefined social roles and gender differences, or precisely the world of subjects and objects and the world of language. Thus, Lacan reformulates Freud's account of the "Oedipus complex" when explains that the infant's desire for its mother is prohibited by the father through the Law of Father. Accordingly, infant's repressed desire opens up the dimension of the "unconscious" a relation to the social world of law (Habib, 2005, p. 239). This process continues as follows:

The child's desire passes in an unceasing movement along infinite chain of signifiers, in search of unity, security, of ultimate meaning, in ever elusive signified, and immaturely clings to the fictive notion of unitary selfhood that began in the imaginary phase. The child exists in an alienated condition, its relationships with objects always highly mediated and controlled by social structures at the heart of whose operations is language. (Habib, 2005, p. 239)

For Lacan the real "is impossible to imagine, impossible to integrate into the symbolic order, and impossible to attain in any way" (Evans, 2006, p. 163). Lacan believes that "the unconscious is structured like a language (Lacan, 1993, p. 167; as cited in Evans, 2006, p. 219). Thus, "the unconscious is as much a product of signifying systems". Both conscious and unconscious are like language in their constant deferral of meaning. For Lacan, "the subject is empty, fluid, and without an axis or center and always recreated in his encounter with the other" (Habib, 2005, p. 241). Through this way, Lacan believes that "desire can never be satisfied" (Evans, 2006, p. 38), as "No matter how many signifiers one adds to the signifying chain, the chain is always incomplete, it always lacks the signifier that could complete it. This missing signifier is constitutive of the subject" (p. 99). For Lacan the sense of lack which has started from the point at which we feel our separation from our mothers will continue annoy us for the rest of our lives (Bressler, 2012, p. 134).

Lacan explains about two kinds of identification: first, identifying with a specular image, with something which is outside, which constitutes the primary identification. This identification is called "imaginary identification" and it gives birth to the "ideal ego", an imagination of a perfect whole self. The other identification is a secondary identification which gives rise to the formation of the "ego ideal". This is the "symbolic identification" which "represents the completion of the subject's passing into the symbolic order" (Evans, 2006, 83). Qazi states that the "ego ideal" is the image of the ego, derived from others, which ego strives to achieve or live up to" (2011, p. 7). Lacan pays special attention to the "other" regarding the issue of identification. Qazi states "for Lacan, the identification of "Self" is always in terms of Other" (p. 6). Lacan distinguishes between the little other (other) and the big other (Other). The first one is in fact, the other who is not really other but the counterpart and the specular image of a person and Other designates radical alterity, an other-ness which Lacan equates it with language and the law (Evans, 2006, pp. 135-136).

DISCUSSION
Istanbul in The Black Book, represents itself through a collection of fragments. A place for meeting the west and the East and also a place for encountering various cultures and ideas, which Pamuk shows it through Galip's search and also through different side stories in the novel. Thus, Istanbul can be a symbol for the fragmentary nature of self and a splintered self. Apparently, in this atmosphere of variety, Galip and some other characters are in search of completeness and wholeness through the concept of the "other". Pamuk describes the persons who want to be someone else. Belkis wants to be Rüya, Galip likes to be Celâl, or the women in a brothel who pretend to be films stars, and "Celâl spoke of Rumi as if he were the man himself; somewhere between the
lines, he had retreated into the shadows without anyone's noticing and exchanged his identity for Rumi's" (Pamuk, 2006, p. 257), even it was mentioned that the great Persian poet "Mevlana" wanted to be "Shams". All of these can be an indication for the ceaseless movement of desire. This desire has arisen of what Lacan calls lack. This desire pushes an individual to achieve fullness, wholeness, and lost plentitude of the imaginary order which is unattainable. Pamuk tells about an ideal wholeness whom all people are in search of Him through a chapter which is titled "We're waiting for Him" (Pamuk, 2006, pp. 151-159).

Besides, in The Black Book, Istanbul with all its variety, can also be a symbol of an oceanic world full of clues or for Galip who is fascinated by Hurufism, a world full of letters, and in a Lacanian viewpoint a world of language. In this oceanic world, Galip moves from one signifier to another to decipher the clues. But the more he tries to decipher the clues, the more he immerses into this oceanic world. He cannot anchor at a fixed point, an "ultimate meaning" of his "self".

Galip sees himself as an expert detective who wants to solve a great mystery. Galip's searching for Rüya is the first stage of his investigation for deciphering the clues, for knowing himself. The missing of Rüya can be a symbol for the feeling of the lack in Galip. Besides, Rüya can be a hint of the imaginary order of Galip's unconscious. For Galip, Rüya, his "soul mate" can be a representation of his ideal ego, which he wants to see himself through her. Moreover, the meaning of "Rüya", the "dream" is again a hint to the realm of the imagination. The search of Galip continues through a world full of signifiers. He moves in a signifying chain. He goes from a signifier to another and from a story to another. Through this way, he sees himself in Celâl's identity. Celâl can be an emblem of the symbolic order of Galip's unconscious. For Galip, Celâl can be a representation of his ego ideal. According to Evans, the ego ideal is "the guide governing the subject's position in the symbolic order" (2006, p. 53). By reading Celâl's columns over and over, Galip "would gain access to Celâl's memory" (Pamuk 200). Thus, Galip wants to gain access to Celâl's unconscious as "the unconscious is a kind of memory, in the sense of a symbolic history the signifiers that have determined the subject in the course of his life" (Evans, 2006, p. 220). Galip's search to gain the ultimate meaning of his "self" ends in failures as Qazi states "we continuously search for the lost-impossible real but the search ends in failure because our attempts to gain the ultimate meaning of our "self" is impossible" (2011, p. 11). Thus, attaining a wholeness of self is impossible. In this novel, the death of Rüya and Celâl can be a hint of the real order and also is a hint of Galip's search failure in seeking completeness. There is no anchor, no stability to his effort.

There are some moments of Lacanian mirror-gaze in Pamuk's The Black Book. Evans states "The imaginary exerts a captivating power over the subject, founded in the almost hypnotic effect of the specular image. The imaginary is thus rooted in the subject's relationship to his own body (or rather to the image of his body)" (2006, p. 84). According to Evans, Lacan places s special emphasis on the role of the image (p. 82) and defines identification as "the transformation that takes place in the subject when he assumes an image" (Lacan, 1977, p. 2; as cited in Evans, 2006, p. 82). "To assume an image is to recognize oneself in the image, and to appropriate the image as oneself (Evans, 2006, p. 82). Thus, there are a number of hints to those moments of the mirror-gaze in The Black Book, the moments in which a man strives for knowing himself through the mirror and also the world of letters and signs. For instances, in this description concerning Galip when he looks at his image in the mirror:

...drenched in terror, hardly able to breathe, longing to put a great distance between himself and the dark mirror, with cold beads of sweat forming on his forehead. For a moment he imagined going back to that mirror, tearing this papery mask from his face like a scab from a wound, and being no more able to read the signs and letters on the new face that emerged behind the mask than the ones he’d found on billboards, plastic bags, and the city’s tangled streets. (Pamuk, 2006, p. 324)

Sometimes a sense of alienation accompanies these moments. In a part, Pamuk states as Celâl:

But as the barber and I discussed how to cut my hair, as we looked into the mirror to look at the head beneath the hair, and the shoulders and the chest beneath it, I immediately knew that this person sitting in the chair looking at his reflection in the mirror was someone else. When the barber asked, "How much should we take off the front?" the head he touched, like the neck that carried it, and those shoulders, and that chest – they did not belong to me, but
It seems in mirror-gaze moments a person is a signifier which wants to know the meaning of himself through the deciphering his image in the mirror which acts as a signified. According to Eagleton, "we could read the mirror situation as a kind of metaphor, one item (for example a child) discovers a likeness of itself in another (the reflection)" (2008, p. 144). In another moment of the mirror-gaze in The Black Book, Galip says "I gazed into the mirror and read my face. My face was the Rosetta Stone I had deciphered in my dream. My face was the tombstone from which the turban had fallen. My face was a mirror made of skin in which the reader beheld himself (Pamuk, 2006, p. 334-335). Here, it seems that Galip attempts to read his unconscious like reading a text and understanding the meaning of it. Sometimes, there is not a real mirror but another person works as a mirror to show us ourselves. For instance, in a place Pamuk states "The forty-five-year-old Rumi longed on that rainy day to find just such a "soul mate"; what he longed for was to look into a man's face and see a replica of his own" (Pamuk, 2006, p. 255).

CONCLUSION

The reflection of Lacan’s thought can be seen through the lines of Orhan Pamuk’s The Black Book. Galip starts his search apparently, for finding his lost wife Rüya but in fact, for knowing himself. Through this way, he tries to decipher a world of sings, letters and language. He moves form one signifier to another without anchoring at an ultimate point of meaning of his "self".

REFERENCES


In this paper I will attempt to explain in details the manner of word formation of police lexicon in Albanian language, which is mainly performed through affixation, prefixation, suffixation and compositions. In the study of police lexicon in Albanian language it was used necessary literature related to the police activities area in Kosovo and Albania in order to have sufficient material for gathering police lexicon. Furthermore, with the aim of increasing knowledge on police lexicon in international level, there were used also two world police encyclopedias (Kurian: 2007; Greene: 2007), which were useful to have deeper insight into global level of police lexicon. In regards to the theoretical aspect, I have used local and international literature in the field of lexicology in general. For identification of police lexicon in Albanian language I have used the methodology of selection of such lexicon from existing dictionaries of Albanian language, with special focus on “Dictionary of Synonyms in Albanian Language” (2005) and “Dictionary of Albanian Language” (2006), but there were used also other dictionaries from the field of criminalistics, Justice, etc. Besides elaboration of manner of word formation through grammatical forms, there will be explained also denomination of police terminology in Albanian language based on: ranks, positions, police functions, etc. In order to give an overall overview of manner of word formation of police lexicon in Albanian language, we will provide some examples of police lexicon according to alphabetic order in Albanian language, through prefixation, suffixation and compositions.

**KEYWORDS**

Word formation, police lexicon, prefixation, suffixation, compositions.

---

1. **INTRODUCTION**

Word formation of police lexicon in Albanian language is mainly realized through affixation, where it is included prefixation, suffixation, or both at the same time. Influences of global police developments in word formation of police lexicon in Albanian language can also be found in world encyclopedias of police forces (Greene: 2008; Kurian: 2017). Word formation is also realized through composite forms including at the same time two-word roots, or compositions as it is known in grammatical terminology. In the last two decades, word formation in Albanian language developed steadily through new elements of word formation, like: affixation, prefixation, suffixation, prefixation and suffixation at the same time, compositions, etc.

In general, development of word formation of lexicon in Albanian language is elaborated by author Sh. Islamaj (2014: 117-128), who righteously elaborates new word formation trends, like: krimroman", krimkomedi, nakronëntëkë, narkoqeveri, jahtklub, stripbar, kryevrasës, kryekusar, vetëgykohem, euroskeptik, fleshmemorie, kiberhapësirë, etc. As it can be noticed, word formation through affixation and compositions is quite productive in Albanian language in general, and in this case in police terminology lexicon in particular. For example: nën-komisar, krye-komisar, nën-kolonen, zëvendës-drejtor, zëvendës-komandant, ri-shikim, ri-hetim, ri-vendosje, arrest-im, polici-mi në komunitet, etc.

For detailed explanation of the manner of word formation of police lexicon in Albanian language, in the following sections we will analyse the word formation through affixation, prefixation, suffixation and compositions. The process of word formation of police terminology lexicon is influenced by global influences.

2. LITERATURE REVIEW

In attempts to make an accurate overview of study of the manner of word formation of police lexicon in Albanian language, the researcher initially searched whether there was any similar study performed before in the areas where Albanian language is spoken as the mother tongue. However, during my research I did not find any study of this kind in Albania or Kosovo. Since my PhD thesis was “Development of Police Lexicon in Albanian Language in Kosovo – Comparative Approach Kosovo – Albania, time period 1970-2016”, initially I used all available literature from the field of police activities based on Kosovo legislation, but also in comparative approach with such literature in Albania. As it will be presented in the literature section at the end of this paper, there were used dictionaries of Albanian language (2005, 2006), dictionary of criminalistics terminology, informatics dictionary, dictionary of public administration, etc. In the theoretical aspect there were used lexicology and lexicography studies in Albanian language, but also from international authors.

2.1. Research questions

In this paper the following research questions were set:

a) Was there performed any study on police lexicon in Albanian language in the areas where Albanian language is spoken as the mother tongue?

b) How is it explained the manner of word formation of police lexicon in Albanian language?

c) Can there be made an analogy with neighboring countries and compile a dictionary of police lexicon in Albanian language?

3. METHODOLOGY

For completion of this study, the researcher used the following study methods: comparative method and selection method.

Using the comparative method, the researcher has used dictionaries of police lexicon of neighbouring countries, adjusting them based on analogy of compilation of police dictionary in Albanian language based on alphabetical order.

Through the selection method, in this paper the researcher has identified the police lexicon in Albanian language taking sufficient number of examples to explain the manner of word formation through affixation, prefixation, suffixation and compositions.

4. RESULTS AND DISCUSSION

During the selection of police lexicon in Albanian language based on alphabetical order, it was concluded that word formation of such lexicon is mainly performed through affixation, prefixation, suffixation and compositions.

Affixation

According to R. Memushaj (2002: 255), affixes are usually more abstract than word roots. So, affixes lead to a supplementary meaning, which is related to the formation of a new word, like: ri-shikim, ri-hetim, or polici-mi (Example: Scientific magazine “Policimi dhe Siguria” (Policing and Security) – Akademia e Sigurisë, Tirana, published periodically from 2015 and onwards); or through formation of grammatical forms, like: komesariat-i, komesariat-e, polic-e, polic-ët, etc. Thus, affixes serve also for formation of new words, but also for changing grammatical forms, like: gender, case, form and number. Affixes include the following: prefixes, suffixes, infixes, circumfixes and endings. However, there are differences between different languages; for example, Turkish language does not have prefixes, but only suffixes, whereas some languages like those Indo-European do not recognize infixes. This phenomenon is noted by author J. Thomai (2002: 154), who names the term infix as “ndërshëtë”: “Albanian language does not have infixes (ndërsheta); words like: flokëpakrehur, buzëpaqeshur, qejfpaprichur, etc.; -pa- is not an infix but rather a prefix, since word flokëparkerhur was formed by flokë + (i) pakrehur, where –pa- serves as a prefix to form the adjective i pakerhur from word i krehur. In relation to word formation in Albanian language author Rr. Paçarizi has published a book, “Konversioni në gjuhën shqipe” (Conversion in Albanian Language), in which there are noted new elements in regards to this topic and the manner of word formation, taking as a model international authors (Paçarizi 2015).

Prefixation

There is smaller number of words formed through prefixation rather than those formed through suffixation. Usually words formed through prefixation do not change the lexical grammatical category, so the new word belongs to the same grammatical category
as the base word which was used to form the new word, like: mos-besim, pa-siguri, mbi-vlerësim, nën-shtrësë, etc. In some cases, it occurs that some verbs formed through prefixation derive from nouns, adjectives or adverbs, like: për-buz, për-krah, m-posht, z-bardh, etc. When it comes to police terms formed through prefixation, we can distinguish as following:

- Names of police ranks: nën-kolonel (Kosovo), nën-komisar (Albania); nën-sekretar republikan (old term from ex-Yugoslavian time);
- Names of facilities: nën-stacion policor (Kosovo);
- Different police terminology names: mosbesim (shfaq), mos-bindje (ndaj policit) i paqëfë (paraqitesh), pa-siguri (shfaq), i ç-regrellut (del), ri-hetoj (rastin), ri-shikoj (vendin e ngjarjes), për-plas (automjetin), ri-ndaloj (të dyshuarin), mbi-vlerësoj (punonjësin), ri-ngiull (viktimën), i pa-drejtë (shfaqet), i nën-shkruar (dokument), pabarazi (shoqërore), për-ligj (dikë), për-shëndet (eporin), për-krah (qytetarët), m-posht (të dyshuarin) etj. Emërite time tjera në fashëvepratarinë policore me parashëtesim, si: bashkë-punëtor, para-shikoj, i pa-kënaqur, i pa-informuar, pa-fajësi, i pa-besë, jo-lojal, etc.

In the following part we will provide some examples of word formation of police terminology with prefixation based on alphabetical order:2

2 Alphabetical order is based on Albanian alphabet because of some letters which are specific in this language

\[
\begin{align*}
\text{a)} & \quad \text{antiligjor, antikushtetues; } \\
\text{c)} & \quad \text{cekuilibrim, cekuilibroj, i çekuilibruar, i çorganizuar, çorganizoj, çorganizm, çnerjëzor, çnerjëzisht, çnderues, çorientim, çregëstirm, çregjistroj, çregulluar, çrënjos, çrrënjosje, i çrrënjuar;} \\
\text{d)} & \quad \text{decentralizim (shpërçendrim), decentralizoj (shpërçendroj), degradim (zhgradim);} \\
\text{j)} & \quad \text{jashtëligjor, i paligjshëm, i jashtëligjshëm, i jashtëzakonshëm;} \\
\text{k)} & \quad \text{kundërpror, kundërprigarige,} \\
\text{m)} & \quad \text{mbishkrim, mbriçhoj, mbiçlerësoj;} \\
\text{n)} & \quad \text{ndërhyre, ndërkombëtar, nënkolonel, nënkomisar, nënligjor, nën-prekret, nënprekët, nënstacion, nënshkrim, nënshkruar, nënshkruar, nënshtraj; } \\
\text{p)} & \quad \text{pabesi, pafajësi, pakujdesi, i pamoralshëm,} \\
\text{andershëm, i pafajëshm, parapulti,} \\
\text{parapurti, parapurtis, parapurtisë,} \\
\text{paramendim, parandim, parandaloj,} \\
\text{parashkrim, parashkruarë, parashkut,} \\
\text{parasigur, pasigurë, i pasigur, i pavëmendshëm,} \\
\text{i pavërtetëje, i pavënlëshëm,} \\
\text{i pa-zakontë, përdhunim, përdhunisht,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \\
\text{përrindëshmëri, përdhunim,} \\
\text{përdhunisht, përrindëshmëri,} \end{align*}
\]

Number of words formed through suffixation is bigger than number of words formed through prefixation (Thomai 2002: 157). Thus, it is easy to conclude that in general dictionary of Albanian language there are more words formed through suffixation than with prefixation and that there are more suffixes than prefixes. The most productive suffixes in word formation are: ës, ar, tar, or, tor, im, je, etc., like: qitër, armëtar, luftëtar, gazet-ar, punë-tor, pun-im, besim, hid-im, ndërlidh-je, zhvendos-je, etc. In certain cases in Albanian language we have cases of word formation of words through prefixation and suffixation at the same time, like: për- jotësoj, për-fund-aj, z-bukur-oj, për-gënjesht-aj, z-sjer-oi, për-faqësoj, sh-flet-oh, sh-pronësoj, sh-fryt-ëçoj, n-gurus, për-mall-oj, për-jetë-soj, sh-kripë-soj, nën-viz-oi, ri-atdhe-soj, për-të-ri-t, për-mirë-soj, etc. (Thomai 2002: 160).

Examples of word formation of police lexicon through suffixation based on alphabetical order:

\[
\begin{align*}
\text{a)} & \quad \text{ajgenturë, ajgenturor, akreditim, aksidentalet, i armatosur, arratisje, arrestim, arretoj, i arrestuar, asistim, assistencë, ashpërxi, i ashpër, atdhëtar; aktivist, akumulim, atentator; } \\
\text{b)} & \quad \text{banditizëm, bastisje, belaxhi, bombastik, i braksitar, brohorxma, brutalitet, brutalisht; } \\
\text{c)} & \quad \text{caktim, cemin, cilësor, cilësues; } \\
\text{d)} & \quad \text{debatoj, debutues, dallaveraxhi, dehe, i dehur, depërtim, diskriminim, dominim; } \\
\end{align*}
\]
Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.

- Names in police lexicon in general formed through compositions are found occasionally, but to a much smaller extent than words formed through prefixation and suffixation.

Examples of word formation of police terminology through *compositions* based on alphabetical order:

- Names of police ranks with compositions: *general-major*, *general-nënkolonel*, *general-kolonel* (terms used during time period 2004-2008, Kosovo Police Service led by UNMIK Police) (Haziri Sh.: 2015; 2017); *krye-komisar* (Albania - State Police) (Haziri, Sh.: 2018: 345-358);

- Names of police positions and functions: *krye-shef ekzekutiv* (Police Inspectorate, Kosovo Forensics Agency); *zëvendës-drejtor i përgjithshëm i Policisë* (Kosovo and Albania), *zëvendës-komendant*, *zëvendës-shef*, etc.
We can conclude that word formation of police lexicon through compositions is very widespread and productive in Albanian language, but stylistically it also matches the nature of Albanian language, like: armë-mbështetje, auto-blindë, vëlla-vrasje, radio-lij dhe, keq-bërës, krye-komisar, zëvendës-drejtor, ndihmës-drejtor, zëvendës-komandant, etc.

5. CONCLUSION

In general, police terminology lexicon in Albanian language is realized through affixation and compositions. Word formation through affixation is realized by bringing additional meaning, which is related to formation of a new word, like: ri-shikim, ri-heritim, or polici-mi, etc. Frequently we find cases of formation of a grammatical form, like: komesariat-i, komesariat-e, polic-e, polic-ët, etc. As per police terms formed through prefixation, we distinguish; names of police ranks: nën-kolonel (Kosovo), nën-komisar (Albania); names of facilities: nën-stacion policor (Kosovo); names in the terminology of police field: mos-besim (shfaq), mos-bëndje (ndaj policit) i paaftë (paraqitjes), pa-siguri (shfaq), i ç-rregullt (del), ri-hetoj (rastin), ri-shikoj (vendin e ngjarjes), për-plas (automjetin), ri-ndaloi (të dyshuarin), mbi-vekrësoj (punonjësin), ri-ngjall (viktimën), i pa-drejtë (shfaqet), i nën-shkuar (dokument), pa-barazi (shqërore), për-ligj (dikë), për-shënndet (eporin); other names in police field formed through prefixation, like: para-shikoj, i pa-informuar, pa-fajësi, i pa-bësi, jo-lojal, etc. From police lexicon words formed through suffixation we can give some examples, like: agjenturë, agjenturor, aksidentalisth, i armatosur, arratisje, arrestim, arrestojet, i arrestuar, i dekur, depërtim, diskriminim, dhunues, i dhunshëm, patrullim, patrulloj, i patrulluar, patrullues, policimi, policor, prangosje, prangim, i prangosur, prangoj, etc. From word formation of police lexicon through compositions, we can give some examples, like: gjenral-major, gjenral-nenkolonel, gjenral-kolonel (police ranks in Kosovo in the time of UNMIK administration), (Haziri, Sh. 2015: 2017), krye-shef, zëvendës-drejtor, zëvendës-komandant, zëvendës-shef, aktaqës, aktvendim, aktygjik, aktpadi, armëmbajtje, keq-bërës, krye-komisar, vendroqetim, vendimarrës, vendqëndrim, vetëmbrojtje, zëvendësministër, zjarrfikës, zjarrfikëse, etc. In general, word formation of police lexicon in Albanian language is realized in line with global language developments (Munishi: 2015; Temmerman: 2000).

ABOUT THE AUTHOR

Shemsi Haziri was born in 1979 in Pristina, Kosovo. Currently he is a PhD candidate in Department of Albanian Language, University of Pristina, in Kosovo. Since 2001 he has been a member of Kosovo Police and currently, he holds the rank of Police Captain.

He has published 10 scientific papers in the field of lexicology and terminology of police lexicon in Albanian language. He has also participated in many national and international academic conferences. The author is specialized in the field of police terminology in Albanian language. The author is very soon going to publish a monographic book on Development of Police Lexicon in Albanian Language, as well as a Police Dictionary in Albanian language, which will be the first dictionary of that kind in Albanian.

REFERENCES

The Capitalist “Dystopia” in Robert Kirkman's Picture Novel The Walking Dead
Mojgan Abshavi
Assistant Professor of English Literature, Department of English, Payame Noor University, Tehran, Iran
Corresponding Author: Mojgan Abshavi, E-mail: abshavi17@gmail.com

ARTICLE INFO

ABSTRACT

Capitalism is an economic system wherein a country's trade and industry are controlled by private owners for profit, rather than by the state. By the early 21st century, the capitalist world system has entered into a structural crisis, and relentless capitalist accumulation on a worldwide scale is presently in essential clash with the survival of human civilization. Karl Marx (1818-1883) is the author of The Communist Manifesto (1848) and his critique became a prominent perception of capitalism during the mid-19th century. Looking back at the history of the “zombie” in American culture, it is a form of political commentary. The top of “zombiedom” today is The Walking Dead by Robert Kirkman which centers around former deputy sheriff Rick Grimes who wakes from a coma to find the world invade with “zombies” and in a condition of aggregate social and economic crumple. Since Marx’s theory is based on capitalism and its running amok, the walkers can be used to symbolize capitalism in the story. They walk around doing nothing more than consuming any living thing that gets in their way. Marx’s theories about society, economics and politics known as Marxism, hold that human societies expand via class struggle. So analyzing the representational fluidity of Kirkman's “zombies” in The Walking Dead by placing them in two disparate Marxian positions and a class struggle between the proletariat and the bourgeoisie are highlighted in this study.

KEYWORDS


1. INTRODUCTION

In the course of recent decades, the global economy has been constantly threatened by devastating financial crises. As much of the world suffered from insufficient domestic demand, the global economic expansion had to be led by debt-financed consumption in the United States, and the U.S. economy itself was driven by successive asset bubbles. As these trends could no longer be sustained, the global economy sank into the deepest recession since the 1930s (Minqi 10-12).

There are many different types of economic systems that regulate how people operate and profit from business, including capitalism, communism, and socialism. Capitalism, also called free market economy or free enterprise economy, is an economic system wherein the competing owners of means of production hire waged labor to make items for sale in a largely free market with a view to generate a profit, so a country’s trade and industry are controlled by private entities for profit, rather than by the state (Rosser and Barkley 23). According to Merriam-Webster Dictionary definition of capitalism is “an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market” (“capitalism”).

Capitalism is the egocentric realization that strangers are more beneficial to you alive and free than they are dead or enslaved. Capitalism is possible only with a proliferation of specialized skills. These skills not only provide people something to trade with each other, but also allow them to direct their talents towards activities they are particularly good at. One man is probably an awesome hunter, whilst another is better at making tools, while another is better at making clothes, etc. Even if one had the expertise and materials necessary to do something very useful, it’d probably be a terrible idea to do so if you’re only going to trade with your family and immediate neighbors. Even if you succeeded, it probably

Published by Al-Kindi Center for Research and Development. Copyright (c) the author(s). This is an open access article under CC BY license (https://creativecommons.org/licenses/by/4.0/)
wouldn’t have been well worth it on such a small scale (Meyer).

By the early 21st century, the capitalist world system has entered into a structural crisis and because of the climate change crisis, relentless capitalist accumulation on a global scale is presently in essential clash with the survival of human civilization. In this specific circumstance, the historical errand of communism is not any more about how to effectively go up against capitalism within the capitalist world system. Instead, as capitalism ceases to be a viable historical system, socialism may end up being to be the main suitable answer for the principal crisis confronting humanity in the 21st century (Wallerstein 56).

German philosopher, Karl Marx (1818-1883) is the author of The Communist Manifesto (1848) and his critique became a prominent perception of capitalism during the mid-19th century. Marx’s critique of capitalism derives from his viewpoint that capitalism is an awesome innovation, but unethically exploitative (Clarke 7).

Marx believed that Capitalism had evil effects on society. In addition, he believed that Capitalism, accompanied by its own social logic, would terminate in its own collapse, just as prior socio-economic systems had as well fell in on themselves over the span of history. “Capital is dead labor, which, vampire-like, lives only by sucking living labor, and lives the more, the more labor it sucks” (163), claimed Karl Marx in Capital, his multi-volume magnum opus, he also stated that upon its arrival in history “capital comes dripping from head to foot, from every pore, with blood and dirt” (538). Elsewhere in Capital, he wrote of “the vampire thirst for the living blood of labor” (175), and explained that “the vampire will not lose its hold . . . so long as there is a muscle, a nerve, a drop of blood to be exploited” (195). Had he lived in a later period, it is not hard to imagine Marx using of a different metaphor for capital, and that metaphor would be what we now call the living dead, the walking dead, the “zombie.”

It seems just as “zombies” are coming growingly more popular in pop culture as time goes on. There are countless movies, books, video games, and even TV shows. One significant characteristic that has risen with the extended scale of the 21st century “zombie” narratives is the explicit representation of a totally destroyed civilization, or the post-apocalyptic background. The genre has now become identified with a post-apocalyptic setting, which incorporates the breakdown of social infrastructure, violent clashes with other surviving clashes, the unavoidable overcoming of order by disorder in the form of the destruction of whatever shield the characters find, and the ultimate survival of the fittest (Bishop, 20).

The Oxford English Dictionary initially defined a “zombie” as “a corpse said to be revived by witchcraft, especially in certain African and Caribbean religions” and states it later came to be known as “a person or reanimated corpse that has been turned into a creature capable of movement but not of rational thought, which feeds on human flesh” (“zombie”).

With the improvement of the motion picture, the “zombie” became a pointer of horror, and a popular case. The “zombies” of White Zombie (1932), King of the Zombies (1941), Revolt of the Zombies (1936), and I Walked with a Zombie (1943), however, were not the cannibalistic creatures we presently know. These “zombies” were individuals put under a spell, the spell of voodoo and supernatural custom. In these movies, the true terror is not be being killed by “zombies,” but of turning into a “zombie” oneself. However, the fictional viral “zombies,” like the ones present in The Walking Dead, are corpses or living people infected with a virus and revived, and stalking the humans to satisfy their yearning. These “zombies” are usually made for war purposes or human experiment by the government, for the most part with evil intentions (Pulliam and Fonseca 330).

In a world where humanity’s very existence is threatened on a daily basis, people would be able to figure out a way to sort out their differences for the benefit of mankind. Looking back at the history of the “zombie” in American culture, from its entry into our consciousness to The Walking Dead, it is a form of political commentary. For 80 years, the undead have been used by producers and writers as a metaphor for considerably more profound feelings of trepidation: racial sublimation, atomic destruction, communism, mass contagion, globalism, and more than anything, each other. Though various concepts of the dead rising date back thousands of years in many different cultural variations, the American depiction of the “zombie” was borrowed from nineteenth century Haitian voodooism (Crockett and Zarracina).

Robert Kirkman was born on November 30, 1978 in Richmond, Kentucky, USA. He is a writer and producer, known for The Walking Dead (2010), Fear the Walking Dead (2015) and Outcast (2016). His apocalyptic stories about death, gore and “zombies”
loom so large in the pop culture zeitgeist and he calls himself an “optimist” about the future of humanity. It is Kirkman’s conviction that great individuals who deliver great composition and smart thoughts influence comics to individuals adore (Skybound). The Walking Dead is an American post-apocalyptic horror fiction composed by Robert Kirkman, who’s an official maker for the TV program as well. Both the show and comic focus on a group of solidified survivors drove by previous sheriff’s appointee Rick Grimes, played by Andrew Lincoln. As though staying away from crowds of “zombies” wasn’t sufficient inconvenience, they also must deal with people who are regularly more dangerous than the living dead. The desperate will to start over exists in all post-apocalyptic fiction, according to Claire P. Curtis (5). In Postapocalyptic Fiction and the Social Contract, Curtis emphasizes on novels that present a new beginning: “in the chaos of the end comes the opportunity of a new beginning. This new beginning provides a space for exploration and examination of all that we have previously taken for granted: political arrangements, gender norms, social practices” (7).

The Walking Dead is one of a few examples that resolutely believes in rural, exurban, small-town settings and everyday Americans, when nearly all our dramas are about rich and powerful people in New York, Los Angeles, Chicago and sometimes D.C. When it was produced, apocalypse of any kind (“zombie,” viral, climatological, power-grid, etc.) was all the rage, making it easy to draw connections between the story and the failing economy, the sense of doom, the tea party, the terrorists. It even made sense somehow that The Walking Dead was set in the Bible Belt (Stuever).

The apocalypse may come in many forms, yet the most evident and likely scenario is “zombies.” They aren’t only a popular culture marvel promoted by motion pictures, TV and computer games, however a genuine certainty. The variations of the contemporary evolution of the “zombie apocalypse” are merit thinking about critical as an overwhelming mythology of our occasions. After “zombies” moved to American literature, they came to depict persecution to capitalism. “Zombies” are code for the end of the world, the whole breakdown of society, and the cannibalization of humanity (Zimbardo).

2. DISCUSSION
Humans are voracious and imperfect, and until we lose these characteristics, communism can never be effective. But the theory of Karl Marx gives an incredible and genuine critique of capitalism. Marx’s investigate of capitalism derives from his perspective that capitalism is a magnificent advancement, but deceptively exploitative. In Marx opinion, Capitalism have evil influences on society. In addition, he considered that Capitalism, along with its own social rationale, would end in its own breakdown, similarly as earlier financial systems had as well fell in on themselves over the span of history (Clarke 7).

The” zombie” as Marxist metaphor is a tri-part image, it concomitantly outlines: capital itself which “zombie-like,” lives only by eating up living labor, the capitalist laborer, because the hegemonized living labor became a zombified living dead, and the everyday customer who caught in this system, uses up in response to what is devouring it, proceeding the cycle endlessly (Malone). So, the following will be analyzing of Kirkman’s “zombies” in The Walking Dead in this regard.

The ongoing story of The Walking Dead begins with sheriff’s deputy Rick Grimes who is injured in a shoot-out and awakens in a hospital bed three-month later, from a coma to find the world has extremely more undead individuals in it than he recalls. Upon returning home, he discovers his house looted and his wife and son gone. Rick sets out to Atlanta to find his missing family. He finally reaches Atlanta, and is escorted to a small camp of survivors where he is brought together with his wife and his son, at the same time trying to adjust life in this new world (Ruditis 24). Gradually, He takes charge and tries to help this group of people survive, find a place to live, and get them food. This gathering experiences various struggles along the way and none of the safe havens prove to be what they sought after. Clashes develop between the characters within the group and between this and other surviving groups. They move from one place to another, lose individuals they adore, fight “zombies” and other humans (Fossum 6).

Rick Grimes’ journey in The Walking Dead comics is likely far from over. Furthermore, it’s difficult to state what further inconveniences he’ll face before the series wraps up. The Walking Dead depicts a post-apocalyptic world where flesh-eating “zombies” roam and desperate people join forces to survive. Beneath all of the blood and guts, it is a story of people trying to live in a broken, dangerous world that people will trade anything for safety (Castle). The whole idea behind a “zombie” apocalypse is that the known world is utterly destroyed, and not only that, it is destroyed by its own people. This in many ways reflects Marx’s idea that capitalism will ruin itself.

The Walking Dead is an all-encompassing contemplation on the reconstitution of community
life under states of social collapse. Creator Kirkman expressly offers as much when he requests that pursuers think about how they would survive in a world without the foundation of modern consumer capitalism, and what sort of people they would become when challenged by a daily struggle over the necessities of life (Moore 56).

In *The Walking Dead* the future is one where capitalist society has totally collapsed. This could be a critique of the 2008 financial crash, or a fear of what could happen if a pandemic were to occur that ended consumer life and society as it is known (Bishop 41). Content that shows up on the back cover of *The Walking Dead* reproduces a version of the standard popular critique of late capitalism as “consumerism” although radicalized by the presentation of the dialectical thought of salvation through collapse, and authentic living and labor. It is merits citing in full:

> How many hours are in a day when you don’t spend half of them watching television? When is the last time any of us REALLY worked to get something that we wanted? How long has it been since any of us really NEEDED something that we WANTED? The world we knew is gone. The world of commerce and frivolous necessity has been replaced by a world of survival and responsibility. An epidemic of apocalyptic proportions has swept the globe causing the dead to rise and feed on the living. In a matter of months society has crumbled – no government, no grocery stores, no mail delivery, no cable TV. In a world ruled by the dead we are forced to finally start living (30: 133).

The similar sensation is further explored elsewhere in the narrative. After the initial time of chaos, nomadic survival, and war, a steady system of networks dependent on agribusiness and crafts supplemented with foraging is set up. For several years, they last without significant aggravations and the inhabitants develop a sense of belonging, security, and strength. As Rick Grimes, who is by then not only the leader of one of the groups but the visionary pioneer of the “confederation,” talking to another leader, Maggie Greene, as they stand on a balcony overlooking the settlement they helped construct and develop: “Truth is, things are almost better than before this all started” (22: 126).

Kirkman believes that “if society were to crumble, we would all be killing each other for resources. It’s terrifying what a human will do to survive. Monsters are real and they are us” (qtd. in Fear). “Zombies” are a reflection of ourselves. From many points of view, we live deadening and monotonous lives, meandering carelessly from place to place, day to day, achieving nothing. *The Walking Dead* depicts a longing to obliterate capitalism and conquer our dead selves. The manner in which Marxism fit into the recently upset and apocalyptic world is that communist societies appear to normally show up inside the “zombie apocalypse,” and in *The Walking Dead*. Small bands of people group together and function as a unit, sharing all nourishment, safe house, obligations, and assets. A leader emerges, as with Rick, in *The Walking Dead*. Despite the fact that the leader settles on huge numbers of an official choices, every opinion is taken into consideration. However, in spite of the fact that the leader is in many ways in charge, the individual gets no special treatment. Every individual from the gathering, regardless of whether the person is loved or despised, whether the person has especially valuable abilities or no aptitudes by any means, is given what the individual really needs. In addition, in support of this theory, every leader that surfaces and endeavors to overthrow the socialist network is viewed as awful, or the antagonist in the plot. Voracious and exploiting characters, such as Shane and the Governor in *The Walking Dead*, are an opposing threat, and are in the end crushed (McKeen).

The communist society is the most ideal, and it is also the most natural. It works in a “zombie apocalypse” because the people actually need each other to survive, and because it only occurs on a small scale. For this reason, the people within the society actually know and care for one another as human beings, rather than materials to be used in a business (ibid).

Karl Marx in *The Communist Manifesto* states that Modern bourgeois society, with its relations of production, of trade and of property, a society that has evoked such huge means of production and of exchange, resembles the sorcerer who is no longer able to control the powers of the nether world whom he has called up by his spells…. It is sufficient to mention the commercial crises that by their periodical return put the presence of the whole bourgeois society on its trial, each time more threateningly. In these crises, an extraordinary part of the current
items, yet in addition of the recently made profitable powers, are occasionally decimated. In these crises, there breaks out an epidemic that, in all prior ages, would have appeared a preposterousness — the pandemic of overproduction. Society all of a sudden ends up back into a condition of momentary barbarism and boorishness; it shows up as though a starvation, an all-inclusive war of decimation, had removed the supply of every means of subsistence; industry and trade appear to be demolished; because there is excessively civilization, a lot of means of subsistence, too much industry, a lot of trade (17). Due to their irrepressible numbers and lack of representation, the “zombies” in The Walking Dead epitomize the disappointed proletariat. “Zombies” are bound by their circumstances and instincts. As viewed from the perspective of those in power, they are incapable of individuality. “Zombies” are the proletariat mass, unknown and threateningly productive. Actually, similar to the working class mass depicted by Marx, the “zombies latent power” remains limited until developing a political consciousness to their situation, “the weapons with which the bourgeoisie conquered feudalism are now turned against the bourgeoisie itself” (130). Apparently, “zombies” are an ineffective foe except if amassed in an expansive gathering. They are incredible by virtue of their numbers and unified drives—which in Kirkman’s “zombie” stories, the still living infrequently have either. Steve Beard recognizes this aspect of the “zombie” by writing that “individually, are slow, stumbling and weak. Collectively, they are a rampaging mob of clawing hands and gnashing teeth” (30). In The Walking Dead, the “zombies” unintentionally carry out the definitive goals outlined by Marx for the proletariat uprising: to sort out on a class basis, overthrow the oppressive bourgeois, and set up the proletariat as the focal political power (136).

Capitalism is an entire “zombie” system, apparently dead when it cares about accomplishing human goals and responding to human assumptions, but capable of sudden spurts of activity that cause chaos all around. The dog-eat-dog nature of capitalism makes worthwhile open entryways for mergers, antagonistic takeovers and leveraged buyouts, allowing the most predatory firms to eat up their opposition. Capitalism is not faithful to any individual, country, company or belief system. It doesn’t care about the planet or have faith in equity, uniformity, reasonableness, opportunity, human rights, democracy, world peace or even monetary development. The cannibalistic capitalist ascends out of the shadows and metastasizes quickly, thriving off conflict, wrongdoing and crisis; gathering and theory; insecurity and desperation (Barrett-Fox 73). The Walking Dead’s most savage character, the Governor, indexes the symbolic parallels between the living and the undead and the scope of nerves toward the system that fallen the economy and the nation of cannibalistic capitalism. The self-appointed leader of a “zombie-free” community called Woodbury, with an eager local army available to him, the Governor’s insatiable need to extend at all costs caricatures the predacious nature of capitalism’s fundamental principles. His insatiable nature, delineated best in his antagonistic takeover of the prison Rick Grimes and his group of survivors have made home, mark him as a monstrous personification of capitalism’s focal property of opportunism. Asserting that we can gain much from watching “zombies” devour a body, the Governor muses about their flexibility: “They want what they want and they take what they want and after they get what they want- they’re only content for the briefest span of time. Then they want more” (5: 85). The Governor isn’t faithful to any individual or ideology, and hard of hearing to unprejudiced nature, equity, or harmony. He is worried about development and keeping up power most importantly, and anyone in the way of that goal is disposable. Furthermore, as the ability of capitalism’s more craven principles to constantly vivify from the dead, the Governor too returns from a practically unavoidable passing at the hands of Michonne to assault the jail for its assets, killing bunches who were essentially trying to survive through the incessant stream and unpredictability of this undead new world (7: 129).

After the prison’s obliteration by the Governor, the gathering meets the Hunters, a group of cannibals that endeavor to eat them. The cannibalistic conduct of this gathering infers the multiplying between the humanity and the “zombies,” which also perform cannibalism. The Hunters are chiefly driven by Chris, and their base was appeared to be a secluded countryside home with thick woods and some fences incorporating it. At first, the Hunters had survived on ordinary sustenance supplies. However, when sustenance ended up and scavenging was no longer a protected option, they turned to human flesh consumption, due to, ironically, being horrendous seekers. It was derived from Chris’ story and his noticeable influencing distress that the Hunters ate their very own children to endure (11: 69). In Volume 22, Rick’s group goes over the Whisperers. The execution of the Hunters was a standout amongst the most horrendous activities of the Rick’s group up until that point, and brought amazing unease and internal inside conflict them in Issue 66. It viably turned into a defining moment for the survivors in the way they communicated and took consideration other survivor gatherings, as ended up being cemented
from their earlier bloody encounters with The Governor and the Woodbury Army.

To realize the ideal upheaval, the “zombies” must initially break into the human stronghold. Keep running with tyrannical dictatorship by Negan the city in volume 17 is set up in a feudal system of class stratification. Stratified economically, the still living obviously keeps on maintaining the capitalist holdings of cash money in a “dystopian” progress when the legitimate need ought to be substantial and utilitarian things. In attempting to reproduce the typicality of their past development, humanity not only stifles the “zombies” in The Walking Dead, but also some of their own because they “[have] left no other tie twixt man and man but naked self-interest and callous cash payment” (Marx 127). This further class separation takes into account a portrayal of all the class levels theorized by Marx.

By displaying the slow devolution of the still living from survival into indifference and self-satisfaction, people lose their individuality and mindfulness, getting to be “zombies” themselves. Like the lower-middle-class proposed by Marx, it isn’t until the proletariat “zombies” encompass them that the still living recover their self-viability by safeguarding themselves or joining the working class mass. In spite of the stratified class system within the still living, it is the humans’ aggregate persecution, misuse, and slaughter of “zombies” that cause the “zombie” swarm to revolt. By tearing down the walls of the city both Negan and the “zombies” accomplish the Communist goal of “the abolition of bourgeois property” (Marx 136). Marx wrote that the bourgeoisie intentionally agglomerated the population from the rustic to the urban as a means of centralizing their power, generation, and property (129).

By bookending both the beginning and end of his “zombie” narrative cycle with humanities’ persistent antagonistic tendencies towards “zombies,” Kirkman establishes his ultimate pessimism towards his metaphorical ideal of true equality between the have and have-nots. Marx wrote in The Communist Manifesto that the bourgeoisie’s ascension to class dominance was not a mere coincidence, but instead, “the bourgeoisie has played in history a most revolutionary part” (127). The acquisitive bourgeoisie’s first revolutionary act was the cunning overthrow of the dominating ruling class at the time: the absolute monarchy. But the bourgeoisie did not effectively oust the monarchy alone. Abusing the low class' dissipated mass, the bourgeoisie joined the low class to overthrow the monarchy with guarantee of a republican government, but as Marx portrays, “the proletariat [did] not fight its own enemies, but the enemies of their enemies, the remnants of absolute monarchy” (132). Following vanquishing the monarchy, the bourgeoisie made the cutting edge industrial system, accordingly financially subjugating the working class as pay work. But, inexorably, the bourgeoisie, by enrolling the guide of the working class in their battle against the nobility, inadvertently gave the low class the instruments essential for them to overthrow the bourgeoisie: rudimentary political consciousness (Marx 132—133). In this lies the basis for an ulterior viewpoint in drawing closer the “zombie” revolution in The Walking Dead.

Karl Marx wrote The Communist Manifesto within the context of the Industrial Revolution in the mid-1800s. The epic struggle of “zombies” versus humans in The Walking Dead can help represent the principles of each orientation. According to Marx Capitalism ventured into the most distant corners of the globe to rule markets, misuse labors, and decimate local culture. The “zombies” in The Walking Dead have totally overwhelmed urban Atlanta, and it’s not long before herds of walkers begin plundering the encompassing residential communities and countryside as well. The “zombies” symbolize capitalism’s enterprise’s voracious need to continually extend, abusing (or benefiting from, all the more properly) individuals to achieve its ultimate objective, which is simply to support itself (Stearns). Modern bourgeois society, with its relations of production, of exchange and of property, a society that has conjured up such gigantic means of production and of exchange, is like the sorcerer who is no longer able to control the powers of the nether world whom he has called up by his spells (17).

This statement from the Communist Manifesto sums up the crossroads humanity ends up at. While capitalism has built up the methods of production to a dimension that can give an agreeable life to all and give us the apparatuses to vanquish about any snag nature can toss at us, we are (for now) stuck in situation where the blasts and droops of the securities exchanges decide the destiny of billions of individuals. The only way to beat this inconsistency is through the progressive change of society with the sorted out common laborers in charge, taking cognizant, vote based power over the colossal powers we as a species have made (Rahman).
3. CONCLUSION
The story pursues a gathering of individuals who band together in an effort to survive—and more significantly, live—in “dystopian” world loaded up with flesh-eating “zombies” and dangerous individuals. The story substantiated itself pertinent to themes of faith, economics, and public policy and even perceptive about the difficulties we face in reality.

When the “zombie apocalypse” occurs, that reality becomes every-present. Nobody can take a get-away from the reality of “zombies.” Furthermore, there we have a definitive power and aesthetic beauty of genre, “zombie” stories as a hybrid of sci-fi and horror. “Zombie” stories are not mere escapist fiction, but harsh and even refined reflections of what we have become in a world that is—like the aftermath of the “zombie apocalypse”—characterized by consumer capitalism. Nobody can take a get-away from the reality of consumer capitalism.

What's more, capitalism must be part equally with communism. If they are not balanced evenly, one will take control, dictatorships will seed, etc. Individuals are, inevitably, greedy. Absolute Capitalism will never work, in light of the fact that the poor dominant part will be abused by the rich. The Walking Dead depicts a “dystopian” hellscapes, where “zombies” are the least of the survivors' issues. The protagonists are constantly imperiled by different survivors: gatherings of furnished marauders, crazy cult leaders, biker packs, and convicts. It portrays a “dystopian” existence where flesh-eating “zombies” meander and frantic individuals unite to survive. Underneath the majority of the violence, it is an account of individuals endeavoring to live in a broken, dangerous world. Individuals will exchange anything for security. Obviously, the things that they exchange away are normally not tangible. More often, they are metaphysical: convictions, principles, and ethics. At the point when the apocalypse hit, numerous groups of individuals before long wound up merciless and scheming, doing whatever it took to endure. Genuinely, individuals ended up eager to exchange anything for wellbeing. The unobtrusive message of the story is that creation such an exchange is an oversight.

Whatever humans do, the “zombies” simply continue coming. Gradually, genuine, however unyieldingly. In the second half of The Walking Dead, the people are reinforcing a security fence around the Alexandria free zone, some place in Virginia, to keep out another crowd of the undead and ensure that their similarity to civilization isn't overwhelm by the savage other. As Grimes, the cop-turned-leader of a troubled gathering of human survivors, battles to repulse the most recent swarm of zombies, the dramatization parallels how the western world longs to pull up the drawbridge to keep the nuisances out. There are structural features of life in modern western societies. In this, “zombie” dramatization are allegories of human mercilessness under free enterprise. The main issue is, as The Walking Dead lets us know, that it is hard to shield the nuisances from getting in, from demolishing what we hold dear and chewing on our very vitals. Really, The Walking Dead lets us know, we are just one bite away from becoming “zombies” ourselves, from dying and being restored as the bothersome other, from losing our humankind and turning into a pest that needs and has the right to be wounded to death for the good of civilization.

Capitalism doubtlessly should confront mortality sooner rather than later, because its terminal affliction won't move forward. There is no genuine road for recuperation on a planet already stretched to the absolute maximum. So we could claim that the bailout/life support strategy is damned, and the possibility of an economic structure not based on benefit and abuse may become more likely as the end of capitalism gives an opening through which new worlds can emerge. The Walking Dead is a valuable illustration to think with. We can think its role in discussing how we imagine events that may undermine the economic order of things. The Walking Dead guides us thoroughly consider the difficulties we face as a species; it causes us ponder the basic importance of how to make new economies conceivable, and not simply in the outcome of genuine disaster. Indeed, even without the danger of human bloodlust, there's as yet the issue of nourishment, water, and other supplies the survivors need to live.

Capitalism calls for more than markets, firms, and individual economic actors; it requires structure, security, and adaptability that only government, as human choices, can give reliably and accountably after some time as conditions always show signs of change. The Walking Dead is a “dystopian” comic series where a group of survivors battles to remain alive in a world where the dead walk. As the story progresses, it becomes the clear the more fascinating storyline has nothing to do with “zombies,” but with the elements between the people who are endeavoring to remain alive. Not only remain alive, but remain alive while keeping their humanity. The survivor’s morals and ethics are incessantly attempted in a world favoring survival of the fittest. In obscurity circumstances such as this, we should make a stride back and ponder what we value as a
society. Unquestionably, survival and security are important. But so are compassion, opportunity, and the numerous different things that are crucial to our lifestyle. We should locate a sensitive harmony between the distinctive qualities and merchandise that we hold dear. Furthermore, however our approach reactions must be expeditious, this likewise implies they ought not simply be reflexive. Particularly in the midst of crisis, we must be clear-headed as opposed to passionate, with the master plan. We should not move toward becoming individuals who are eager to exchange anything for wellbeing. Regardless of how hard we attempt, total wellbeing is a sham, and huge numbers of the things that we may exchange away are too significant to even consider giving up. In a few regards, our lifestyle is as valuable as life itself.

REFERENCES


Investigating Problems of Speaking Skill: A Case Study at Al-Baha University
Ahmed Ibrahim Mohammed ElNaggar
Lecturer of English, English Language Center, Al-Baha University, Saudi Arabia
Corresponding Author: Ahmed Ibrahim Mohammed ElNaggar, E-mail: ahmedelnaggar77@gmail.com

ARTICLE INFO
Received: October 12, 2019
Accepted: November 16, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.4

ABSTRACT
The aim of the study is to explore the problems of speaking skill for students of preparatory year of Al-Baha University, Saudi Arabia. In order to answer the questions of the study, the researcher adopted the descriptive approach. The sample of the study consisted of (54) teachers of the university, most of them are MA and PhD holders. The questionnaire was prepared and refereed by specialized assistant professors then directed to teachers to answer (agree, strongly agree, neutral, disagree, and strongly disagree). The study indicated that there is a wide range of difficulties and problems facing those students. The demographics of the society around them is one of the most important obstacles. The gap between teaching speaking at secondary stage and university is one of the obstacles. Students of preparatory year are mostly shy while trying to speak. The study recommended reviewing the ways of assessing student’s speaking skill taking into granted the tribal nature of the students. The administration of the university should draw explicit goals at the local level of the university to help students develop the skill. The role of teacher is increasing constantly under these circumstances to help his students improve the skill as one of the most significant skills of English although they come from different cultural backgrounds. The study recommended further research to study the role of society structure in developing speaking skill.

KEYWORDS speaking, Problems, demographics, obstacles, preparatory year

1. INTRODUCTION
The skill of speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purposes for speaking. It is often spontaneous, open-ended and evolving. It is a natural way to communicate. Without speaking, people must remain in most total isolated from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication while (Cornbleet & Carter, 2002) defines that speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. (Woolf, 1980) states that speaking has a variety of meanings: they are such as: to tell, to say, to make known or as by speaking; to declare; to announce; to proclaim; to celebrate; to use or be able to use (a given language) in speaking; and to address.

EFL learners surely face serious problems or inevitable obstacles in speaking due to the fact that schools in the Arab countries, particularly, Saudi Arabia pay the greatest attention to English grammar, reading and vocabulary. Speaking skill is not important part of the syllabus design or curricula. In addition, it is not practiced in daily life though people there face real problems when dealing with doctors or nurses in hospitals or multinational companies in their own country. There is a lack in exposure to different kinds of speaking materials. Even college students majoring in English have no enough hours in regular training per week.

Speaking skill is not assessed well during the school year for secondary students which resulted in the low level for those students when joining university which in turn made the ministry of education decide to achieve what is known preparatory year in all universities of the Kingdom of Saudi Arabia as remedial program. This remedial program is represented in implementation of a new curriculum from Cambridge Press called English Unlimited Special Edition, four levels (EUSE). This course has
been applied in the preparatory year for some years in most universities including Al-Baha University. Nevertheless, there has been a continuing complaint among those who are interested in English language due to low the level of the students of preparatory year in Al-Baha University. This is reflected in their ability to speak in English.

Hence, the present study attempts to find out abroad point of view about understanding how preparatory year students of Al-Baha University in Saudi Arabia, Al-Baha city in context face such problems in speaking.

**Statement of the problem**
The present study aims at the clarifying Problems of Speaking Skill for Preparatory year Students at Al-Baha University: Teachers’ Views. The students of preparatory year have real problems with speaking in their real life situations. They have inadequate knowledge of grammar, listening, reading and writing, so when it comes to speaking skill, they encounter actual obstacles.

**Objectives of the study**
The current study seeks to find out the kinds of speaking problems they faced in secondary stage and extended to university as well as the reasons for those problems. The study provides some suggestions for the teacher of foreign language to help his students overcome speaking problems. It also helps students solve the speaking problems and improve students' levels.

**Significance of the Study**
The study concentrates to be a good background to whom it may concern at the university to prepare a clever student able to study scientific majors without obstacles. In most cases, the sub level in the scientific majors is due to the low level in English especially speaking. It can draw attention to construct a remedial program to treat the shortcomings of speech development. Syllabus designer can use this study to develop the English language courses currently taught.

**Questions of the study**
1- What are the various problems that those students face when they practice speaking in and out classrooms?
2- How can the teacher help his students overcome speaking problems through English Unlimited Special Edition (EUSE)?
3- How far the structure of Saudi society is considered unbeatable obstacles when practicing speaking skill.
4- What are the gaps between teaching speaking in the preparatory year and Secondary school?

**Hypotheses**
1- Students of preparatory year at Al-Baha University face some problems with speaking skill while studying English.
2- The teacher can help his students overcome speaking problems so far.
3- The demographics of Saudi society is considered unbeatable obstacle when they want to practice English speaking.
4- There are some gaps between teaching speaking at university and basic education stages.

**Limitation of the study**
The study is limited to students of preparatory year who study English as a foreign language at Al-Baha University, Al-Baha city, Saudi Arabia. This school year was constructed mainly to prepare students linguistically for the following four years. In addition, it is a remedial programe with a content of a mount of communication skills to treat deficiencies in English.

2. **METHODOLOGY**
For the purpose of conducting this study, the researcher adopts the descriptive method. The descriptive method is a questionnaire which is used for searching some problems under investigation, (Teachers’ questionnaire 54 teachers). This questionnaire was set even to search for the importance of speaking skill and students' problems or difficulties with this skill. The teachers of preparatory year are expected to choose their responses from four choices; agree, strongly agree, neutral, disagree, and strongly disagree. (Likert Scale). The questionnaire will be analyzed statistically to seek information about speaking problems and the reasons behind them. The data collected will be analyzed statistically by the SPSS program.

**Validity**
The validity of these data and questions was reviewed by a number of referees who are considered experts in the field of teaching English. The language used and content validity of the questions were evaluated by research specialists to edit the mistakes. Thus, they reviewed it and made some comments that the researcher took them in his consideration before applying.

3. **LITERATURE REVIEW**
According to (Ismail, 2017) “If children are exposed to the L2 in the same way as they are exposed to the L1, greater success will be achieved”. There is no doubt that the Kingdom of Saudi Arabia is accelerating day by day in the field of education, but the level of achievement in learning English speaking skill is far below. According to (Alshumaimeri &
Almasri, 2012) “Teachers have pointed out that students leave the secondary stage without the ability to carry out a short conversation.” After learning English for so many years, the students have achieved little in terms of language proficiency. So, the important question is why there has been no improvement among the students regarding speaking skill. For what reason they still cannot construct a simple sentence while speaking.

What is speaking?
Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Florez, 1999) Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.

As (Elfadil, Abdul Gadir, & Ienas, 2018) states, many language teachers consider speaking as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing. As (Nunan & Carter, 2001) states, speaking has occupied a peculiar position throughout the history of language teaching and has begun to emerge as a branch of teaching, learning and testing for only two decades. Bygate concludes that there are three reasons for this.

The significance of speaking skill
Speaking is the communication tool to transform ideas (Conrad & Dunek, 2012) express feelings(Cefalu, 2004) explain about discoveries, research results and discussions and responding to others is a proficient in the four language skills. Such skillfulness provides the speaker. Mastering speaking skills makes the speaker a well-rounded communicator who with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves (McLean & Ransom, 2007) Speaking skills are important to achieve the career success.

Problems affecting teaching and learning speaking skill
Globally, there is a debate that the majority of high school graduates cannot speak English language properly. Even the bright students who get high scores in written examinations are unable to express themselves orally in English language In Saudi Arabia, students lack communicative and linguistic competence and often code switch during conversation or in group discussions in class Many students in secondary schools are shy and preferred remaining quiet in class because they were unable to express themselves properly in spoken English(Gudu, 2015)

Speaking Activities
There are different possible approaches of teaching speaking: the genre-based approach which primarily relies on imitating models which is not necessarily the way in which people communicate in real life; the task-based approach that focuses more on the process of using language rather than on the language that learners actually produce, the comprehension-based approach relying on listening tasks (Sim & Pop, 2016).

Information Gap Activities
In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share the information. This kind of activity serves many purposes. Each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk.

Jigsaw Activities
Each partner has one or a few pieces of the “puzzle”, and the partners must cooperate to fit all the pieces into a whole picture. No two partners hear or read exactly the same text or conversation.

Communicative Output Activities
These activities allow students to practice using all of the language they know in situation that likens actual settings. Students must work together to develop a plan, solve a problem, or complete a task. The most common kinds of communicative output activity are role plays, discussion, completing a task, surveys, solving problems and debates.

Games
Games are often useful to liven up a lesson. A typical example of speaking practice game is which is called: “I spy”. This game consists of the teacher chooses something from the classroom, for example, the blackboard and says to the learners: “I spy with my little eye something beginning with “b”, giving them only the first letter. The learners have to guess what it is.

Teaching speaking using short Movie
Teachers needs some preparations to bring short movie as media, such as the movie that will be played, power point, laptop, speaker, and projector. As short movie does not take long time, therefore is considered effective to be used.
4. ANALYSIS AND DISCUSSION


The diagram shows that, speaking skill enhances student's understanding of English. (94.4%) of the sample agree that, speaking skill enhances student's understanding of English.

Statement (2): Your students face some problems while practicing speaking.

The above diagram shows that, (81.4%) of the respondents agree that your students face some problems while practicing speaking.

Statement (3): Teachers can help students overcome speaking problems.

Statement (4): Students of preparatory year understand native speaker’s mostly.

From the above diagram it is shown that (46.3%) disagree with the statement. Therefore the statement is accepted.

Statement (5): Students of preparatory year practice continuous speaking skill outside classroom like hospitals or other institutions.

From above diagram we can conclude that, (74%) disagree with the statement.
**Statement (6):** Your students have problems with American-British accent while speaking.

The statistical analyses of statement (8) in the diagram shows that (55.6%) of the respondents agree that your students have problems with American-British accent.

**Statement (7):** There is a gap between teaching speaking in the preparatory year and secondary school.

(75.8%) of respondents agree that gap between teaching speaking in the preparatory year and secondary school.

**Statement (8):** Teaching methods applied in secondary schools resulted in the low level in English speaking skill for students of preparatory year.

(72.2%) of the respondents agree that teaching methods applied in secondary schools resulted in the low level in English speaking skill for students of preparatory year.

**Statement (9):** Most of the students of preparatory year are shy while practicing speaking skill in front of their colleagues.

(64.7%) of the respondents assure the statement so it is accepted.

**Statement (10):** Most of the teachers at secondary schools do not teach the English curriculum in complete which has a great impact on all English skills speaking specially.

The above diagram show that, (66.6%) of the respondents agree that most of the teachers at secondary schools do not teach the English curriculum in complete.
Investigating Problems of Speaking Skill: A Case Study at Al-Baha University

Statement (11): The number of students in a class influence practice of English speaking and other English skills.

It is shown that, (79.6%) of the respondents agree that the number of students in a class influence practice of English speaking and other English skills as well.

Statement (12): The structure of Saudi society hinders practicing English speaking.

From above table and diagram, it is clear that (51.9%) of the respondents agree the structure of Saudi society hinders practicing speaking.

Findings

1- Students of preparatory year at Al-Baha University confront real obstacles when they practice English as a language particularly speaking skill. Those problems are represented in the language laboratories and modern appliances. Also, the number of students in a class influences practicing speaking skill badly and negatively.

2- The structure of Saudi society especially Al-Baha region can hinder practicing Speaking English to an extent. It is a tribal area. The majority of its population appreciates learning English but when it comes to reality the matter is different. The students put in their minds a long time ago that English is a subject which cannot be studied and this confirmed by the lack of the academic interest in schools and families in the region. This public opinion resulted in the deterioration in the level of the language affected by the atmosphere around them. How can a student do his best while those who are around him, indoors and outdoors, are frustrating? From the point of view of the researcher it is one of the most influential factors. That problem assured by different observations and interviews conducted by the researcher many years.

3- Here comes the role of the corner stone of any educational process to support his students overcome any educational difficulties. Teachers can double their effort and replace the old teaching methods with new ones that help develop students’ speaking skills. The teacher’s role is a participant, feedback provider, and facilitator.

4- One of the main problems facing those students is the difficulty in understanding native speakers which is caused by the lack of teaching authentic materials.

5- Students of preparatory year have other aids at their homes to help them improve speaking. Since we live the age of technology, it became easy to log so many websites to train speaking skill individually like italki and Lingoda.

6- The American accent and British accent can cause a kind of embarrassment when starting to speak. This is mainly due to the fact that the students were learning English using the American curriculum in the stages of basic education to secondary school and then switched to the British curriculum at the university. Even the researcher taught different curricula in different regions in Saudi Arabia. This trend creates a kind of lack of focus and duplication when assessing students.

7- Speaking skill is not assessed enough throughout the school year of the preparatory year. This draws attention to the need for more methods of assessing students’ speaking skills, not to do so in a traditional way.

8- The gap between teaching speaking at secondary schools and at the university is unbridgeable gap represented in curriculum, teachers, methods, time of classes and assessment. Students of Al-Baha take weekly quizzes to assess their performance and progress.
9-There is a great deal of agreement among teachers of preparatory year that teaching methods applied to secondary students resulted in the sub level of the same students when moving to university.

10-One of the fundamental reasons of the low levels of speaking skill among those students is that most of them are afraid or shy when they practice speaking due to the neglect of the skill, they found essential when they moved to university.

11-Teachers of secondary schools did not use to complete teaching the English language courses. This led to a sharp decline in the level of students, especially in speaking.

12- Native teachers from relevant jobs (teaching jobs and certificates) in their countries contribute greatly to improve the speaking skill for students of preparatory students. While those native teachers from irrelevant jobs (craftsmen) in their countries do not contribute greatly to improve speaking skill for students of preparatory students and this what is known linguistically as interactive theory. That is why some universities conditioned that the native teachers should have CELTA certificate or MA in applied linguistics even though the results were not great compared to nonnative teachers who established the programmes of teaching English in Saudi Arabia to the extent we can classify it as white washing.

13-Arab teachers contribute greatly to improve the speaking skill for students of preparatory students. They are bilingual teachers from the same cultural background of the sample of the study and can easily communicate with them which help remove all obstacles.

**Recommendations**

1-Students of preparatory year cannot rely on native speakers to acquire and practice speaking skill. Otherwise what does it mean for some universities to reduce depending on them to teach students English especially Al-Baha University.

2-The teacher is always recommended to help his students overcome their speaking problems.

3-The lack of language laboratories can be replaced by applying modern technology. Students can take some audio assignment to make analysis or summery to express their language understanding by speaking freely and directly. They prepare that in advance.

4-Students need to practice English continually in different places like hospitals and companies which full of foreign or native speakers to train his English naturally. In large companies like Aramco in Saudi Arabia many Saudi people can speak English better than they write it because they live and speak with native speakers all the time. Students need something like this to refine their language and encourage them to make dialogues and conversations just like recreational trips which may be used to overcome the language obstacles and enrich their speaking as well as encourage them to write down the skills learned.

5-It is nonsense to teach in a class of forty or fifty students which prevents absolutely giving all students the opportunity to develop the skill of speaking as well as the pre-set time. The number of students in classes has been proved to be negative impact on education atmosphere in general. This point should be taken into granted.

6-Teachers of English should keep in mind the structure of Saudi Society especially the southern area should be taken into consideration. It is one of the most influential problems which prevent students from speaking freely. Ministry of education, schools, university should cooperate to eliminate this obstacle.

7- The English curriculum must be in the American or British accent so as not to put students in embarrassment or duplication when learning English.

8- Methods of assessing students’ speaking skills should be reviewed.

9- The gap between teaching English at secondary schools and university (methods of teaching and curriculum completion) should be treated at the levels of authorities not the teachers at university.

10-The problem of students being shy when speaking ought to be removed by more exercises and involvement for students to participate confidentially and bravely and this is the role of the teacher.

11-Speaking skill should have explicit goals at the national level including preparing students to take the IELTS and TOEFL international tests which qualify students for postgraduate studies and study abroad.

This paper presented a summary of the difficulties of speaking skill facing the students of the preparatory year at the University of Bah, such as social difficulties and exposure to different dialects during learning. The information has been collected through questionnaires submitted to the teachers of the stage. The paper has reached new information that should be under consideration by those it may concern.
**Recommendation for further research**

1- The role of teaching listening to enhance speaking skill for students of preparatory students at Al-Baha University.

2- How to develop the skill of speaking in relation to the demographics of the area of Al-Baha University.

**REFERENCES**


APPENDIX

University of Sudan for Sciences and Technology

College of graduate studies

English Language department

Dear colleague,

This questionnaire is prepared to seek the problems of speaking skill for students of preparatory year of Al-Baha University in the city of Al-Baha. This study is conducted as a scientific paper for publishing in the fulfillment of PhD degree in applied linguistics at University of Sudan for Sciences and Technology. You are kindly requested to complete it with reference to your great knowledge and teaching experience in that field. Bear in mind that your responses to the questionnaire will kept confidential, and used only in this study for scientific purposes. Your contributions are highly appreciated.

Thank you very much in advance

The title of the study

Problems of Speaking Skill for Preparatory year Students at Al-Baha University: Teachers’ View A case Study at at Al-Baha University

Section 1: please complete the following information:
Name: ..............................................
Scientific degree: ..................................
Gender: M (  ) F (  )

Section 2: Please tick the appropriate opinion from (Agree, Strongly agree, Neutral, Disagree, Strongly disagree)
Teacher’s Questionnaire

<table>
<thead>
<tr>
<th>Teacher's Questions</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking skill enhances student’s understanding of English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Your students face some problems while practicing speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. You as a teacher help your students overcome speaking problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students of preparatory year understand native speakers’ mostly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students of preparatory year practice continuous speaking skill outside classroom like hospitals or other institutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The number of students in a class influence practice of English speaking and other English skills as well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Listening classes should be increased to give more chances for students to improve speaking skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students are motivated to improve and develop their speaking skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Your students have problems with American- British accent while speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. There is a gap between teaching speaking in the preparatory year and secondary school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Teaching methods applied in secondary schools resulted in the low level in English speaking skill for students of preparatory year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Most of the students of preparatory year are shy while practicing speaking skill in front of their colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Most of the teachers at secondary schools do not teach the English curriculum in complete which has a great impact on all English skills specially speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis of the Prime Minster Abdulla Hamdok’s Speech from Rhetoric and Linguistic Perspective
Dr. Ayman Hamd Elneil Hamdan¹ and Dr. Elsadig Ali Elsadig Elnadeef ²
¹²Assistant Professors, King Khalid University, College of Science and Arts, Dhahran Aljanoub, Saudi Arabia
Corresponding Author: Dr. Ayman Hamd Elneil Hamdan, E-mail: ranecaz@gmail.com

ARTICLE INFO
Received: October 14, 2019
Accepted: November 17, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.5

ABSTRACT
The study analyzes the speech of the Prime Minster Abdulla Hamdok at United Nations General Assembly which has four parts, namely, the prologue, the narrative, the proof, and the epilogue from rhetorical and linguistics perspective. It explains the term rhetoric, political discourse and enumerates the rhetorical devices. It is based on rhetoric framework following Aristotle’s three-stage model entailing three proofs: pathos which stimulates emotion, ethos which entails credibility and logos which appeals logic. The study investigates the formulation of Hamdok’s speech topics which compromises issues about Sudan’s peaceful revolution, the support from international community, fostering educational system and health care from human resources investment perspective, activating the women role in the government and erasing the name of Sudan from the roster of countries supported and sponsored terrorism. The examination of Hamdok’s speech reveals that he implements the three proofs of rhetoric; he arranges his speech as dramatic plot; he uses various rhetoric devices, various sentences length, formal Arabic and past simple, modality and future form.

KEYWORDS
Rhetoric, Lagos, pathos, ethos, political discourse, prologue

1. INTRODUCTION
Rhetorical Analysis is concerned with studying and analyzing written and spoken texts to reveal the persuasion sense and syllogistic consideration of audience and it moves from seeing language as abstract to seeing words as having meaning in a particular historical, social, and political condition to construct a sense of persuasion (Fiske, 1994). Rhetoric refers to writing and speaking effectively relying on persuasion milestone in regard to the persona, discourse and audience and it involves three proofs- ethos, logos and pathos. In practice, rhetoric requires using persuasive strategies and rhetorical devices in order to create a sense of persuasion among audience (Thompson, 2002). Adamec (2001) contends that there are three types of persuasive strategies: Logos which is based on logical argument; an appeal to logic or reason, Ethos which is based on the reliability, credibility, or expertise of the writer or speaker, and Pathos which appeals to the audience’s needs, values or emotions. Bergquist and Szepanska (2002) propose that a rhetorical device is a technique of using language that will increase the persuasiveness of a piece of writing or speaking. It has various tools as:
- Questions which include rhetorical question: thoughtful questions that are not meant to be answered and hypophora: asking a question and answering it.
- Description and Imagery embodies parallel structures, figurative Language (i.e. using metaphor, simile and personification), the ‘rule of three such as (I ask you, is this fair, is it right, is it just?), anaphora: the intentional repetition of a word or phrase at the beginning of a line for emphasis, hyperbole (using exaggeration for effect), an anecdote which is a short and interesting story taken from your past experience - or that of someone you know or have heard about, euphemisms and connotation, downplaying and understating which involves using key words to make important things seem unimportant(e.g. Mere, merely, so-called, however, although, despite) and expressing things in such a way as to understatement it’s importance(e.g. The earthquake interrupted business somewhat in the downtown area.), distinction which refers to the intentional reference or definition of a word in order to remove confusion, misunderstanding or ambiguity(By “impossible” I mean currently beyond our technological capabilities), and apophasis which entails the raising of an issue by claiming not
to mention it. According to Borch (2000), rhetorical strategies are techniques writers or speakers use for a particular effect. Though the metaphor may sound somewhat crude, all writers/speakers draw from a toolbox of rhetorical strategies as they express ideas to evoke responses in their readers/listeners. Rhetorical strategies include:

- Analogy, simile and metaphor which refer to make a pointed comparison, often a very powerful comparison.

- Hyperbole provokes a response to cast something in strong light and understatement which refers to spark the reader’s imagination, or make a pointed observation.

- Juxtaposition calls attention to extremes and imagery which illustrates an idea, a feeling, or the particular qualities of something.

- Alliteration creates a memorable phrase.

- Allusion and refrain make an association with something the reader knows to create a memorable phrase.

- Anaphora, repetition and parallelism create a memorable, powerful effect, to reinforce an idea.

- Tone refers to communicate an attitude towards the subject whereas

- Undertone is to communicate an attitude towards the subject the cuts beyond the attitudes that appears on the surface.

- Words w/heavy connotations are to cast the subject in a particular light, to imply

- Lists are to create a sense of overwhelming force or magnitude.

- Irony is to convey complexity.

- Paradox is to point out an apparent contradiction.

- Anecdote is to provide a concrete example or humanize an abstract concept.

- Humor is to disarm the audience, diffuse hostility, warm the reader to the writer’s ideas.

- Satire is to ridicule and inspire form

- Sarcasm and verbal irony are to ridicule or criticize.

- Rhetorical question is to provoke the reader to respond or to think.

- Short, staccato sentences aim to call attention to an idea.

- Paraleipsis is to draw attention to something while pretending not to do so.

Investigation of officials’ speeches involves consideration of rhetoric, sociolinguistics aspects, political science, contextual setting, critical discourse principles and style order to examine and reveal the different aspects language of speech construction (Gruber, 2013). Van Dijk, (1997) proposes that analyzing a text from critical discourse analysis perspective entails pragmatics, rhetoric, speech acts, syntax, lexicon and semantics in consideration of macro structure and micro structure. Addresser in their speeches uses various linguistics strategies to construct an effective influential persuasive speech. Aristotle’s view saying that language evolves for political reasons and it has a political reasons and political concern. In addition, language has social aspect as a form of social practice. The dualistic form of language, comprehension and production entail social background, identity, mental model, educational level, linguistic competence and language aptitude mirror in linguistic practice (Fairclough, 2001).

2. POLITICAL DISCOURSE

The main components of communication include language users, text, mental world, social world, physical world linguistic channel and linguistic context. The text entails the structural aspect and meaning construction. The structural aspects include the structures at various layers of linguistic organization and the principles of structuring. The meaning construction involves lexicalization of the dynamic generation of meaning in communication. Communication strategies are used in the making and negotiating of choices of production and interpretation. The process of lexicalization and structural construction are made with constructive consciousness (Trognon & Larrue, 1994).

Officials and presidential speeches in formal context are sort of political discourse which refers to texts of professional politicians or political institutions that are mainly about political topics. Moreover, the jargon or vocabulary of political discourse is clearly different from other types of discourse. It is also seen as a form of practical argumentation in which politics involves choices made as a response to circumstances and goals (Fairclough & Fairclough, 2012). Van Dijk (1997) defines political discourse as a form of political action which is concerned with the analysis of political discourse from a critical perspective. Chilton (2004) views political discourse from the relationship between cooperation and conflict in politics considering politics as a struggle for power and cooperation to resolve clashes of interest. Hence,
political speakers have to tend to use the truth in their speeches. Political discourse is about the most common interpretation focuses on the analysis of political discourse the text and talk of professional politicians or political institutions, such as presidential and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels. Some of the studies of politicians take a discourse analytical approach (Campbell & Jamieson, 1990). However, politicians are not always involved in political discourse, and the same is obviously true for most other participants, such as the public or citizens in general, or even members of social movements or action groups. This means that categorization of people and groups should be strict to context when acting as political actors, and hence as participating in political actions, such as governing, ruling, legislating, protesting, dissenting, or voting. From discourse analytical point of view, the study of political discourse should not be limited to the structural properties of text or talk itself, but also include a systematic account of the context and its relations to discursive structures (Fairclough 1995; van Dijk 1993b). Political discourse is primarily seen as a form of political action, and as pan of the political process and a form of social action and interaction (Atkinson & Heritage 1984; Boden & Zimmennan 1991; van Dijk 1985). The normativity of political discourse structures may satisfy criterion of effectiveness and persuasion through the selection of topics, for the use of rhetoric figures, the pragmatic management of speech acts and interactional self-presentation.

3. POLITICAL SPEECH

According to Baker and Ellece (2011), language is viewed as a social practice and is interested in the ways that ideologies and power relations are expressed through language. According to Van Dijk (1985), when speakers and writers are able to influence the mental models, knowledge, attitudes and eventually even the ideologies of recipients may indirectly control their future action. That is, mentally mediated control of the actions of others is the ultimate form of power, especially when the audience is hardly aware of such control, as is the case in manipulation. Most forms of discursive and communicative access, such as control of setting, interaction, topic or style will be geared toward mind controlling of participants, recipients or the audience at large, in such a way that the resulting mental changes are those preferred by those in ‘power’ and generally in their interest. Political speech is a genre of political discourse that is concerned with making decisions and establishing shared values (Charteris-Black, 2014). It is set carefully crafted by professional speechwriters to politicians who has ability to address audience effectively and persuasively and they are capable to polarize and mobilize people.

The Prime Minster Abdulla Hamdok used linguistic and rhetorical strategies to construct a positive sense of Sudanese peaceful revolution comparing with French Revolution with mottos- liberty- peace - justice, the activation of the role of women in governmental participation, prove that Sudanese do not support terrorism but it was the former regime that host and support terrorism and new government tends to create peaceful rapport with neighbor countries and the whole world.

Abdulla Hamdok’s rhetorical strategies are closely related to his political goals. Moreover, his speech allowed his audiences to convey and interpret the communicative content of what he said and of what he implied. Finally, results showed that the speech constructs a sense of new democratic liberal government era opposing the former religious government supporting terrorism and extremism. Hamdok’s language is simple and colloquial.

4. THE DATA

The data selected for analysis is the speech of the Prime Minster Abdulla Hamdok, the president of transitional government of Sudan, delivered on September 28, 2019 at the United Nation General Assembly. This speech is seminal because it is the first speech presented by the Prime Minster addressing the world officially after the Sudanese revolution and up thrown down the former Omer Al Bashir regime. The speech was spoken in English.

5. FRAMEWORK OF ANALYSIS

The present study is based on rhetoric framework following Aristotle’s three-stage model because it entails persuasion and analyzing political speech which is a coherent stream of spoken language that is usually prepared for delivery by a speaker to an audience for a purpose on a political occasion (Charteris, 2014). Aristotle’s model for the analysis of persuasion comprises three artistic proofs is Ethos, Logos, and Pathos, which correspond respectively to character, reason, and emotion (Freese, 1926; Roberts, 2008). Logos is based on logical argument; an appeal to logic or reason; ethos is based on the reliability, credibility, or expertise of the writer or speaker, and pathos appeals to the audience’s needs, values or emotions.
For Aristotle, there are two means of arguing: syllogism and enthymeme. Syllogism is the most persuasive means of arguing which entails deductive and inductive approach consisting of a major premise, a minor premise, and a conclusion. The major premise and the minor premise, according to Aristotle, need to be true in order for the audience to accept the conclusion as true. On the other hand, Enthymeme refers to an incomplete syllogism in which part of the argument is left unstated leaving the audience to implicitly infer the missing premise. Enthymeme involves structures with the logical argument strengthened by supporting one of the premises with reason or analogy. According to Aristotle, selecting the artistic proof that suits the different parts of speech is crucial. The speech construction involves the prologue, the narrative, the proof, the refutation, and the epilogue.

6. ANALYSIS OF THE DATA AND DISCUSSION

The data shows that the topics of the speech center on Sudanese issues: a three-tyrant dictatorship; brave peaceful disarmed revolution with revolts whose chest are open to the bullets of military forces; naming the Sudanese revolution as 21st century revolution inspired and compared to French Revolution with mottos as liberty-peace-justice, trusting on the international; stimulating direct international community, Troika countries and neighboring countries support to Sudan; starting participative collaboration with whole world contrasting the Sudanese policy of thirty years ago; being obliged to set global and local security and safety; building relationship with other countries based on mutual interests and benefits; achieving justice; confirming that Sudanese citizens have never ever been terrorists nor supported terrorism but the former regime did; the sanction and punishment procedures toward Sudan affects the life of Sudanese citizens catastrophically; requesting to raise up Sudan from the roster of countries supported and sponsored terrorism; promising to pause war in Sudan, accelerating development and erasing the negative impact of three decades, achieving good level of secured living standards to Sudanese citizens, caring of educational service and health care institutions not as a duty but as investment of human resources, making sustainable comprehensive peace by eradicating the roots of the problems, fostering new cultural economic policy, establishing a country respecting constitution and law, managing multiplicity in Sudan, remedying the variety of environment, eradicating and fighting corruption, setting transparency, activating the participation of women in government functions and he names Sudanese women as Knadakat, starting appointing women in ministries and being proud of forerunner for assigning a woman as a minister of foreign affair and achieving the revolution’s goal and values.

Hamdok uses simple form of formal Arabic language which is considered mass media version of Arabic. He addressed the audience trustfully and his speech move smoothly from points to points. He appeals reasoning when he requests support and rising up Sudan from the list of countries sponsored and support terrorism. Moreover, he uses supporting details to his topics when he narrates the negative impact of thirty years ago and the brave of revolts in December revolution in Sudan. He also uses rhetorical devices to make his speech meaningful to the audience; for instances, he compared Sudanese revolution to French Revolution. He also shows sense of reliability, credibility and experience by setting his topics in regard to plot structure. The analysis of the speech shows that it has four parts, namely, the prologue, the narrative, the proof, and the epilogue. Each of these parts is employed effectively with its own function and technique. He arranges his speech dramatically as starting by thanking and congratulating the United Nation former president and the new president. Then he dated back to a thirty-year ago regime which backwards Sudan and involves it in different wars and terrorism list. After that, he sets the climax by glorifying the Sudanese revolution and the peaceful role of revolts and comparing to it to French Revolution. Then he sets the crisis by requesting supports and erasing Sudan from list of countries supported and sponsored terrorism. The falling of action was talking about activating the role of women participation in government and assigning a woman as a foreign affair minster. The denouement was terminated by saying the revolution’s motto: liberty, peace and justice. He stimulates the audience’s emotions through using modality which expresses certainty and willingness. For example, he expresses his certainty of confirming the achieving of justice, women participation in the government and creating mutual relationship with other countries relying on mutual interests. He uses modality to express willingness to foster Sudan and establish a civic country respecting the law. Furthermore, he stimulates the audience’s emotions by repeating the word “revolution” and exposing how the revolts, female and male, confront military forces with empty hand with no weapons.

Hamdok uses past simple to narrate the negative impact of former regime ruling thirty years ago

---

2 Arabic language has three versions: standard Arabic of Quran and Classical poetry, Arabic for mass media and journalism and colloquial Arabic
“savagery dictatorship ruled Sudan three decades ago,” and to narrate the revolution which has continued for three months “The Sudanese revolution started in last December”.

He uses zero conditional sentences to confirm fact “If the French Revolution uses the motto of liberty, justice and fraternity, Sudanese revolution uses liberty, peace and. Justice”.

He uses simile to clarify the value of Sudanese revolution by comparing the revolution of Sudan to French Revolution in terms of goals.

He repeats the phrase / nahno nadrk tmaman/ which means “we consciously comprehend that” to show his confirmation of the situation of Sudan and understanding of his responsibilities and duties in rehabilitation of Sudan. In addition, he uses the first-person pronoun (we) instead of (I) to show the sense of collaboration and democratic team work. He uses the future form /sawafa/ “will” for confirming his promises of development and rehabilitating Sudan. His sentences vary in length from simple to elaborate and he arranges information in sentences relying on cleft sentence and fronting. He accentuates the main topics he wants to emphasize and the audience reacts by warm applauding. He used the elements of ethos, logos and pathos effectively through his speech.

7. CONCLUSION

The study investigates the speech of Prime minster Abdallah Hamdok at United Nation General Assembly. The study is based on rhetorical and linguistic analysis following Aristotle's three-stage model. The results of the study show that Hamdok’s speech entails various topics concerning Sudan. He used the elements of Ethos, Logos and Pathos effectively through his speech. He used past simple, future, conditional sentences and some rhetorical devices. Furthermore, he used formal Arabic language of mass media version and he addressed audience with dramatic arrangement of his speech. He used variety forms of sentences and informational arrangement. Hamdok’s speech reflects his campaign program of ruling Sudan. The reaction of his speech is approved by the majority of Sudanese citizens and international mass media.

REFERENCES

Effectiveness of Teaching English Unlimited Special Edition on Developing Speaking Skill: The case of Students of the Preparatory Year Program at Al-Baha University
Ahmed Ibrahim Mohammed ElNaggar
Lecturer of English, English Language Center, Al-Baha University, Saudi Arabia
Corresponding Author: Ahmed Ibrahim Mohammed ElNaggar, E-mail: ahmedelnaggar77@gmail.com

ARTICLE INFO

Received: October 12, 2019
Accepted: November 16, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.6

ABSTRACT

The aim of the study is to investigate effectiveness of teaching the Book English Unlimited Special Edition 1 (EUSE) on Developing Speaking Skill for Students of Preparatory Year of Al-Baha University. In order to answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (50) students of preparatory year of Al-Baha University. The speaking skills integrated in the set book were used with the study group in the first term of the academic school year (2019–2020). A test of (20) items was designed to be used as a pre-posttest. The study indicated that there are statistically significant differences in mean scores of speaking skills test in favor of the post application. Speaking skills (request, suggestion and asking for directions) included in the taught course (EUSE 1) book are convenient to enhance those students’ understanding and language progress. They can be considered as a remedial program to what they lacked in secondary schools as well as upgrading preparatory year students’ levels. In the light of these results, the study recommended the suitability of using Unlimited Special Edition (EUSE) for developing Speaking Skill for Students of preparatory year of Al-Baha University. It also suggested that further research should be conducted on the role of teaching listening to enhance speaking skill for students of preparatory students at Al-Baha University.

KEYWORDS
Speaking skill, Unlimited English Special Edition 1(EUSE) , preparatory year of the university of Al-Baha

INTRODUCTION

Dictionary (1987) states that speaking is to make language in an ordinary, not singing, to state view, wishes etc. or an act of spokesman. Meanwhile, Tringa (1981) defines that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion, or feeling. The last is from (Yonsisno, 2014) who states that oral communication or speaking is a two way process between speaker and listener and involves the productive skill of speaking and receptive skill of understanding. It means that speaking is the process of sharing with another person with knowledge, interests, attitudes, opinions, or ideas. Delivery of ideas, opinions, or feeling is some important aspects of the process of speaking which a speakers’ idea becomes real to them and listeners.

Nevertheless, circumstances changed in Saudi school community and speaking skill has become an essential part in the course design recently. Speaking evaluation has been reintroduced in students' assessment. Saudi students in intermediate and secondary schools, all grades, are not allowed to move from one grade to another without being examined continually through the whole school year in speaking skill as well as listening. Those who fail or absent are considered to have make up exam in the entire course including...
speaking skill again. This study paves the way for any relevant studies or educational projects to improve and develop the applied course (English Unlimited) in related topics.

**Statement of the study**

Effectiveness of Teaching the Book English Unlimited Special Edition (EUSE) on Developing Speaking Skill for Students of Preparatory Year of Al-Baha University.

It is a syllabus guaranteed by the Cambridge International corpus. It is a goal-based course to use global English.

**Objectives of the study**

This study paves the way for any relevant studies or educational projects to improve and develop the applied course (English Unlimited) in related topics. This study shows the strengths points in the book Unlimited Special Edition (EUSE) that help the student of the year to develop communication skills. This study is a real

**Significance of the study**

(4) Schools administration can benefit from the study to support teachers and learners with the technological equipment and appliances. The study concentrates to be a good background to whom it may concern at the university to prepare a clever student able to study scientific majors without obstacles. In most cases, the sub level in the scientific majors is due to the low level in English especially speaking. It can draw attention to construct a remedial programme to treat the shortcomings of speech development. Syllabus designer can use this study to develop the English language courses currently taught. (3) Syllabus designers can make further improvements in course design in relation to speaking skill needed in the classrooms to help teach speaking skill effectively. It is an endeavor to connect between the sample of the study and its surrounding tribal community to reflect a trustful view for what is being practiced.

**Questions of the study**

(1) To what extent does speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL for students of preparatory year at Al-Baha University appropriately and adequately.

(2) How far can students of preparatory year at Al-Baha University understand the importance of studying speaking as a new way of assessment during the school year?

**Hypotheses**

Based on the statement of the problem above and in the light of the research questions, the present study has the following hypotheses:

(1) Speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL.

(2) Students of preparatory year of the university of Al-Baha in the Kingdom of Saudi Arabia are aware of the importance of speaking skill.

**The Instruments and Materials of the Study**

The researcher used experimental method for conducting this study. The data collected will be analyzed statistically by the SPSS program. The experimental design consists of three tools:

1- Two groups of students selected randomly from the students of preparatory year of Al-Baha University in Saudi Arabia. The first group is an experimental group (50 students)

2- The second group is a control one which will not receive any instructions or guides of teaching the intended course. They will only be taught through the traditional way. (50 students).

3- An intervention.

Twelve hours of teaching English Unlimited Special Edition level one per week. This is only for the experimental group for two months
4- Pretest and posttest: The two groups are required to take a pretest (two copies of a spoken test). The same two groups will take the same spoken test after twelve hours of continuous teaching for two months.

Variables of the Study
The study included the following variables: a. The independent variable is represented in the integrated communication skills included in the set book, English Unlimited for Special Edition Level 1. b. The dependent variable is represented in the development s’ English communicative skills for another group.

For the purpose of conducting this study, the researcher adopts the descriptive method. The descriptive method is a questionnaire which is used for searching some problems under investigation. (Teachers’ questionnaire 54 teachers) This questionnaire was set even to search for the importance of speaking skill and students’ problems or difficulties with this skill. The teachers of preparatory year are expected to choose their responses from four choices; agree, strongly agree, neutral, disagree, and strongly disagree. (Likert Scale). The questionnaire will be analyzed statistically to seek information about speaking problems and the reasons behind them. The data collected will be analyzed statistically by the SPSS programme.

Validity
The validity of these data and questions was reviewed by a number of referees who are considered experts in the field of teaching English. The language used and content validity of the questions were evaluated by research specialists to edit the mistakes. Thus, they reviewed it and made some comments that the researcher took them in his consideration before applying.

LITERATURE REVIEW
Ur Rahman and Alhaisoni (2013) states that language exposure encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situations - exchanges in restaurants and stores, conversations with friends, watching television, reading street signs and newspapers, as well as classroom activities(speaking) - or it may be very sparse, including only language classroom activities and a few books and records. But unfortunately, the situation in Saudi Arabia is very pathetic. The students hardly avail any chance to use English except their language classroom, though there are adequate number of facilities like, English newspapers, T.V. programs, and expatriates available in the Kingdom. They can go to so many places where they can speak and practice English language with native and non-native speakers in their own country with no need to travel abroad to acquire L2.

What is meant by speaking?
Mora (2010) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on competence and curriculum, speaking is one of the four basic competences that the students should gain well. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from
pronunciation as it encourages learners to learn the English sounds.

According to Mora (2010), speaking is described as the activity and ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means that speaking as the way of communication influences our individual life strongly.

Zhang (2010, p.29) asserts that pupils who study English as a foreign language (EFL) usually have limited opportunities to communicate in English outside the classroom and also have limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations, activities and strategies for pupils to strengthen their oral communication performance.

In this respect, the researcher suggests communication skills included in (EUSE 1) which can be one of those activities/exercises which encourage students to learn and practice English. It is goals-based course for adults to prepare foreign language learners to use English autonomously for international communication. This course is a trail to make learners more active communicators. Teaching (EUSE) depends mainly skills which provides learners opportunities to speak with self-confidence. (EUSE) work book contains more practice in tackling vocabulary and grammar in the book to consolidate development in carrying out the communicative goals. The teacher can play different roles while teaching. He can be participant, feedback provider, facilitator and prompter.

### 11. The analysis and discussion of the data

#### Paired Samples Statistics

<table>
<thead>
<tr>
<th>Group</th>
<th>pre1</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Mean</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>1.84</td>
<td>50</td>
<td>.370</td>
<td></td>
<td>.052</td>
</tr>
<tr>
<td>post1</td>
<td>1.08</td>
<td>50</td>
<td>.274</td>
<td></td>
<td>.039</td>
</tr>
<tr>
<td>Control</td>
<td>1.86</td>
<td>50</td>
<td>.351</td>
<td></td>
<td>.050</td>
</tr>
<tr>
<td>post2</td>
<td>1.66</td>
<td>50</td>
<td>.479</td>
<td></td>
<td>.068</td>
</tr>
</tbody>
</table>

#### Table (4.1) Comparison of students’ performance on the pre-test and post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>Means scores</th>
<th>Difference of means</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Pre</td>
<td>1.84</td>
<td>.061</td>
<td>.728</td>
<td>12.457</td>
<td>.000</td>
</tr>
<tr>
<td>Post</td>
<td>1.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>Pre</td>
<td>1.86</td>
<td>.057</td>
<td>.706</td>
<td>3.500</td>
<td>.016</td>
</tr>
<tr>
<td>Post</td>
<td>1.66</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table (4.1), t-test was used to estimate the students’ performance of experimental group and control group in the pretest and posttest. The pre-test was submitted to determine the students’ actual level before they exposed to speak English. A comparison between the two group results was hold to check if there are differences noticed after speaking. As the table above shown the mean score of the pre-
Effectiveness of Teaching English Unlimited Special Edition on Developing Speaking Skill: The case of Students of the Preparatory Year Program at Al-Baha University

test for the experimental group is (1.84), while for the control group is (1.86) which means the two groups were at the same level. The post-test tests the noticeable that the two groups improved and the mean of the post-test was higher than of the pre-test. The difference of the two means for the experimental group was (1.08), from (1.66) and the standard deviation was (.61). For the control group, the difference was (.57) the standard deviation. The t-value ranged from (12.45) to (3.500). As the table shows, the probability (Sig.) values were less than the significance level (0.00), which means there is a significant difference between the two groups. The experimental group achieved the highest scores.

<table>
<thead>
<tr>
<th>Correlation between forms</th>
<th>Validity</th>
<th>Reliability Cronbach's Alpha</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>spearman-Brown Coefficient</td>
<td>.89</td>
<td>.94</td>
<td>.96</td>
</tr>
</tbody>
</table>

Conclusions
The outcome of this study substantiates an initial belief regarding the fact that the study group learners were able to comprehend the integrated speaking skills and provide some fluent speaking skills. In fact, even though the learners started from a slightly sublevel level of English, they developed their speaking skills and performed the integrated skills successfully. However, in order to obtain better results, the researcher believes that there is an urgent need to develop new materials and resources adapted to non-native adult learners.

Question one
To what extent does speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL for students of preparatory year at Al-Baha University appropriately and adequately.

The first Hypotheses
Speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL for students of preparatory year at Al-Baha University appropriately and adequately.

The answer to question one and the verification of hypothesis depend on what comes clear from the pretest and the posttest applied to the experimental group which witnesses differences noticed after students’ exposure to intensive course of (EUSE) for the experimental group resulted in a good progress in their level particularly speaking skill. As the table above shown the mean score of the pre-test for the experimental group is (1.84), while for the control group is (1.86) which means the two group were at the same level. The post-test tests the noticeable that the two groups improved and the mean of the post-test was higher than of the pre-test. The difference of the two means for the experimental group was (1.08), from (1.66) the pretest and the posttest applied to the experimental group which witnesses differences noticed after students’ exposure to intensive course of (EUSE) for the experimental group resulted in a good progress in their level particularly speaking skill. As the table above shown the mean score of the pre-test
for the experimental group is (1.84), while for the control group is (1.86) which means the two groups were at the same level. The post-test tests the noticeable that the two groups improved and the mean of the post-test was higher than of the pre-test. The difference of the two means for the experimental group was (1.08), from (1.66) and the standard deviation was (.61). For the control group, the difference was (.57) the standard deviation. The t-value ranged from (12.45) to (3.500).

As table show, the probability (Sig.) values were less than the significance level (.00), which means there is a significant difference between the two groups. The experimental group achieved the highest score. The researcher himself could reach this fact after a great deal of suffering with the sample of the students to carry out teaching the course in details to reach clear results to support the study and verify the hypotheses. Students were up to the required levels in language acquisition. Accordingly, the answer and hypotheses are positive.

**Question two**

How far can students of preparatory year at Al-Baha University understand the importance of speaking as a new way of assessment during the school year?

**The second Hypotheses**

Students of preparatory year of the university of Al-Baha in the Kingdom of Saudi Arabia are aware of the importance of speaking skill.

As a result of the pretest and posttest Answer to this hypothesis This hypothesis came evident from the results of students of the experimental group, which showed a good progress in their speaking. Consequently, the hypotheses are greatly accepted.

**Findings**

1-Students of preparatory year at Al-Baha University like to practice speaking skill which can contribute widely to strengthen language acquisition. The have the positive attitude but lack the effectiveness

2- Speaking skills (request, suggestion and asking for directions) included and taught in (EUSE) book are convenient to enhance those students’ understanding and language progress. They can be considered the corner stone for them as a remedial programme to what they lost in secondary schools.

3- The student’ motivation to speak English is an issue under discussion and investigation. That may be as a result of changing teachers of English throughout the school year which lead to instability.

4-Giving students serious speaking tests can push students to pay more attention to training and developing speaking unlike what was happening in secondary stage

5- The amount of speaking skills (role playing, games, short stories, etc) and grammatical rules in the syllabus design of (EUSE) are satisfactory for the levels of the sample of the study. Students can use them to communicate with the world around them well. They are a good start for those students who want to do post graduate studies.

6- The experiment proved that using short sentences to train students’ speaking is beneficial and useful for them to speak accurately and fluently.

7- Contact hours of teaching hours of English for the preparatory students of different majors are suitable to help improve speaking skill. This is what can be made use to develop students’” level of speaking.

8- The researcher noticed that twelve hours of teaching communication skills for the students of study are very satisfactory to take them to advanced levels particularly speaking.
Effectiveness of Teaching English Unlimited Special Edition on Developing Speaking Skill: The case of Students of the Preparatory Year Program at Al-Baha University

9-The (EUSE) taught currently in the University of Al-Baha and other universities in the Kingdom of Saudi Arabia is a very suitable entrance as a therapeutic program that contributes to upgrading preparatory year students, but it should go side by side with other activities that promote that course.

10- Experiments have shown the high level of students, especially after teaching (EUSE). The clear difference between the experimental and control groups, proved that the well-defined course has a significant impact on the development of language skills, especially speaking. To know what your students need is the right start to reach the goal.

11-The researcher noticed that paying attention from the side of the deanship regarding teaching the course contributed highly to the improvement of the levels of students especially speaking.

12-The taught course (EUSE) is divided into four levels. The four levels are taught to students of medical majors because they need to enrich their language skills in relation to their academic specialization, while some theoretical majors study only three levels according to their needs. They also have other academic subjects taught in English.

Recommendation
1-Language acquisition cannot come totally from one specific course like (EUSE) or any other course alone. Learning foreign language is comprehensive, culture, traditions, costumes and linguistics.
2-The motivation factor of students should be exploited to develop the general skills of students especially speaking.
3-Students desire to learn English should be exploited.
4-Teachers should encourage students to speak using short sentences to be fluent.
5-There should be more highly coordination between Al-Baha university and Cambridge University, the provider of (EUSE), to facilitate students to travel abroad to enrich their knowledge of speaking skill. This experiment produced good results from those who traveled abroad and returned with a master's and doctoral degree.
6-The researcher noted and recommended that the allocating time to enrich speaking skill for those students has a significant impact on their interaction and progress, especially if they know that this will not be included in their assessment.
7-The sources of education should be exploited like running videos for native speakers to students.
8-Speaking skill should have explicit goals at the national level including preparing students to take the IELTS and TOEFL international tests which qualify students for postgraduate studies and study abroad.

Recommendations for further study
The following topics are recommended to study:
1-The role of teaching listening to enhance speaking skill for students of preparatory students at Al-Baha University.

REFERENCES


The Effectiveness of Globish in Facilitating Business Oral Interpersonal Communication between Saudi Businessmen and Native Speakers
Dr. Ayman Hamd Elneil Hamdan1* and Dr. Elsadig Ali Elsadig Elnadeef 2
12Assistant Professors, King Khalid University, College of Science and Arts, Dhahran Aljanoub, Saudi Arabia
Corresponding Author: Dr. Ayman Hamd Elneil Hamdan, E-mail: ranecaz@gmail.com

ARTICLE INFO
ABSTRACT

Received: October 24, 2019
Accepted: November 27, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.7

This paper investigates the effectiveness of Globish in facilitating business oral interpersonal communication between Saudi businesspersons and native speakers and it exposes the constraints hindering mutual comprehension between native and nonnative speakers. The study aims at accentuating the suitability and role of Globish, which is a simplified version of English that uses only the most common English words and phrases, in facilitating oral communication among Saudi businesspersons who do not master English proficiently. Moreover, it clarifies the simplicity and practicality of Globish in real life communicative settings. It shows the main features, date back of Globish evolution, advantages and disadvantages of Globish, peculiarities of Globish, ingredients of Globish and techniques of using Globish. It demonstrates the disagreement about the notion of Standard English, especially about linguistic levels. Furthermore, the study explains the importance of speaking English to Saudi business persons. In addition, it illustrates a vast number of intercultural communication principles. It exposes that Saudi learners are highly motivated to learn and speak English but they lack practice time in real life settings. The study shows that Globish can be useful to Saudi business persons because it meets their communicative needs in various social communicative situations as telephoning, messaging, booking flights, practicing at airport, making appointments, organizing meetings, agenda setting, interrupting, agreeing negotiations, making tricky conversations, resolving difficulties, asking for a pay rise, tackling clients, disagreeing and business condensed presentation.

KEYWORDS
Globish, effectiveness, business oral interpersonal communication, Global language, Standard English

INTRODUCTION

English dominates international business, politics, and culture more than any other language in human history. Thus, English has attained a status of being a global language and it has expanded throughout the world. According to David Crystal, language achieves a genuinely global status when it develops a special role that is recognized in every country in two main ways: firstly, a language can be made the official language of the country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. Secondly, a language can be made a priority in a country’s foreign-language teaching (Crystal, 1997). However, 88% of humans were not born in an English-speaking country. Those people usually do not feel comfortable when they communicate with native English speakers because native speakers naturally speak fast with native accent and use lots of phrasal verbs, idioms and slangs. In addition, native speakers of English use several different constructions, which express different notions (Bryson, 1990). Nonnative speakers are concerned about making mistakes, understanding with great difficulties, and being understood.

The history of the English language has been a remarkable success story. In fact, several geographical and historical factors as well as sociocultural ones have caused the initial spread of English. From the 17th to the 20th century both British and American colonialism carried the English language to all five continents. In some areas, English speakers largely displaced pre-colonial languages whereas in others, only a proportion of the native population acquired English - mainly as a second language such as in Nigeria and India (Crystal, 2001). Subsequently, in the Caribbean - particularly in Jamaica - the slave trade led to pidgin versions of English that later creolized. Furthermore, from the beginning of the 19th century onwards,
English-speaking countries accounted for most of the world’s innovations, resulting in a new terminology for technological and scientific advances. The leading role of Britain in the Industrial Revolution was later inherited by the United States, which had become the fastest growing economy by the end of the nineteenth century. This encouraged many people to learn English because they wanted to discuss technological advances and take part in the economic wealth these advances brought about. Technology also plays a major part as it enables globalization and the spread of English via the Internet, telephone and mass media. Furthermore, through the use of English as an international language, a greater variety of viewpoints are represented. English is thus at the center of many globalization mechanisms and although its position as a native language is challenged by Spanish, Hindi, Mandarin and Arabic, its impact as a second and especially international language will increase further (Yeung, 1999).

STANDARD ENGLISH DILEMMA

There has always been a certain disagreement about the notion of Standard English, especially, about which linguistic levels are involved. Some linguists claim that it only applies to grammar whereas others maintain that it extends to lexis, discourse and pragmatics as well (Rampton, Maybin, & Roberts, 2014). Another arguable point is whether pronunciation is also part of it or whether any accent can be used when speaking Standard English. A very general definition is that a standard is a codified variety that is accepted by a larger speech community and serves as a model to them. Most linguists detach Standard English from pronunciation and mainly refer to written English when they use the term (Tusting and Maybin, 2007). Although most linguists do not relate the notion of ‘standard’ to a specific dialect spoken in a certain country, there has mainly been two forms that have served as a model to foreign learners in the last couple of decades: British English in Europe and South Asian countries and American English for Latin America and south-eastern Asia.

English is gradually being used mainly as a lingua franca among non-native speakers leading to a decreasing importance of native-speaker accents. Research shows that even international students can find it difficult to integrate with the native speaker community and therefore re-evaluate the usefulness of a particular variety for their own purposes (Koester, 2004). They become more aware of the qualities of a native speaker, but their learning goal is mostly defined as someone who speaks International Standard English. They achieve an increased awareness of what is really important in any international context and that is the ability to understand and to be understood.

DEFINITION AND DATE BACK OF GLOBISH

In 2004, Jean-Paul Nerrière, a former businessman, supported by two Canadian teachers of English for his second book (cf. Nerrière 2006) invented a new closed system of reduced English received attention, first in France. Jean-Paul Nerrière has a general desire to provide a simplified version of English for communicating with both native and non-native speakers. Jean-Paul Nerrière believes human always needed a common language to exchange and share ideas. Therefore, he made Globish as a communication tool.

Globish is a simplified version of English that uses only the most common English words and phrases. Today, Globish is a certain form of English, with a sentence building that is not too demanding, no trouble with accents, and a small set of useful words which are only 1500 words.

According to McCrum (2010), the rise of Globish first became obvious in 2005, when an obscure Danish newspaper called The Jutland Post published a sequence of satirical cartoons poking fun at the Prophet Muhammad. English slogans like

1 BUTCHER THOSE WHO MOCK ISLAM

1 For Nerrière, Globish was a kind of linguistic tool, a version of basic or so-called Easy English with a vocabulary of just 1,500 words. As I saw it, however, “Globish” was the newly globalized lingua franca, essential English merged with the terminology of the digital age and the international news media. I knew from my work in the mid-1980s on a PBS series called The Story of English that British English had enjoyed global supremacy throughout the 19th-century age of empire, after centuries of slow growth from Chaucer and Shakespeare, through the King James Bible to the establishment of the Raj in India and the great Imperial Jubilee of 1897. The map of the world dominated by the Union Jack answered to the Queen's English; Queen Victoria, in her turn, was the first British monarch to address her subjects worldwide through the new technology of recorded sound, with a scratchy, high-pitched "Good evening!" In this first phase, there was an unbreakable link between imperialism and language that inhibited further development.

2 The rise of Globish first became obvious in 2005, when an obscure Danish newspaper called The Jutland Post published a sequence of satirical cartoons poking fun at the Prophet Muhammad. The Muslim world exploded, with riots across Afghanistan, Nigeria, Libya, and Pakistan; in all, 139 people died. But perhaps the most bizarre response was a protest by fundamentalist Muslims outside the Danish Embassy in London. Chanting in English, the protesters carried placards with English slogans like BUTCHER THOSE WHO MOCK ISLAM; FREEDOM OF EXPRESSION GO TO HELL; and (my favorite) DOWN WITH FREE SPEECH. This collision of the Islamic jihad with the Oxford English Dictionary, or perhaps of the Quran with Monty Python,
Jean-Paul Nerrière, who described English and its international deployment as “the worldwide dialect of the third millennium”, had noticed that non-native English speakers in the Far East communicated in English far more successfully with their Korean and Japanese clients than British or American executives when posted to Japan with IBM in the 1990s.

3.1 Ingredients of Globish

According to Nerrière (2006), the ingredients of Globish are:

- being able to communicate with merely 1,500 words
- using a pronunciation of intelligibility, not of perfection
- teaching simple, but standard grammatical structures
- making learners “am bilingual” by making them achieve a threshold level of English.
- providing a tool for leading conversations as a business person or as a tourist in any country of the world.

3.2 Peculiarities of Globish

The characteristics of Globish are as follows:

- use short sentences
- use words in a simple way; as any advertiser or politician knows
- use only the most common English words, and
- help communication with body language and visual additions Jean-Paul Nerrière (2006:81).

According to Jean-Paul Nerrière and David Hon (2006:85-8), furthermore, seven concrete suggestions are as follows:

- Globish has 1,500 words, expandable in four ways
- Globish uses mostly Active Voice
- Globish suggests short sentences (15 words or fewer)
- Globish pronunciation has fewer necessary sounds than traditional English
- Globish speakers use their body, their hands and their faces when they talk
- Globish speakers are very careful about humor, idioms and examples.

3.3 Techniques for speaking Globish

There are seven steps.

1. Don’t rush and speak at your speed. Globish should be spoken slowly enough for others to catch up.

2. Use relatively simple, short sentences that contain only one idea. The purpose is to speak up straight. So, using sentences with many modifications, relative clause and adverb clause which are taught at school should be avoided.

3. Use many words. As we mentioned, Globish uses a limited vocabulary of 1,500 words, and it doesn’t use difficult vocabulary. Therefore, you have to explain, using lots of easy words when you need to express something in a different way. For example, nephew should be a son of my brother, son of my sister. Niece should be the daughter of my brother, daughter of my sister and so on.

4. Try not using idioms and metaphors. All languages contain idiomatic phrases. They are not always used or recognized by the whole of the language community. Therefore, non-native speakers find it difficult to understand it.

5. Try not questioning someone in negative questions. For example, “don’t you like a cat?” When someone asks Japanese and Russian such a question, they answer like, if they do then “No, (I like).” Or if they don’t then “Yes, (I don’t like)”. However, American people answer the opposite...That is, the logic of the affirmative and negative might change according to the area of the language. Therefore, Globish should avoid using it.

6. Use nice gestures or body language for communication. Body language also helps us communicate with others.

7. Repeat each sentence twice. This is the second reason why Globish should use many words. To make others understand what you are talking about,
The Effectiveness of Globish in Facilitating Business Oral Interpersonal Communication between Saudi Businessmen and Native Speakers

46

you have to repeat, or rephrase it in another sentence. For example, if you would say, “I admitted it was my fault.” then add it, “I accepted that I was responsible for it.” If you’re not able to rephrase another sentence, then just repeat the same sentence again. Caring these points, we can communicate with much more (Jenkins, 2006).

3.4 Advantages and disadvantages of Globish

The advantages of Globish are following:

- Globish is easy and simple to acquire.
- Globish is not completely a new language.
- No one must memorize so many words and phrases.
- Learning only 1,500 words in a short term enables them to communicate with people from various cultures and it makes learners confident.

These advantages make some merits to be taught in Japanese Elementary school in which there are some opposite opinions about adopting English education as a compulsory subject (Grzega, 2005). The disadvantages of Globish are:

- The systemic concepts are not explained in detail.
- Globish does not seem to be based on any practical or theoretical observations.
- The suggested vocabulary is not based on any clear concept.
- The forms are not even attached to any meanings.
- A French-Globish list Nerrière offers on his website is hardly helpful.
- There are phrases that seem, for a learner of Globish, unnecessary, too idiomatic, too rare, or, in fact, wrong.
- The presentation of the vocabulary is totally unstructured.

4 English is the global language of business, yet English is also the native tongue of relatively few people. Whereas, Globish, a kind of simplified English that is vastly easier to use and can work almost as well as a full command of the language in most business situations. Nerrière describes Globish as a device that will ‘limit the influence of the English language dramatically’. He says: ‘I am helping the rescue of French, and of all the languages that are threatened by English today but which will not be at all endangered by Globish. It is in the best interests of non-Anglophone countries to support Globish, especially if you like your culture and its language.’ The need for a global language is a big part of the fact of globalization, and the dominance of English looks inevitable for a good long time to come.

- The order of the words introduced is purely random (Blommaert, 2010).

ENGLISH FOR SAUDI BUSINESS PERSONS

English is a required skill for success in today’s business market though it is not the most spoken language in the world, but when it comes to business, it is by far the most important (Beamer and Varner, 2008). About 1 billion people speak Mandarin, but they are mostly concentrated in China. About 400 million people speak Spanish, primarily in Central and South America. Only 360 million people speak English as their first language, but when you include those who speak it as a second language, the number soars to about 860 million, and they span almost the entire globe. In any study or survey of business leaders, when asked about the most important skills they are looking for today, English is invariably the underlying factor (Boden, 1994). In a 2018 survey of 2,000 business leaders by LinkedIn, English was the foundation of the top three skills companies were looking for: leadership, communication and collaboration. In a study by the National Association of Colleges and Employers, 73.4 percent of employers stated that there should be a greater emphasis on written communication skills. While the educational system focused on science, technology, engineering and mathematics, 75 percent of employers stated that there should be a greater emphasis on written communication skills in college. (Koester, 2004) English is a requirement for more jobs in more countries than ever before in human history. Even 20 or 30 years ago, having a strong grasp of the English language was not as important as it is today. In the past, English was required in global companies only for senior management. Today, companies’ clients and suppliers, their technical support teams and their own management can be spread across several countries. In global trade and commerce, including e-commerce, English today is a must.

Saudi Arabia has special status in the world due to various factors such as being an oil affluent country which owns tremendous staggering global business movement. In addition, it has wealthy tycoons and businesspersons who run gigantic companies and have various investments over the world. Hence, Saudi business persons tackle international companies over the world and they communicate with international business persons while travelling abroad or telephoning them; besides, Saudi Arabia is a cosmopolitan country where lots of native speakers work in many Saudi companies (Kameda, 2005). The crucial demand of speaking English among business persons who do not study abroad in native countries
has become a necessary demanding issue. Notwithstanding, most of Saudi business persons, who finish high education, have studied English for nearly eight years but they encounter problems when talking to native speakers and in most cases, they fail to convey their message appropriately. Pedagogically, Saudi learners are highly motivated to learn English and they are so daring to speak English with highly preference. Nonetheless, most of them are reluctant learners and they tend to learn English through Arabic translation. In addition, they do not practice English a lot (McKay, 2002). Business persons need English for oral interpersonal business communication and they need to understand and be understood by native and non-native speakers while communicating orally. Thus, Globish can be useful to Saudi business persons because it satisfies their aim of using English in basic interpersonal business communication.

The common English needed for Saudi business persons involve telephoning, messaging, booking flights, practicing at airport, making appointments, organizing meetings, agenda setting, interrupting, agreeing negotiations, making tricky conversations, resolving difficulties, asking for a pay rise, tackling clients, disagreeing and business condensed presentation (Charles, 1996) Having business-level fluency in English means that you are capable of conducting business in English without needing someone else to translate or to interpret words for you. You are able to have conversations with coworkers, management, clients and suppliers as well as being able to read company documents and read and write emails (Hewings & Nickerson, 1999).

English is now the global language of business and more multinational companies are mandating English as the common corporate language—Airbus, Daimler-Chrysler, Fast Retailing, Nokia, Renault, Samsung, SAP, Technicolor, and Microsoft in Beijing, to name a few in an attempt to facilitate communication and performance across geographically diverse functions and business endeavors (Kameda, 2005).

GENERAL RULES FOR INTERCULTURAL COMMUNICATION

1. The only generalization one can make: “Don’t generalize.”
2. Language not only serves for transporting information, but also for creating interpersonal bonds.
3. Formulate questions in such a way that the addressee cannot answer with “yes” or “no”, but that the addressee has to make explicit statements or explicitly choose an option.
4. Listen and watch others and yourself attentively and consciously. There might be hidden misunderstandings.
5. Respect other cultural values as equally valuable and in the entire context of the other culture.
6. Use standard speech or general colloquial speech. Speak slowly and distinctly. Your sentences should not be too complex. You may support your utterance with body language.
7. Do not make unexplained utterances that require “insider” knowledge.
8. Be aware that linguistic politeness rules may be different from situation to situation.
9. If you feel that there is a misunderstanding, you should verbalize this in a circumspect manner.
10. Feel friendly toward the other. Smile!

CONCLUSION

English language has become a part of the global consciousness and it has gained a high status as a global language. Nonetheless, many English versions emerge among nonnative speakers, in addition, Globish as a simplified version of English has become worldwide populist tool. The rise of Globish first became obvious in 2005, when an obscure Danish newspaper called The Jutland Post published a sequence of satirical cartoons poking fun at the Prophet Muhammad. Nerrière, posted to Japan in the 1990s, had noticed that non-native English speakers in the Far East communicated in English far more successfully with their Korean and Japanese clients than British or American executives. Standard English was all very well for Anglophones, but in the developing world, this non-native “decaffeinated English”—full of simplifications like "the son of my brother" for "nephew," or "words of honor" for "oath"—was becoming the new global phenomenon. For Nerrière, Globish was a kind of linguistic tool, a version of basic or so-called Easy English with a

5 The central ideology of Globish is as a tool of international communication which is not artificial but a language void of all figurative speech that English possess. Globish speakers avoid all figurative language and never tell jokes, meaning there is no need to engage with Anglophone literature, culture or humor and it is easy to learn. Though Nerrière actually likes to think of it as more of a tool than a language as it is not a vehicle of a culture” but a tool of communication.
vocabulary of just 1,500 words. Globish is the newly globalized lingua franca, essential English merged with the terminology of the digital age and the international news media. Globish facilitates oral communication particularly for nonnative business persons.

REFERENCES
The Strategy of Negative Politeness in Visual Information Media on Sea Transportation

Nuz Chairul Mugrib1, Sumarlam2, Dwi Purnanto 3
1Student, Linguistics Department, Sebelas Maret University, Surakarta, Indonesia
2Lecturer, Linguistics Department, Sebelas Maret University, Surakarta, Indonesia
3Lecturer, Linguistics Department, Sebelas Maret University, Surakarta, Indonesia

Corresponding Author: Nuz Chairul Mugrib E-mail: nuzchairulmugrib@gmail.com

ARTICLE INFO
Received: October 22, 2019
Accepted: November 20, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.8

ABSTRACT
This research deals with the realization of the use of negative politeness in visual information media on sea transportation. The purpose of this study is to explain the negative politeness strategies used in the visual information media. The approach applied in this study is a qualitative descriptive method. The data source utilized in this study is in the form of visual information media such as placards, banners and leaflets installed in a number of locations related to sea transportation, namely ticket sales agents, ports and ships. The data examined is written discourse from the media of visual information containing politeness in language. In collecting research data, the techniques applied were seeing, recording and noting techniques. Analysis techniques, used in the article, are Brown and Levinson’s language politeness. The result of this study showed that there are seven strategies of negative politeness in visual media information on sea transportation including conventionally indirect strategy, hedges, minimizing the imposition, giving deference, impersonalize S and H, Stating the FTA as a general rule and Nominalize.

KEYWORDS
Linguistics, Pragmatics, Negative Politeness, visual information media, sea transportation

1. INTRODUCTION

In society, communication is an activity that must happen and always be done by everyone in their daily lives. Communication is a way that is performed by humans to get to know each other. When people communicate, they can share information with other people. Cruse said that communication is about transferring of information between human beings (2000:5).

When someone starts communicating with other people, a principal aspect that everyone needs to have and know is language. Thomas explained that language is a systematic way of combining smaller units into larger units for the purpose of communication (2004:6). Besides that, Morris (2007:7) said that the function of language is to communicate and what language is meant to communicate is thought. This shows that language has an important goal in the language community that is language can realize and achieve the success of communication because language is used as a tool to convey intentions in the communication. It was also said by Sumarlam that when communicating, language is the primary and vital mean needed by humans to convey ideas, ideas or intentions (2010:10). Consequently, without language in a communication, the communication will be very difficult to be reached.

Language plays an important role in every communication as a divider of information that occurs between humans in social life. In various societies, the utilization of language as a communication device can be conveyed in two different ways. First, language can be delivered as spoken communication which is a type of interaction involving people as a speaker and listener such as lectures, daily conversations. Secondly, written communication (books, letters, newspapers or other written information media) involves interaction between the writer and the reader. Likewise, language communication that appears in the community environment in sea transportation such as ticket sales agents as a place for people to buy ship tickets, the port as a place where people wait for ships and ships as a mode of transportation has its own way of language communication.

In the environment of sea transportation, the practice of language is realized through communication made by people who are responsible as providers and managers of sea transportation to the general public as users of sea transportation services. In establishing this communication, the providers of sea
transportation service use language as a medium to be able to provide and disseminate information about sea transportation that people need to know as users of sea transportation services. Generally, the type of communication that transpires is one-way communication. One-way communication is communication taking place only from one side, namely the giver of information. Mulyana explained that one-way communication is only considered as a linear process that starts with the source or sender and ends at the recipient, target or destination (2005:61). In addition, Gerald R. Miller stated that communication occurs when a source conveys a message to the recipient with a conscious intention to influence the recipient’s behavior (in Mulyana, 2005:62). Thus, one-way communication appearing in the sea transportation environment is an effort of sea transportation service providers in delivering messages through the communication that occurs without providing opportunities for feedback to recipient, namely the community as users of sea transportation services.

One kind of one-way communication applied in the sea transportation environment is the utilization of visual information media in providing information to the public by sea transportation service providers. Visual information media is a mean used as a tool to deliver and spread information that can be seen by the sense of sight such as banners, placards and paper-leaflets installed in the sea transportation environment including ticket sales points, ports and ships. The visual media uses written language in conveying information to the public.

In delivering information through the visual information media, the use of good and correct language is needed in order to make it easy for the public as readers to understand the purpose of each of the information. However, there are other important aspects that need to be considered by sea transportation service providers, namely the usage of polite language so that the message of the information conveyed is not only understood by the public but can also be accepted well through the politeness of the language. Politeness is related to the good attitude shown by one person towards others by not wanting to hurt others. Politeness in language has a meaning to refine speech that can threaten face or self-esteem (Gunawan, 2014:17). This means that with the usage of language politeness, the structure of communication that occurs in particular context in the sea transportation environment is an effort of the sea transportation service providers not to offend the feelings of readers as transportation service users through the application of polite language. To show it all, politeness of language is expressed in visual information media by using a number of politeness strategies.

Relating to the language politeness, this study focuses on explaining the politeness strategies of the language used in visual information media on the sea transportation.

2. LITERATURE REVIEW

2.1 Previous Research

There is a number of related studies relating to politeness in language that have been conducted. First research is conducted by Fahmi Gunawan (2014). His research is titled “Brown and Levinson’s Politeness Representation in Academic Discourse”. The focus of the research was politeness strategy carried out by students to lecturer occurring in the campus environment at STAIN Kendari. This research was conducted by observing the conversation that was performed between students and lecturers. The results of this study revealed that in communication that students used, two types of politeness, namely negative politeness including indirect expression, pessimistic expression, respect words, and apology, while in positive politics, students and lecturers use group identity, small talk and presupposition, offers and promises, and seeking for reasons or giving questions.

Second, a study done by Istiqamah Ardila (2017) the title of which was “the analysis of Negative Politeness Strategies Used by the Characters in "Perfume, Story of A Murderer" Movie”. This research only focused on the politeness of the negative language in the dialogue that occurs between the characters in the film. From the results of this study it was found that the type of negative politeness in the film dialogue included six negative politeness strategies namely be conventionally indirect, hedges, pessimistic, impersonalize S and H, give deference, and apology. The "be conventionally indirect" strategy is the negative politeness most often used by the characters in the film.

Third, a research conducted by Masnunah (2018) with the title of “Strategi Kesantunan Berbahasa di Pengadilan”. This research was a qualitative research with ethnographic communication method. This research was conducted by observing the use of politeness by judges, legal advisors, public prosecutors, witnesses and defendants in the trial process that occurred in 1A district court in Palembang. The results of this study showed that in the trial process occurring, there are two politeness
strategies that are carried out by the participants, namely positive politeness and negative politeness.

The fourth study done by Fallianda (2018) is entitled "Kesantunan Berbahasa Pengguna Media Sosial Instagram: Kajian Sosiopragmatik". This study only uses the Instagram media platform "infogresik" as data source. The focus of this study was observing the use of language politeness between Instagram operators and other Instagram users who are intertwined in written interactions in the Instagram comments column. The results of the data showed that in interactions that were done between Instagram operators and other Instagram users apply Brown and Levinson politeness including bald on record, positive politeness, negative politeness and the off-record strategy. Positive politeness as a type of politeness is often used in interactions in the Instagram comments column.

The latest research was carried out by Machalla Megaiab, I Dewa Putu Wijana, and Aris Munandar (2019). This study was entitled “Politeness Strategies of Request used between Libyan Students and their Lecturers Using English as a Foreign Language”. The research aimed to explain the practice of politeness strategies of Libyan students and teachers using English. This study only focused on request politeness, namely the use of request politeness strategy, the form of politeness strategy that is most often used and the factor in the use of request politeness for Libyan students and their teachers. The results of this study found that the usage of student requests using Query preparatory with the form of direct and indirect request strategies. In addition, the factor of using request politeness was social power and social distance.

Based on previous research, politeness can be observed in various fields of community life, as long as there is the use of language as a medium for communication in spoken or written language from one person to another. The form of language politeness in the previous researches generally focuses on two-way communication in spoken language and still rarely on one-way communication in written language. Therefore, the politeness strategy of language in this visual information media as one-way communication has the opportunity to make linguistic research. In addition, there has not been any language research about politeness on visual information media on sea transportation.

2.2 Pragmatics

Pragmatics is one of the language studies. Pragmatics has a significant function in understanding language as a tool used to communicate. In their studies, linguists have explained pragmatics as a branch of linguistics. Leech (1983:6) states that pragmatics studies meaning in connection with speech situations. Mey (2004:6) stated pragmatics is the study of language used in human communication as determined by the society condition. In addition, Huang (2007:2) defined pragmatics as the systematic study of meaning by virtue of, or depends on the use of language. Moreover, George Yule(2010:128) explained pragmatics is the study of "invisible" meaning, or how we recognize what is meant even when it is not actually said or written. Based on the views of linguists about pragmatics, it can be understood that pragmatics is a study of language that focuses on understanding the meaning of language based on the context of the use of language, spoken or written, in society.

2.3 Politeness

In society, spoken or written language that is applied as a means when establishing communication between one person and another does not only state to the usage of effective and precise language but someone also expresses politeness in the use of language in communication. Politeness in language is associated to a person's behavior or attitude in applying language by not wanting to cause a conflict when communicating with others. Politeness is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange (Yule, 1996:106).

Politeness is one part of the problems examined in pragmatic studies. In its development, the politeness theory has been widely explained by linguists in the world. Brown and Levinson are experts who are quite influential in the politeness theory of language. Watts explained that Brown and Levinson’s concept of politeness as a universal feature of language usage in which all of the world's language has the means to express politeness (2003:12).

In the concept of politeness Brown and Levinson, politeness is related to the act of saving person’s face. Yule (2010:135) explained that the face means the public self-image of a person and refers to that emotional and social sense of self that everyone has and expects everyone else to recognize. According to Brown and Levinson, Face is the public self-image that every member wants to claim for himself, consisting in two related aspects, that is negative face is a want of freedom of action and freedom from imposition and positive face is a want of approval and appreciation (1987:61).
Brown and Levinson's politeness theory in language studies is an act of saving face from using language as a communication tool. Language politeness is performed as an effort to diminish the impact of disputes that occur from spoken or written language usage which causes a threat to the face of the hearer or reader. In Brown and Levinson's view, when a speech event occurs, a speaker or a writer communicates with the addressess to convey information, and then the use of language in the communication directly and indirectly can threaten unpleasant actions for the addressees. The threat of unpleasant actions is referred to as a face threatening act (FTA). With the existence of an FTA, a speaker must choose to use politeness strategies in language in order to protect or save the face of the addressees during communication.

Brown and Levinson (1987:92) suggested that there are 4 strategies that can be employed as an effort to protect face or self-esteem from the language usage in a communication, namely, (1) **Bald on record**, (2) **Positive politeness**, (3) **Negative politeness**, (4), and **off record.** Bald on record is a strategy that shows the FTA clearly, straightforwardly, and without any action to save face. In this strategy, effective communication is more important than face-saving efforts. positive politeness, shows intimacy, closeness and good relations between the speaker and the addressees. Brown and Levinson (1987:103-129) offered 15 strategies to realize negative politeness namely, (1) **Notice, attend to H**, (2) **Exaggerate**, (3) **Intensify interest to H**, (4) **use in-group identify markers**, (5) **seek agreement**, (6) **avoid disagreement**, (7) **presuppose**, (8) **Joke**, (9) **Assert or presuppose S's knowledge of and concern for H's wants**, (10) **offer, promise**, (11) **Be optimistic**, (12) **Include both S and H in the activity**, (13) **Give (or ask for) reasons**, (14) **Assume or assert reciprocity**, and (15) **Give gifts to H**. Meanwhile, in negative politeness strategies, it is politeness performing the efforts to save face by showing the social distance between the speaker and the addressees. Brown and Levinson (1987:132-210) proposed a number of negative politeness strategies to reduce the threat to negative faces for addressees namely, (1) **Be indirect**, (2) **Question, Hedge**, (3) **Be pessimistic**, (4) **Minimize the imposition**, (5) **Give deference**, (6) **Apologize**, (7) **Impersonalize S and H**, (8) **State the FTA as a general rule**, (9) **Nominalize**, and (10) **Go on record with indebtedness**. Then, off-record is an effort to avoid giving a face threatening act (FTA), through the indirectness, ambiguity of utterances. Thus, politeness is viewed as a form of strategic behavior which the speaker engages in, weighing up the potential threat to the hearer, the degree of familiarity with the hearer, the power relationship between them, and modifying the utterance accordingly (Mills, 2003:59)

### 3. METHODOLOGY

The focus in this study is on negative politeness strategy of language used in visual information media on sea transportation. This study employs descriptive qualitative research. Qualitative research is research that constructs descriptive data in the type of written or spoken words of people that can be watched. Creswell (2009) defined that qualitative research as a type of explanatory study in which researchers see, hear and understand to make an interpretation and their interpretation cannot be separated from their own backgrounds, history, contexts and prior understandings. There are 3 locations observed to conduct this research, namely the environment related to sea transportation, such as the place for selling ship tickets, ports and ships. Related to the purpose of this study regarding the politeness of the language, data and data sources used for this research are written discourse in visual information media used by sea transportation service providers to disseminate information to the public as users of sea transportation services. The source of the data observed is written discourse in the form of banners, placards and paper leaflets installed in the sea transportation environment. Meanwhile, the data as stated by Sudaryanto that the data as a special lingual phenomenon that covers and is directly connected to the questions (2015:6). Therefore, the data observed in this study is written discourse on the visual information media which contains language politeness.

In process of the data collection, this research uses the seeing, recording and noting technique. The researcher directly made observations at the three study locations. The researcher observes and records by photographing all the media of visual information in these locations in the form of banners, placards and leaflets relating to sea transportation. Then, the data is transcribed in a standard manner by considering the written order of the information. After transcribing the data, the next step is that the researcher separates the finding data which contains the usage of politeness in language which will be explained at the data analysis stage later. At stage of the data analysis, researcher uses Brown and Levinson's theory that is the language politeness strategy in the process of explaining data found in the visual information media.
4. RESULTS AND DISCUSSION

As one of the means of communication used in the sea transportation, visual information media has a function in providing and delivering information needed to be known and understood by the public as users of sea transportation services when they are in the sea transportation environment. In conveying this information to the public, not only is the language related to usage of good language, but transportation service providers also apply language politeness in the visual information media. The politeness of the language is manifested in one of Brown and Levinson’s politeness, namely Negative Politeness. Negative politeness is about an act of saving the face of the writer by respecting the freedom of the addressees. In sea transportation, the use of negative politeness strategies by transportation service providers includes (1) be indirect, (2) Hedges, (3) Minimizing the imposition, (4) Giving Deference, (5) Impersonalize S and H, (6) Stating threatening acts as a general rule, and (7) Nominalize statements.

Table of Negative Politeness strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be conventionally indirect</td>
<td>5</td>
<td>6.02</td>
</tr>
<tr>
<td>Hedges</td>
<td>5</td>
<td>6.02</td>
</tr>
<tr>
<td>Minimize the imposition</td>
<td>8</td>
<td>9.64</td>
</tr>
<tr>
<td>Give Deference</td>
<td>6</td>
<td>7.22</td>
</tr>
<tr>
<td>Impersonalize S and H</td>
<td>20</td>
<td>24.09</td>
</tr>
<tr>
<td>State the FTA as a general rule</td>
<td>28</td>
<td>33.73</td>
</tr>
<tr>
<td>Nominalize</td>
<td>11</td>
<td>13.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>83</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. Be Conventionally Indirect

“Be conventionally indirect” strategy is the first strategy in using a negative politeness. In its use, the strategy is carried out by presenting polite communication through actions in the form of direct statements through the spoken or written language used. Brown and Levinson (1978: 132) explained this strategy is about usage of phrases and sentences having clear meanings based on context which are not the same with literal meaning. In sea transportation, the use of the “be conventionally indirect” strategy can be shown in the following data:

Data (1)
Jalan untuk penumpang naik
“The way of passenger boards”

Context:
This information is written on a placard attached to the ship’s wall near the deck stairs on the ship

Data (2)
Area merokok diluar ruangan ini
“Smoking area outside this room”

Context:
This information is written on the placard attached to the walls of inner decks of the ship.

Both of the information delivered in the visual media in negative politeness uses the “be conventionally indirect” strategy. In data (1), not only do the information appraise the way for passenger, but indirectly intends to prohibit passengers to stop or to stay for a long time at that location because the ship’s officers do not want the way near the stairs to other decks being obstructed by passengers who have no place on the ship and will occupy the location where the information is attached during the voyage. Then in data (2), not only do the information notify the place provided for passengers who smoke but indirectly purposes to prohibit passengers who are in the room to smoke. With the delivery of this information, transportation service providers try to make efforts to save face for the addressees, namely ship passengers.

2. Hedges

The second politeness strategy contained in negative politeness is Hedges. Expression with hedges in a communication by a writer can reduce the risk of threats given to the addressees. According to Brown and Levinson (1978) one type of hedges is a statement delivered with if clause. In sea transportation, the use of hedges can be found in the following data.
Data (3)
Jika tercantum “non-seat” pada tiket kapal, anda tidak diperkenankan untuk menempati seat tempat di atas kapal

“If it is written "non-seat" on the ship ticket, you are not permitted to occupy a seat on the ship”

Context:
This information is printed on the banner in the port waiting room

Data (4)
Apabila anda ingin merokok, silakan di luar ruangan

“If you want to smoke, please go outdoors”

Context:
This information is printed on a placard attached to the walls of inner decks of the ship

Data (3) and (4) above are information that is shown to users of transportation services in the port waiting room and passengers on ships. In data (3), this information relating to the prohibition shown to passengers who have a ship ticket but the ticket does not have a place number on the ship so passengers are not allowed to occupy numbered places that have been provided on the ship. Meanwhile, in data (4), the information is intended for passengers on board not to smoke on the decks of the ship.

In both data, face threats to the addressees are shown through information that prohibits the passengers to do what they want during the voyage. To reduce the impact of the threat, writers deliver information using a negative politeness strategy in the form of "hedges", that is information statements using "if clause". With the "hedges" strategy, it can provide opportunity for the addressees, namely the ship passengers to be able to accept or not the statement from the information.

3. Minimizing the imposition
"Minimize the imposition" is one of the negative politeness strategies performed by the writer to reduce the threat given to the addressees in a communication via visual information media in the sea transportation. The strategy carried out by minimizing the imposition is that the writer slides or adds a certain lingual marker in the written discourse submitted so that the marker can decrease the threat level in visual information media. The following data shows the use of the "minimize the imposition" strategy in sea transportation.

Data (5)
Bagi calon penumpang yang akan membeli tiket hanya boleh maksimal 5 tiket untuk 1 orang pembeli dan harap disiapkan KTP

“For prospective passengers who will buy a ticket, it can only be a maximum of 5 tickets for one buyer and please prepare the identity card”

Context:
Information is written on a leaflet attached to a notice board at sale point of the ship's ticket.

Data (6)
Jagalah kebersihan kapal

“Keep the ship clean”

Context:
This information is written placards mounted on a number of deck walls in the ship

Data (5) and (6) above are information that is shown to the public as users of sea transportation services. In data (5), this information can be found at the sales location of the ship ticket. The information intends to limit ticket purchases to prospective passengers when they will buy a ticket. Besides that, prospective passengers also carry ID cards. Meanwhile, in data (6), the information aims to order the passengers who are on ship to be able to maintain the cleanliness of the ship.

In delivering this information, politeness strategies are used by transportation service providers as an effort to lessen the threat of speech through the visual information media. In data (5), politeness strategy is realized by the addition of the word “only” in information written. Brown and Levinson (1978: 177) explained that “just” convey both its literal meaning of "exactly", and "only", which narrowly delimits the extent of the FTA. This means that the addition of "only" can ease the threat given to the addressees about ticket purchase restriction. Furthermore, the addition of word "please" to the information “please prepare the ID card” also provides a threat to the addressees to be reduced. Meanwhile, in data (6), a negative politeness strategy in the form of minimizing the imposition is shown by the presence of lingual markers namely suffix "-lah" in verb “Jagalah”. In Indonesian language, it shows the meaning of politeness because it has the meaning of "please" so that the threatening power of information written to the addressees becomes reduced.
4. Giving Deference

In communicating through visual information media, one way to establish good communication between writers and readers can be realized by using a negative politeness strategy that is "give deference". Respect can be demonstrated by the way the speaker lowers himself to the hearer while the hearer is elevated by the speaker (Brown and Levinson, 1978: 178). In addition, respect can be shown in the form of honorifics in certain languages. The following data shows the politeness strategy of "give deference" in sea transportation.

Data (7)
Hai..., penumpang yang baik, jika ditemukan penumpang tanpa tiket diatas kapal, kami tidak akan memberikan pelayanan apapun dan akan diturunkan di pelabuhan terdekat

“Hi..., good passenger, if passenger is found without tickets on the ship, we will not provide any service and will be dropped off at the nearest port”

Context:
This information was printed on a banner in the room of the ship tickets sales

Data (8)
Dimohon pengertian bagi calon penumpang, Utamakan keselamatan diri anda apabila cuaca tidak bersahabat pemberangka tan kapal akan ditutup sementara

“It is requested understanding for prospective passengers, Prioritize your personal safety if the weather is bad, the ship departure will be temporarily closed”

Context:
This information was printed on a banner installed in the passenger waiting room in the harbor

Data (7) and (8) above are information communicated by transportation service providers to the public as users of transportation services. Both of the data are information found in the ship ticket sales and port. In data (7), the information is conveyed with the intention of the warning with which the officer notifies the passenger who sails but do not have a ship ticket, the officer will not provide any service and the passenger is dropped off at the nearest port. Meanwhile, in data (8), it is information that intends to warn prospective passengers in the waiting room to accept the decision if the ship is not departed due to bad weather.

In connection with the act of saving face of the addresses from the information submitted, sea transportation service providers use a politeness of a negative politeness namely give deference strategy on the data. In data (7), negative politeness of “give deference” strategy is shown by the use of the greeting "good passenger" which means that the writer considers that the sea transport service users are good people. By this greeting, it can slightly reduce threats to the addresses as ship passengers about the information. Meanwhile, in (8), the form of negative politeness is shown by the manner of the writer who descends himself and indirectly elevates the addressee, which is indicated by the expression of request “dimohon” to passengers relating to the policies taken by the officer in the voyage later.

5. Impersonalize S and H

The strategy of politeness “impersonalize S and H” is an act to save face by not mentioning the speaker and the addressee in the speech delivered. In the "impersonalize S and H" strategy, the communication can be realized by avoiding the use of "I" and "you" pronouns (Brown and Levinson, 1978: 190-191). The following data shows the use of politeness “impersonalize S and H” in sea transportation.

Data (9)
Demi keselamatan dan kenyamanan bersama, taatilah peraturan & petunjuk yang ada di atas kapal

“For safety and comfort together, obey all rules and instructions that are on the ship”

Context:
This information is written on the banner located in the passenger waiting room at the port

Data (10)
Dilarang buang sampah ke laut
Pelni ikut menjaga lingkungan

“Do not throw garbage into the sea
PELNI helps protect the environment”

Context:
This information was printed on a number of placards on the outside decks of the ship.

Data (9) and (10) above are information provided by sea transportation service providers to users of sea transportation services. In data (9), the information is shown to passengers who are in the port waiting room. This information contains instructions to passengers who will use sea transportation to obey
the rules and instructions that are on the ship. Meanwhile, in data (10), the information is shown to passengers who are on the ship that passengers are prohibited from disposing of garbage at sea.

In delivering this information, sea transportation service providers use a negative politeness strategy that is “impersonalize S & H” strategy. In both data, the information is shown to the passenger who utilizes sea transportation, but in its delivery, it doesn’t use “you” pronoun as the subject. The subject is still “the passenger”, yet it does not appear on each of the information.

6. State the FTA as a general rule

The strategy of “State the FTA as a general rule” is part of the politeness of a negative face. Brown and Levinson (1987: 206) stated that this strategy is related to the utterance of the speaker, who directly gives a threat to the hearer, but the threat is not an act desired by the speaker but is part of the rules or obligations. The following data shows the use of politeness of “State of the FTA as a general rule” strategy in sea transportation.

Data (11)
Setiap kendaraan barang yang akan menyeberang melalui pelabuhan penyeberangan harus ditimbang untuk mengetahui berat kendaraan Max 30 Ton

“Each cargo vehicle that will cross through the ferry port must be weighed to find out a maximum weight of 30 tons”

Context:
This information is printed on the information board located at the ferry port entrance

Data (12)
Setiap penumpang wajib bertiket dan mencatatkan diri di manifest, tulis nama, alamat, dan jenis kelamin ke petugas loket agar tercover oleh asuransi Jasa Raharja

“All passenger must have a ticket and register in the manifest, write their name, address, and gender to the ticket clerk so that they are covered by Jasa Raharja insurance”

Context:
This information is posted on a banner in the port area

Data (11) and (12) above are information that is shown to the public as users of sea transportation services when going up to sea transportation. In data (11), the information is directed to prospective passengers who have good vehicles and want to sail with these vehicles, and then the transportation service providers require the passenger to weigh his vehicle. Meanwhile, in data (12), officer informs to each passenger who will travel by ship must record personal data at the time of ticket purchase so that it can be protected by Jasa Raharja insurance.

Even though the information presented poses a threat to the addressees, namely the users of transportation services because they have to follow the information conveyed, but in the politeness of Brown and Levinson, the information threatening the addressees is part of a negative politeness as strategy of “state the FTA as a general rule”. The information conveyed is a rule that applies in the sea transportation environment that has been determined by the sea transportation service provider and must be followed by people as the sea transportation service users.

7. Nominalize

“Nominalize” strategy in negative politeness is an act that is realized by making the statement by changing the words and structure conveyed in communication. Brown and Levinson (1987: 207) explained that the politeness of “nominalize” strategy is determined by the change of certain words into nouns and the form of formal structures used. In sea transportation, the form of “nominalize” strategy can be shown in the following data

Data (13)
Pembelian tiket wajib membawa KTP/ SIM Asli dan fotocopy calon Penumpang

“Ticket purchase must bring original KTP / SIM and fotocopy of prospective Passenger”

Context:
This information is printed on a piece of paper attached to the notice board at the ticket sales

Data (14)
Pembatalan tiket penumpang hanya dapat dilakukan maksimal 24 jam sebelum keberangkatan kapal

“Cancellation of passenger tickets can only be done a maximum of 24 hours before the ship's departure”

Context
This information was printed on the ticket sold by the ship's officer
In data (13) and (14), this information is associated to the rights and obligations that are intended for users of transportation services. In data (13), the information is related to the obligations that need to be fulfilled by prospective passengers to be able to get or buy tickets from officers. Whereas in data (14), the information is related to the time limit for ship ticket cancellation.

In delivering this information, negative politeness of “nominalize” strategy is realized by the use of the subject, the word “pembelian (purchase)” as a noun changing from the verb "membeli (purchase)" in data (13), and then using the subject in the form of the word “pembatalan (cancellation)” as the noun changing from the verb "membatalkan (cancel)" in data (14). With the change in subject, formal sentence structure is formed which shows politeness in its use.

5. CONCLUSION

Based on the results of research conducted, it can be concluded that in conveying information through visual communication media in sea transportation, sea transportation service providers implement politeness strategies in language written to the public as users of sea transportation services. There are 7 strategies used through Brown and Levinson's negative politeness strategies including (1) be indirect, (2) Hedges, (3) Minimizing the imposition, (4) Giving Deference, (5) Impersonalize S and H, (6) Stating threatening acts (FTA) as a general rule, and (7) Nominalize statements. The dominant politeness strategy in the information is “Stating threatening acts as a general rule” strategy, because the information conveyed is related to regulations about the utilization of transportation that need to be known and followed by people as users of transportation services.

ABOUT THE AUTHOR(S)

Nuz Chairul Mugrib is a postgraduate student in Sebelas Maret University, Surakarta, Indonesia. He is interested in some linguistics researches such as semantics, sociolinguistics and pragmatics. He has not had a journal paper published internationally. Sumarlam and Dwi Purnanto are Lecturers of Linguistics Program at Sebelas Maret University. In this study, they help the author with their guidance and motivation in writing this journal.

REFERENCES


The Iterative Aspect of Adverbial Maker on Japanese
Annisa Nurul Jannah\textsuperscript{1}\& Sumarlam\textsuperscript{2}, & Dwi Purman\textsuperscript{3}
\textsuperscript{1}Student, Linguistics Departement, Sebelas Maret University, Surakarta, Indonesia
\textsuperscript{2}Lecturer, Lecturer, Linguistics Department, Sebelas Maret University, Surakarta, Indonesia
\textsuperscript{3}Lecturer, Lecturer, Linguistics Department, Sebelas Maret University, Surakarta, Indonesia
Corresponding Author: Annisa Nurul Jannah, E-mail: isa.iyaph@gmail.com

\textbf{ARTICLE INFO}

\textbf{ABSTRACT}

Received: October 24, 2019
Accepted: November 27, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.9

\textbf{KEYWORDS}

adverbial, aspect, iterative, Japanese

This research will discuss the aspect on phrase field which is marked by an adverb showing an iterative aspect. Aspect category that includes the time that is in the situation, is internal, and nondeiktik, such as being, already, and many times. This research will focus on iterative aspect, that is, aspect which shows a recurring situation. This study uses qualitative methods with the techniques for direct elements and two advanced techniques, namely the technique of fade and back technique. In this study it was found that iterative aspect at the phrase level seen from the word adverbial can be divided into two, that is, seen from a repetition situation with a high-frequency and there is also a low-frequency level. In this study, there were eight adverbials which showed the meaning of iterative aspect. These adverbials are \textit{tsumo, zutto, shiba-shiba tabi-tabi, taittei} which show the iterative aspect with a high degree of frequency, and \textit{mettani nai, toki-doki, and tamami} which show the meaning of the iterative aspect with a low level of frequency. And in this study, we will show how the adverbial nature and structure in Japanese.

\textbf{1.INTRODUCTION}

Japanese has an \textit{OV} (Object-Verb) sentence structure, but Indonesian has a \textit{VO} (Verb-Object) construction. Verbs are very urgent contributions in a sentence. Verbs have the function to explain about an activity or activities carried out by a person or subject.

In Japanese \textit{fukushi} ‘adverbial’ according to (Judiasri, 2017) is a word that has a function as a predicate blast word, while Yamada in Judiasri said that Adverb is called by \textit{fukuyooogo}. \textit{Fukuyooogo} is a standalone word that cannot form a phrase, is not conjugated and cannot be a subject. Takamizawa et.al. Also suggests that \textit{fukushii} ‘adverb’ is a word that is independent and does not conjugate and has the function of explaining verbs and adjectives. Besides that, it can also be used to explain other adverbials. Some experts divide \textit{fukushi} into several parts, they are:

\textit{a. Yootai no fukushi}

\textit{Yootai no fukushi} is an adverb used to explain the state of an activity. For example, \textit{yukkari} ‘slowly’ in the \textit{yukkuri aruku} expression ‘walking slowly’, is an adverb which describes an \textit{aruku} activity ‘walking’. Other adverbs that are included in this type are \textit{iya-iya, kowa-gowa, gussuri, bonyari, niya-nya, shiku-shiku, hitto, hakkiri, sassato, kippari, suku-suku}, and others.

\textit{b. Teido no fukushi}

Adverbial which explains a situation, as in this example: \textit{konkai no shaken wa sukoshi muzukashikatta} ‘This time the test is a bit difficult’, the adverb of \textit{sukoshi} explains a level. In addition, to explain an adverb of state, this type expresses the feelings of a person called \textit{kanjoo doshi} and can also explain adverbs in the predicate and adverbs of nouns. Examples of this type of adverb: \textit{totemo, hijoomi, osorashiku, hidoku, daibu, zuibun, kekko, sukoshi, chotto}, and others.

\textit{c. Ryoo no fukushi}

An adverb that is used to explain the number of humans or objects related to an activity. This type of adverbial is used in the form of negation in the predicate, for example \textit{sonnani, zen-zem, sappari, sukoshimo, chittomo}, etc.

\textit{d. Hindo no fukushi}

What is meant by this type of adverbial is adverb which is used to express the frequency or frequency of activity or activity within a certain period of time. Adverbs included in this type are \textit{itsumo, taitei, yoku,}
The Iterative Aspect of Adverbial Marker on Japanese

shiba-shiba, tabi-tabi, toki-doki, tamani, and others. This type of adverbial is used together with the negation form in the predicate of a sentence, such as adverb mettani, amari, zen-zen, and others.

e. Tensu asupekuto no fukushi
   This adverb states the time of an event. In this type of adverb there is tensu no fukushi which is intended to explain the time of occurrence of events as a basis for benchmarking the time being taught. Adverb which belongs to this type for example, Izure, Katsute, Korekara, Sakihodo, and others. while the other adverbial is the aspect of no fukushi, the adverbial which is used to express an event and the development of an event such as about the sequence, beginning, continuation, and the ending of an event or activity. Examples of this type of adverb are, zutto, imanimo, sudeni moo, and-dan, thoriaezu, hajimete, shiharaku, and others.

f. Chinjutsu no fukushi
   This adverbial is an adverbial that is used in pairs with the statement contained in the modality expression at the end of the sentence. Like adverb zehi in the sentence zehi kono ten o shirabete kudasai is an adverbial paired with an expression of petition which is adaptive at the end of the sentence ‘-te kudasai’

g. Hyooka no fukushi
   This adverbial is used to assess a thing. For example, toozen in the example toozen, yoi kekka ga denakatta. Adverbial included in this group include ainiku, saiwai, toozen, mochiron, first of all, and so forth.

h. Hatsugen no fukushi
   It is an adverbial that is used to express the meaning ‘with an attitude like the thing stated’. This type of adverbial, for example, jitsuwa, jissaiwa, hontoowa, iwaba, and others.

Aspects is the objective choice of the examiner of the situation expressed by the verb. (Maslov, 1978; Tadjuddin, 1993; Sumarlam 2004). Based on (Chaer, 1999) aspect is a way to look at the formation of time internally in a situation, situation, event, or process. Comrie also divides aspect into two groups, those are:

a. Perfective, Comrie defines aspect as, showing the short time period and situation of good time or a moment, showing the act over.

b. Imperfective can be divided into two, those are habitual and progressive.

Habitual is a repeating situation or chronological event from some examples of situation which are given. Progressive is similar to continuousness, which is definable as imperfectivity that is not occasioned by habituality. Each individual occurrence of the situation is presented as being progressive, and the sum total occurrence of the situation is presented as being habitual.

Another opinion is from (Djajasudarma & T, 1999) adding that the situation can also be in the form of conditions, events, and processes. Circumstances are static, while events and processes are dynamic. Events are said to be dynamins when viewed from the whole (perfective) and the dynamic nature of the process is seen to be underway (imperfective). Perfective is a complete situation that can be seen from the beginning, middle and end. Whereas imperfective having a durative concept shows the process is ongoing, including habitutive (habit).

Iterative aspect describes the situation that takes place repeatedly. In Javanese, the meaning of iterative aspect can be seen from verb use in suffixing –i such as nuthuki ‘beat up’, njiwit ‘pinch’, or verb reduplication with basic verbs punctual nendhang-nendhang ‘kick up’ and others, and on the marker of verb phrase is kerep ‘often’, tansah ‘always’, and others.

2. LITERATURE REVIEW

In Japanese aspect can be expressed by morphological and syntactic approaches. But this research will focus on iterative aspects seen from adverbial through syntactic studies. Some research that is relevant to this research is:

a. Tadjuddin (2005) in his dissertation entitled Bahasa Rusia dan Perbandingannya dengan Bahasa Indonesia using morphological aspects that are limited to suffix-i and reduplication as well as syntactic aspects which are limited to the level of phrases.

b. Sumarlam (2004) in his dissertation, which has also been recorded with the title Aspektualitas dalam Bahasa Jawa expresses all morphological aspects (all affixes and reduplication) and syntactic aspects (phrases, clauses, single sentences, and compound sentences). In Sumarlam’s research found the meaning of iterative aspectuality with verb phrase on Javanese. adverbial maneh ‘again’, bola-bali ‘more and more’, kadhang-kadhang ‘sometime’, and asring ‘often’.

d. Iori (2018) in his journal entitled *A Comparative Study of The Tense-Aspect System Between Japanese and English: A Foundation for Pedagogical Grammar of Japanese Using Learners Knowledge of Their Mother Tongues*. This journal explains tense and aspect based on form and kinds of verb. Aspect is divided in two parts. Those are perfective and imperfective. Imperfective is divided in three parts, those are no opposition, progressive, resultative. This research is explained by using table and compare how to express the tense and aspect on Japanese by English and how its same.

e. Fukuda (1999) by the title *The Syntax of Japanese Asperctual Verb*. Explaining how the aspect marker of compound verb hajime, tsuzuke, owari, and oe side by side with the main verb and verb form.

### 3. METHODOLOGY

This research is qualitative research. Qualitative methods are methods of assessment or research methods of a problem that are not designed or designed using statistical procedures (Subroto, 2007, p. 5). The method is a way that must be implemented and the technique is a way to implement the method (Sudaryanto, 2015, p. 7). In his book, Sudaryanto divides the stages in solving problems. These stages are divided into three stages, namely the provision of data, analyzing the data that has been provided, and the presentation of data analysis results (Sudaryanto, 2015).

a. The stage of providing data, at this stage the researchers provided sufficient data. The data here is understood as a special lingual phenomenon which contains and is directly related to the problem in question. At this stage, the recording will be done using the 'data' card.

b. At the data analysis stage, this analysis will begin right when the provision of certain relevant data is completed and the analysis will end when the rules relating to the object of the problem have been found.

c. The stage of presenting the results of data analysis, at this stage the researcher will present in the form of a written 'report' on what has been produced from the performance of the analysis and rules.

In this study, the method will use the distribution method. The method of determining the determinant tool is part of the language in which it belongs. The technique of this distribution method uses the basic technique of BUL (Bagi Unsar Langsung/For Direct Elements), the method used at the beginning of the analysis is dividing the lingual unit into several elements or parts. The advanced technique used in this research is:

a. The reverse technique, this technique will change the position of the lingual unit understudy to compare results if its use is in the form of grammatical speech i.e. there is no change in speech information or data that is subjected to reverse technique. If a certain element can move its place in a row arrangement then the element in question has a low level of rigidity.

b. Leakage technique is an analysis technique in the form of omission or absorption of lingual data unit elements. The elements that are blown away are the elements that are the subject of research in the analysis. The usefulness of this technique is to determine the level of elemental intimacy that is being sown and if the impregnation is not grammatical then the element in question has a high level of intimacy or the element is necessary.

### 4. RESULTS AND DISCUSSION

Some adverbs can show iterative aspectuality. Iterative aspect is aspectuality which describes recur situation. Iterative aspect is called by frecuentive aspect (Lyons, 1978).

(1) 夏季に入っていつも感じるのは、夕立と雷鳴の少なくなったことである

kaki ni/ hatte/ itsumo/ kanjiru/ no wa/ yuudachi/ to/ raimei/ no/ sukunaku natta koto de aru
summer / PSP/ come in/ always/ feel/ SM/ rain/ and/ thunder/ PSP/ be a little

‘What is always felt when entering the summer is, began to reduce rain and thunder’

(2)それは子供も食べるほどの少量だったので、彼はいつもガツガツ喰った

Sore/ wa/ kodomo/ ga/ taberu hodo no /shouryou
dattanode/, kare/ wa/ itsumo/ gatsu-gatsu kutta
This/SM/children/ TM/ than eat/ little dose/ she/he/ SM/ always/ eat well
Because children *always eat* in little doses, they always eat well.

(3/1)月に二、三度ここへ来るたびに、いつもきまってあんなふうなんです.

Getsu/ ni/ ni/ san-dō/ koko/ e/ kuru tabini/ itsumo/ kimatte anna fiu ni nan desu

Moon/PSP/ two/ , three times/ here/ every come/ , always/ determine like that
‘every time I come a third time, in the second month, it always determines things like that’

SM: Subject Marker
PSP: Post-Position

In data (1) there is an adverbial *itsumo* which means ‘always’ before the verb *kanjiru* which means ‘feel’. In the data to (2) adverbial *itsumo* is followed by repeated words or *onomatopoeia* and then only verbs. The verb explained in data (2) is the *kutta* which is an informal past tense of the word *eat’. And in the data to (3) adverbial *itsumo* is present before the verb as well. But in this sentence, it is not a verbal sentence but a noun, this is marked with the suffix form *desu*, not a verb, so that in the data (3) the verb used is the *te* form which is *kimatte* which is derived from the word *kimaru* which means determine ‘. In the above data, it can be concluded that the adverbial *itsumo* always exists before the verb is explained, either side by side directly or indirectly.

(1/1)
いつも夏季に入って感じるのは、夕立と雷鳴の少なくなってきまったことであること

itsumo/ kaki/ ni/ haitte/ kanjiru/ no wa/ , yaudachi/ to/ raime/ no/ sukanaku natta koto de aru
always/ summer/ PSP/ entering feel/ SM/ rain/ and/ thunder/ PSP/ be a little
‘What is always felt when entering the summer is, began to reduce rain and thunder’

Adverbial *itsumo*, which moves at the front, is still grammatical and when viewed from its meaning does not change. But if the adverbial of *itsumo* is changed its position to be between the legs of *ni* and *haitte* it will change its meaning, because *itsumo* which should explain the *kanjiru* verb becomes to explain the verb *haitte ‘enter’. And if adverbial *itsumo* is removed as below, it will still be grammatical, but it will change its meaning especially in terms of aspect, because if adverbial *itsumo* disappears it will show a past event or an experience.

(1/2)夏季に入って感じるのは、夕立と雷鳴の少なくなったことである

kaki/ ni/ haitte/ kanjiru/ no wa/ , yaudachi/ to/ raime/ no/ sukanaku natta koto de aru

summer/ PSP/ entering/ / feel/ SM/ rain/ and/ thunder/ PSP/ be a little
‘When entering the summer is, began to reduce rain and thunder’

(2/1)それは子供が食べるほどの少量だったのです

Sore/ wa/ kodomo/ ga/ taberu hodo no /shouryō/ dattanode/ , kare/ wa/gatsu-gatsu/ itsumo/ kutta
This/ SM/ children/ TM/ than eat/ little dose/ she/he/ SM/ always/ eat well
‘Because children *always eat* in little doses, they always eat well’

Then in this data also the adverbial *itsumo* if it is changed its position forward before the subject *kare ‘he' is still acceptable but if the adverbial *itsumo* is changed its position as in (2/1) to be among the *gatsu-gatsu* which is also an adverbial and *kutta* which is a verb then it is not grammatical.

(3/1)月に二、三度ここへ来るたびに、きまってあんなふうなんです

Getsu/ ni/ ni/ san-dō/ koko/ e/ kuru tabini/ kimatte anna fiu ni nan desu

Moon/PSP/ two/ , three times/ here/ every come/ , always/ determine like that
‘every time I come a third time, in the second month, it determines things like that’

If the data (3/1) removes the adverbial *itsumo*, it will still be accepted, but it will change its meaning to ‘every time I come, for the third time, in the second month, determine like that’, so the meaning of the iterative aspiration will disappear.

(4)父親がその晩年をひとりで過ごした家に、僕はずっと寝泊まりしている

Chichi oya/ ga/ sono/ ban ‘nen/ o/ hitori/ de/ sugoshita ie ni/ / boku/ wa/ zutto/ netomari shite iru
Dad/TM/ that/ last year/PSP/ alone/ stayed at home/ , I/ SM/ continued/ to stay
‘Last year, Dad stayed at home alone, I continued to stay’

(5)両側にはいろいろな楽器を持った坊さん

sono/ ryousoku/ ni wa/ / iro-iro na/ / gakki/ o/ motta/ bonsan/ / ga/ / ichiretsu ni / zutto/ narandeiru
The/ both sides/ SM/ various/ instrument/PSP/carry/ monk/TM/ , in line/ always/ stands
‘The monk, who carries various instruments on both sides, always stands in one line’
(6) 特価販売などすると、その日だけはよく売れ
が、他の日はずっと減る

Next is adverbial zutto which means 'continue'. In data (4) adverbial zutto is followed by verb netomari shite iru which means 'stay'; this verb is the usual or informal form of netomari suru. Then in the data (5), the verb that is explained by the adverbial zutto is the verb naranderu which means 'to line up'. Similarly, data to (4) where a verb is a form of data (5) also uses the word verb. And the adverbial that explains is right before the verb. In the data (6) the verb that follows zutto is the verb heru which means 'decreasing', the verb that is followed by the adverbial in this data is the usual verb form or dictionary form.

(7) あのような四人の演奏者が顔合わせをする

Data (7) is an adverbial mettani nai followed by the verb kaoawase o suru which is located before the adverbial explaining and before the word adverb mettani nai there is a wa particle, so it does not intersect directly between the verb and adverbial. In data (8) the adverbial mettani form is separated from nai and separated by the verb explained so that the verb is located between the adverbial mettani and nai, so that the hanashi verb uses 'talk' to change into a negative form hanashi kakenakatta which means 'not to speak'. In data (9) is data with adverbial mettani ~ nai as a light source of the 'fall' ochiru verb. The methane form in this data is also among the verbs but the suffix that can be attached directly to the verb here is attached to the monode conjunction so that the sequence is mettani (adverbial) - ochiru (verb) - monode (conjunction) - nai (suffix).

Data (4) and (5) will be the same does not affect its grammatical and has the same meaning. Likewise, data (5) and (6) will be the same and zutto adverbial which changed its position to be in front of the 'me' boku subject is also okay.

(8) 彼は春子が仕事をしている間は、自分からは

If in this data the adverbial mettanimai is removed it will not be grammatical, so this adverbial is very much needed in the data (7). Then if this adverbial is changed, the mettani will be separated from the suffix nai, becoming 'ano youna rokenin no ensou-sha ga mettani kaoawase o suru koto wa nai kara desu'. De particles will change to wa because if they continue to use de particles they will not be grammatical.

(9) 雷はあっすぐに落ちるものでないから、この経

In the above data, the adverbial mettani will be eliminated, the meaning will change to a negative form, which means not to do, whereas the suffix
form, if removed, then what used to be meaningful does not do is 'doing = talking', so the influence of adverbial mettani on the data (8) not too important or will remain grammatical if removed or not.

In data (9) it is almost the same as data (7) but data (9) adverbial mettani nai is separated by verbs if in data (9) mettani is removed as the data below will not grammatically need particle ‘wa’ before the suffix nai. And if the suffix nai disappears it will also not be grammatical.

(9/1)
雷は落ちるものでないから、この経験はそう当てにならない
Kaminari/ wa/ ochiru mono/ de/ naikara,/ kono keiken/ wa/ sou ateni/ naranai
Thunder / SM / rarely / down / because it is not /, this experience / SM / that goal / does not become
‘Because Thunder does not happen, this experience is not the goal’

The next data explains the adverbial toki-doki,

(10)あのときお会いしてから、私はときどきあなたのことを考えましたね
Ano toki/ oaishitte/ kara,/ wa/ toki-doki/ anata/ no/ koto/ o/ kangaemashitane
At that time / meeting / since /, I / SM / sometimes / you / PSP / about / PSP / thinking
‘Since meeting that time, I sometimes think of you

(11)彼はときどきそのドロシイや彼女の小さな妹たちと一しよになって遊んだ
Kare/ wa/ toki-doki/ sono dorotshi/ ya/ kanojo/ no/ chishana imottou-tachi/ to/ ishoshoni matte/ aonda
He / SM / sometimes / this is Dorothy / and / he / PSP / little brothers / be together / play
‘She sometimes plays with Dorothy and her little sisters’

(12)手に一枚の紙をもっていて、ときどきそのほうへ目をやった
Te/ ni/ ichi ma/ no/ kami/ o/ motte ite/, toki-doki/ sono hou e me o yatta
Hand / PSP / one sheet / PSP / carry /, sometimes / see like that
‘I carry a piece of paper in my hand, and sometimes I pay attention to it’

In the data above explains adverbial toki-doki which means 'sometimes', this form can be placed anywhere. Can be seen in data (10) to (13). In data (10) the location of the adverbial toki-doki is after the subject and before the object so that it is between the subject and the object while the berba explained is at the end or after the object. In data (11) there is also

an adverbial toki-doki located after the subject and explanation while the verb is at the end of the sentence. In the data (12) the toki-doki are also before the adverbs and verbs. From the above data it can be concluded that the adverbial toki-doki is always in before the verb and after the object.

If the adverbial toki-doki is removed it will remain grammatical in its sentence, will only slightly change its meaning, and eliminate the meaning of iterative aspect and if the adverbial toki-doki is changed its position then it can be placed anywhere either before the subject, before the object, or before iteratively verbs except behind or after verbs.

(13)そうした悲慘な例は彼女も今までにしばしば見たり聞いたりしていた
Soushita/ hisan na/ rei wa/ kanojo/ no/ ima/ made/ ni/ shiba-shiba/ mitari/ kiiari shitteita
Tersebut/ kesedihan/ contoh/ SM/dia/juga/sampai/sering/ melihat/ mendengar
‘Dia pun sering melihat dan mendengar kesedihan seperti itu’

(14)私たちは車の中でもしばしばそのことを問題にして話し合った
Watashi-tachi/ wa/ kuruma/ no/ naka/ demo/ shiba-shiba/ (sono koto/ o/ mondai ni shite/ hanashiatta
Kami/ SM/ mobil/PSP/ dalam/ walaupun/ sering/ hal tersebut/ PSP/ mempertanyakan/membicarakan
‘Kami sering membicarakan hal tersebut di dalam mobil’

(15)その他にもなかなか愛すべき点が沢山あるように私はしばしば感じました
Sono hokani/ mo/ naka/naka aisubeki/ ten/ ga/ takusan aru youni/ watashi/ wa/ shiba-shiba/ kanjimashita
Apart from that / very easy to love / points / TM / there are many / me / SM / often / feel
‘I often feel there are many other fun points’

In the data above, data (13) to data (15) have adverbial shiba-shiba which means 'often'. Adverbial shiba-shiba can be in front of the verb directly or not directly side by side as in example numbers (13) and (15) adverbial shiba-shiba is directly in front of the verb. In data (15) there is the kanjimashita verb which is the past formal form of kanjiru which means 'to feel'. While data (13) there is a mitari verb meaning 'to see'. In data (14) the adverbial shiba-shiba is in front of the verb but is not in front of it directly but is separated by an object. So it can be concluded that the adverbial shiba-shiba is in front of the verb in the front directly or indirectly.
Adverbial *shiba-shiba* in the above data is located before the verbs and objects, or sometimes after the verbs. But never been in before the subject.

(16) そこのことについて私も考えた、考えたばかりでなくたびたびやってみた
Sono koto/ ni tsuite/ watashi mo/ kangaeta/
akangaeta/ bakari denaka / *tabi-tabi* / yatte mita
That / about / I too / think../ / Think / not only / often / see
‘I also thought about it, not only thinking about it but also *seeing it often’

(17) けれどもどうもそういうことがあったという話をたびたび聞きました
Keredomodoumo / soui koto/ ga / atta toiu / hanashi/
o/ *tabi-tabi* / kikimashita
But / a lot / that / TM / there / talk / PSP / often / hear
‘But things like that are heard often’

(18) たいてい起きて待っている
Taitei okite matteiru
‘What is right in front of the verb

The data above (16), (17), and (18) have adverbial *tabi-tabi* which means 'often', followed by verbs. Data (16) is adverbial *tabi-tabi* in front of the verb *yatte mita* which is the past form of *yatte miru* which means 'to do'. While the data (17) *tabi-tabi* are in front of the verb *kikimashita* 'hear' is the past formal form of *kiku*. In the data (18) there is in front of the verb *katta* 'buy', which is the past verb from your verb.

In the data (16), (17), and (18) the adverbial *tabi-tabi*, if removed the data above, will still be grammatical, but when viewed from the data set above, the adverbial *tabi-tabi* is always in before the verb and predicate, and nothing is in front of the subject.

(19) わたしはあまり帰省しないのだけれど、たまにこうやって電話をくれる
Watashi wa/ amari/ kisei/ shina nodokeredo /
*tamani* / kou yatte/ denwa/ of kureru
I / SM / a little / back home / not I, once in a while / so / phone / PSP / get
‘I rarely go home, so I *occasionally take the call’

(20) それに今やっているロック・バンドのやつらとも、たまに飲んだりするのね
Soreni/ ima yatte iru/ roku buando/ no/ yatsura/
tomo/ *tamani* / nondari suru none
And / now / do / band skirts / PSP / they / with I, occasional / drink
‘I also *occasionally drink* with those band skirts, like now’

(21) たまにお茶を飲むことがあった程度でも、信じてもらえなかったらしいです
Tamani / ocha/ o / nomu/ koto ga atta/ teido demo /
shinjite moraenakatta/ rashii desu
Occasional / tea / PSP / drinking / ever / in a way / not trusted / it seems
‘Seems unbelievable, *occasionally drinking tea’

Data (19), (20), and (21) have an adverbial marker of aspect, i.e. *parki* i.e. *occasional Data (19) adverbial tamani* is right before the conjunction of the *ou so kouwatte* instead of being in before the verb directly. Whereas in the data (20) adverbial *tamani* is just before the verb *nondari suru* which means 'to drink'. And in data (21) the adverbial *parki* is before the new object after the new verb object. And the adverbial in the data above all explains the verb.

(22) 妻はといえば、どんなに帰りが遅くなってもたいてい起きている
Tsumai/ wa to ieba/ donna ni/ kaeri/ ga/ osoku natte
妻はといえば、どんなに帰りが遅くなって / もたいてい起きている
‘That is to say, my wife *usually still wakes up* waiting for my return how late I go home’

(23) 醉っ払った時はことは、たいてい忘れている
Yopparratta/ toki/ no/ koto/ wa/ tamai/ wasurete ru/
kara/ koechi/ wa/ heikina monoda
When drunk / PSP / thing / SM /, usually / forget / because /, here / SM / the usual thing
‘When drunk, *usually forgotten*, this is normal’

In data (22) and (23) explain adverbial *taitei* which means 'usually' or 'often'. In the data 22 the adverbial *taitei* is directly in front of the verb, the verb used in data 22 is the *okite matteiru* verb which means 'wake up to wait'. And in data (23) also the adverbial *taitei* is right in front of the verb *wasurete* which means *forgot*. Adverbial *taitei* has many meanings following the words that are explained, if adverbial *taitei* is just before the verb it will explain the verb afterward and has the meaning 'habit' of an activity. Adverbial *taitei* in addition to having the meaning 'usually', also has the meaning 'generally', 'most', 'many', and others.
(22/1)
たいてい妻はといえば、どんなに帰りが遅くなっても起きて待っている
Taitei/tsuma/wa/to ie ba/donna ni/kaeri/ga/osoku
vatte mo/okite matteiru
When the adverbial taitei is changed its position to be
in front of the subject it will not be grammatical.

5. CONCLUSION
In this research, adverbial which signifies this aspect,
if removed, will not disturb the grammaticness of a
sentence, but only changes the meaning and meaning
of iterative aspect. And when viewed from the
structural point of view, some special features will be
found, such as adverbial toki-doki ‘sometimes’ can
stand anywhere, before the verb, before the object, or
before the subject. But there is no data to show that
the adverbial toki-doki is after the verb. This also
applies to the "always" adverbial itsumo. And the
adverbial shiba "often", and the "frequent" tabs have
the same structure that can be placed anywhere except
before the subject. And adverbial tamani
‘occasional’ that can be entered anywhere, both
before the verb, before the subject, before the object,
and after the verb. Unlike the adverbial taitei whose
location must be just before the verb, because if the
location is changed it will change the meaning of its
aspect or this adverbial has a double meaning so that
it will follow its closest word as the adverbial word is
explained. And finally the adverbial mettani which
will be followed by suffix nai will have an iterative
meaning and this adverbial will usually stick to the
verb so that the verb will be negative nai’. And when
viewed from the above data, this adverbial will show
that mettani nai can be separated and can also be
classified.

ABOUT THE AUTHOR(S)
Annisa Nurul Jannah was born at
Lampung, on April 1995, 25. She is
a postgraduate student in Sebelas
Maret University, Surakarta,
Indonesia. She is interested in some
linguistics research such as,
morphology, syntax, and semantics.
She has not had a journal paper
published internationally. Sumarlam and Dwi
Purnanto are Lecturers of Linguistics Program at
Sebelas Maret University. In this study, they help
the author with their guidance and motivation in writing
this journal.

REFERENCES
Rineka Cipta.
to the Study of Verb's Aspect and Related
Problem. London: Cambridge University
Press.
Bandung: Refika.
Aspectual Verb.
Tense-Aspect System Between Japanese and
English: A Foundation for a Pedagogical
Grammar of Japanese Using Learners’
Knowledge of Their Mother Tongues.
Hitotsubashi Journal of Art and Science,
1-16.
‘Adverbia’ Bahasa Jepang. Direktori File
UPI.
Linguistics. Cambridge: Cambridge
University Press.
Penelitian Linguistik Struktural. Surakarta:
UNS Press dan LPP.
Teknik Analisis Bahasa Pengantar
Penelitian Wahana Kebudayaan secara
Linguis. Yogyakarta: Sanata Dharma
University Press.
Jawa Kajian Morfologi dan Sintaksis.
Surakarta: Pustaka Cakra.
Sistem Kala dalam Bahasa Jepang: Suatu
Kajian Morfologi dan Semantik.
Humaniora, 199-208.
EFL Teachers’ Assessment Preferences and Prevalent Practices: The Case of Jordan
Sahail M. Asassfeh
Professor, Department of Curriculum and Instruction, Faculty of Educational Sciences, Hashemite University, Jordan
Corresponding Author: Sahail M. Asassfeh, E-mail: sabash@hu.edu.jo

ARTICLE INFO
Received: October 12, 2019
Accepted: November 15, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.10

ABSTRACT
Recently, there has been a great expansion in the role of assessment in language instruction and education at large. This study investigated EFL (English as a Foreign Language) teachers’ perceptions and practices associated with learners’ language progress assessment. A questionnaire was developed and provided to 107 teachers in Jordan. The study addressed five dimensions: reasons behind assessment, purposes, techniques, sources, and potential challenges. The findings of the study suggest that more enhancement is required for teachers’ positive convictions associated with assessment process. Teachers continue using assessment for more “official” reasons with emphasis on “formal” rather than “alternative” assessment. Moreover, senior teachers and supervisors seem to play a minimal resource for EFL teachers, who still encounter some assessment-related challenges. These findings invite interventions towards better, more effective assessment of EFL students’ progress.

KEYWORDS
EFL Assessment, Assessment Perceptions, Assessment Practices

INTRODUCTION
The unprecedented widespread of the English language at an international level during an era characterized by globalization has triggered educators, and EFL researchers in particular, to look for more effective teaching approaches and assessment strategies. Thus, “the role of language assessment in particular has expanded in education and wider society” (Taylor, 2013, p. 405) bringing a heavier weight for teachers and their instructional practices inside the classroom. These practices are highly influenced by the beliefs they hold about the components of the educational process. Thus, this study aims at contributing to our knowledge about EFL teachers’ beliefs and their actual practices associated with assessment. It focuses on actual assessment practices based on the premise that “assessment practices and purposes are mostly affected by teachers’ beliefs and attitudes about assessment” (Han & Kaya, 2014, p. 77).

LITERATURE REVIEW
According to Taylor (2013), Robert Lado’s (1961) seminal Language Testing volume, was practically the knowledge-based compared to opinion-based assessment literacy concept. Lado aimed to target, in addition to test makers, “a much wider range of key stakeholder constituencies including: existing teachers of foreign languages; prospective language teachers and, presumably, those in training; linguists and language specialists; teachers; and graduate students”. Yet, scholars after more than half a century are still questioning “what constitutes the effective teaching and testing of languages continues to this day in a world that is still characterized by globalization and technological advances” (p. 404).

In addition to their knowledge of content, language, and competence in EFL instruction, EFL teachers need to be literate in assessment. Assessment literacy is essential as it “provides teachers with the knowledge and necessary tools to help them understand what they are assessing, how they need to assess it according to specific purposes, and what decisions they need to make in order to assess their learners effectively and maximize learning” (Djoub, 2017, p. 10). Assessment literacy, according to Coombe et al. (2009, cited in Djoub, 2017) can hardly be attained without the teacher’s clear understanding of the meaning of effective assessment within the educational context, which may influence the assessment approach, and exposure to effective training, whether online or in the form of hands-on training workshops. Additionally, the abundance of
assessment resources and an embrace of educational change are very crucial.

Despite this, “misconception and fuzziness often surround what assessment is”, there is a thin line between what each of assessment and evaluation refers to (Drid, 2018, p. 293). Thus, whereas assessment concerns “information collection about a student to help in decision making about his/her progress and language development, evaluation is associated with the interpretation of assessment results in terms of the worthiness of performance in light of a well-established, specific standard” (Cheng, Rogers, & Hu, 2004).

Distinction has also recently been made between assessment of learning (AOL) and assessment for learning (AFL). Whereas the first is related to “reporting and decision-making purposes and thus making summative judgments of learning outcomes”, while the latter “integrates assessment into instruction as an ongoing process, where teachers use assessment information to make adjustments in their instructional endeavors and resources” (cf. Öz, 2014, p. 775). This means that teachers are required to go beyond the traditional role of assessing what students have achieved towards investing the assessment outcomes for improving their learning.

It seems improper to assume that more years of teaching experience will guarantee the development of the teacher’s assessment literacy. As Djoub (2017) has noted, “teaching experience alone has not allowed them to learn about how language assessment needs to be conducted more effectively, and they have therefore failed to develop their assessment literacy and share it with their learners” (p. 33).

In a recent study, Djoub (2017) administered a ten-question web-based survey to an international audience of EFL teachers with the purpose of investigating the effect of teacher’s assessment literacy on the assessment practices. Djoub concluded that the rating EFL teachers received was insufficient and their “beliefs and views concerning what assessment means for them in general and what constitutes sound assessment in particular reflect their lack of assessment literacy” (p. 22). Teachers were not aware of assessment contribution to student learning beyond measuring it, nor were they aware of the wide array of assessment techniques.

In their survey-based study on 56 public primary school Turkish EFL teachers, Kirkgoz, Babanoglu, and Ağçam (2017) addressed the type of assessment and questions those teachers used. Results indicated high-use frequency of traditional paper-based tests, performance activities, and observation, and multiple-choice questions were the common question type at a time when preferences favored communication-based over traditional assessment. A gap between actual preferences and actual practices can be clearly seen in these findings.

Han and Kaya (2014) surveyed 95 Turkish EFL teachers at primary and secondary schools with the purpose of exploring their assessment practices and habits, views, thoughts and feelings about assessment. They reported that less attention is paid to listening and writing, with speaking being viewed as the most challenging skill to assess. No differences were reported between EFL assessment practice associated with the teacher’s gender. However, there was a significant impact for class size. The impact of teacher assessment training was minimal with heavy reliance on the teacher’s personal assessment preferences. There was also no impact for the teaching hours or the number of quizzes on the teacher’s assessment preferences.

Also, within the Turkish context, Öz (2014) administered an online self-report to 120 EFL teachers. Findings showed heavy reliance on conventional --compared to formative-- assessment methods. The adoption of monitoring and scaffolding practices differed significantly across years of teaching experience, gender, and school type (public vs. private). Öz recommended that EFL teachers revisit their assessment practices and develop assessment-for-learning strategies and feedback procedures, which teachers can hardly accomplish without help and support.

Nezakatgoo (2011) used a quasi-experimental design study on 40 university students to determine the impact of portfolio-based writing assessment. Results revealed that portfolio-based assessment was more effective than traditional evaluation in terms of students’ writing improvement as well as in final-exam scores.

Chang (2008) administered a survey to 520 elementary school EFL teachers from Northern Taiwan. The majority praised portfolio assessment when it came to the practice of portfolio; the case was not the same when it came to practice, suggesting some discrepancy between teachers’ beliefs and practices. Moreover, whereas the overall findings suggested that teachers from different backgrounds with different levels of experience used multiple assessment together with traditional assessment, the most challenging circumstances against using alternative assessment were factors related to their work overload, time constraints, large class size, time-consuming activities, and concerns associated with the subjectivity enveloping multiple assessment.
More than two decades ago, Abbas (1994) conducted a study that addressed the criteria for EFL assessment in general and secondary school EFL exit exams in particular in Jordan. The results revealed that the process was not effective enough, nor were the criteria of effective language exams met, suggesting an educational reform in the area of language assessment.

Nonetheless, despite the overwhelming increase in the number of EFL learners, the impact of high-stake standardized testing, and the significance of instructional assessment, not much has been uncovered about EFL instructors’ assessment and evaluation performance (Cheng, Rogers, & Hu, 2004). There is evidence supporting the idea that teacher education and language assessment research is quite limited, with an increasing awareness of the need for assessment literacy (Montee, Bach, Donovan, & Thompson, 2013). Moreover, previous research on EFL assessment tends to focus on a specific assessment strategy, which leaves a gap in the reader’s mind associated with the comprehensive status quo of assessment practices. It also rarely links both beliefs and actual practices together.

Coombe, Troudi, and Al-Hamly (2012) cite research documenting that teachers typically spend no less than a third of their time in engagement with assessment and its related activities, yet without achieving the beneficial outcomes of effective assessment. It is urgent, accordingly, to explore the actual practices of EFL teachers and the beliefs they hold. Without doing so, tremendous efforts and much time can continue to be spent fruitlessly.

Especially during the last decade, the Ministry of Education in Jordan has attended to the importance of improving students’ competence in English, resulting in new legislations that require the introduction of English as a school subject starting from the first grade (5-6 forty-five-minute sessions a week) (Bani Abdelrahman, 2010). Given these efforts, this study aims to thoroughly investigate EFL teachers’ preferences and practices associated with EFL assessment in Jordanian schools and their association with some independent variables towards enhancing the level of awareness of the significance of assessment for learning and the variety of techniques teachers can use.

This study aimed to answer the following major question:

1. What beliefs do EFL teachers in Jordan hold about assessment and what assessment practices do they report in terms of:

   a. the motive behind assessment;
   b. the reasons behind assessment;
   c. source of assessment techniques;
   d. the common types/forms of assessment; and
   e. the challenges or difficulties associated with performing assessment.

**METHOD**

**Participants**

The sample of the study comprised a convenient sample of 107 EFL teachers, almost 65% of whom were female teachers. The majority (78%) were teaching at public schools. They were teaching basic (61%) aged 6-15 and secondary grades (39%) aged 16-17. The majority (60%) were BA holders whereas 22% were higher diploma holders and 18% held a Master’s degree or PhD. 77% of the participants had 8-year and above of teaching experience.

**Instrument of the study**

The data for this study was collected using a questionnaire designed for its purpose in light of a review of the literature pertinent to EFL assessment. The questionnaire was validated through presenting it to a seven-member panel of three university professors (two in EFL and one in measurement and evaluation) and four practicing teachers. For reliability, the survey was piloted (test-retest) on 23 teachers who were later excluded from its participants, with an alpha coefficient of .84 for the entire instrument. The survey elicited general demographic information as well as specific information about teachers’ perceptions and practices associated with the assessment they perform. In addition to demographics, the survey included questions about the motive behind assessment (2 items), the purpose behind assessment (12 items), source of assessment techniques (7 items), the common types/forms of assessment (17 items), and the challenges or difficulties associated with performing assessment (12 items). The questionnaire adopted a 5-point liker scale (strongly agree= 5, agree= 4, undecided= 3, disagree= 2, and strongly disagree= 1).

**Data collection**

Data for the current study were collected mainly face-to-face. Still, however, a few participants preferred having it sent to them via e-mail.

**Data analysis**

After survey distribution and collection, questionnaires were checked for completion, and data from 107 questionnaires were fed into and analyzed.
for results using SPSS (Statistical Package for the Social Sciences) 21.

RESULT AND DISCUSSION

Motives behind assessment

The first question on the survey aimed at eliciting teachers’ views about the extent to which they believed assessment is important: A few (7%) reported strong agreement, almost two thirds (60%) reported their agreement, 23% expressed disagreement, whereas 2% reported their strong disagreement, and the others were undecided. As to whether EFL teachers performed assessment because they are convinced (rather than because they are required), only 7% reported strong agreement that they perform it because they are convinced, almost one third (30%) reported agreement that they are convinced, 30% reported disagreement, and very few (2%) reported strong disagreement that they are convinced, and the others were undecided.

Reasons behind assessment

The second question with its corresponding items aimed at exploring the purpose behind assessment. As shown in Table 1, the strongest motives behind performing assessment relate to providing information to school administration and determining students’ final grades. Nonetheless, lower levels of agreement were associated with grouping students for instruction purposes, making students work harder, or preparing students for standardized tests (e.g. TOEFL), they might need to take in the future.

Table 1: Purposes behind EFL assessment

<table>
<thead>
<tr>
<th>Purpose behind Assessment</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- provide information to my school administration</td>
<td>4.68</td>
<td>.66</td>
</tr>
<tr>
<td>- determine the final grades for my students</td>
<td>4.50</td>
<td>.84</td>
</tr>
<tr>
<td>- diagnose strengths and weaknesses in my own teaching</td>
<td>4.48</td>
<td>.75</td>
</tr>
<tr>
<td>- obtain information on my students’ progress</td>
<td>4.47</td>
<td>.78</td>
</tr>
<tr>
<td>- motivate my students to learn</td>
<td>4.41</td>
<td>.73</td>
</tr>
<tr>
<td>- diagnose strengths and weaknesses in my students</td>
<td>4.39</td>
<td>.49</td>
</tr>
<tr>
<td>- provide feedback to students’ progress through the course</td>
<td>4.36</td>
<td>.73</td>
</tr>
<tr>
<td>- plan my instruction</td>
<td>4.24</td>
<td>.78</td>
</tr>
<tr>
<td>- developed by myself</td>
<td>4.23</td>
<td>.98</td>
</tr>
<tr>
<td>- formally document growth in student learning</td>
<td>4.21</td>
<td>.99</td>
</tr>
<tr>
<td>- group my students for instruction purposes</td>
<td>3.87</td>
<td>1.01</td>
</tr>
<tr>
<td>- make my students work harder</td>
<td>2.86</td>
<td>1.50</td>
</tr>
<tr>
<td>- prepare my students for standardized tests they might need to take in the future (e.g. TOEFL)</td>
<td>2.81</td>
<td>1.41</td>
</tr>
</tbody>
</table>

Source of assessment techniques

The third concern for this study is to investigate the source of assessment EFL teachers use. As presented in Table 2, most of the assessment activities are self-(or peer) prepared with reliance on the internet as well. Teachers reported less reliance on senior instructors and the least dependence was on EFL supervisors.

Table 2: Source of Assessment Activities

<table>
<thead>
<tr>
<th>Source of Assessment Activities</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- prepared by other instructors and myself</td>
<td>4.49</td>
<td>.74</td>
</tr>
<tr>
<td>- developed by myself</td>
<td>4.23</td>
<td>.98</td>
</tr>
<tr>
<td>- found on the Internet</td>
<td>4.22</td>
<td>.83</td>
</tr>
<tr>
<td>- obtained from published textbooks</td>
<td>3.05</td>
<td>1.74</td>
</tr>
<tr>
<td>- developed by myself and reviewed by my supervisor</td>
<td>3.02</td>
<td>1.48</td>
</tr>
<tr>
<td>- prepared by a selected group of senior instructors</td>
<td>2.92</td>
<td>1.54</td>
</tr>
<tr>
<td>- prepared by my supervisor</td>
<td>2.64</td>
<td>1.40</td>
</tr>
</tbody>
</table>
Common types/forms of assessment

Given the wide array of options teachers have at their disposal, the fourth major concern of this study addressed the techniques EFL teachers depend on in assessing their students’ academic performance. The results, Table 3, indicate clearly that the traditional pencil and paper test technique topped the rank. In addition, teachers reported frequent use of student-performed oral descriptions of events or objects, sentence-completion questions, editing a piece of writing, and in-class oral discussions, and oral reading/dictation. Nonetheless, long essay (more than one page), text summaries, student portfolios, and journals are the least frequently used.

Table 3: EFL assessment techniques and their use frequency by teachers

<table>
<thead>
<tr>
<th>EFL assessment techniques and their use frequency by teachers</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- teacher-made tests containing or asking students</td>
<td>4.47</td>
<td>.69</td>
</tr>
<tr>
<td>- provide an oral description of an event or object</td>
<td>4.31</td>
<td>.94</td>
</tr>
<tr>
<td>- sentence-completion items</td>
<td>4.29</td>
<td>.93</td>
</tr>
<tr>
<td>- editing a piece of writing</td>
<td>4.24</td>
<td>.83</td>
</tr>
<tr>
<td>- oral discussion in class</td>
<td>4.19</td>
<td>.80</td>
</tr>
<tr>
<td>- oral reading/dictation</td>
<td>4.15</td>
<td>.99</td>
</tr>
<tr>
<td>- oral interviews/questioning</td>
<td>3.96</td>
<td>1.14</td>
</tr>
<tr>
<td>- short essay (less than one page)</td>
<td>3.92</td>
<td>1.07</td>
</tr>
<tr>
<td>- oral presentations</td>
<td>3.86</td>
<td>1.14</td>
</tr>
<tr>
<td>- standardized speaking tests</td>
<td>3.17</td>
<td>1.55</td>
</tr>
<tr>
<td>- retell a story after listening to a passage</td>
<td>3.13</td>
<td>1.44</td>
</tr>
<tr>
<td>- standardized writing tests</td>
<td>3.12</td>
<td>1.43</td>
</tr>
<tr>
<td>- translation</td>
<td>3.06</td>
<td>1.52</td>
</tr>
<tr>
<td>- long essay (more than one page)</td>
<td>3.04</td>
<td>1.67</td>
</tr>
<tr>
<td>- student summaries of what is read/listened to</td>
<td>2.87</td>
<td>1.49</td>
</tr>
<tr>
<td>- student portfolio</td>
<td>2.55</td>
<td>1.36</td>
</tr>
<tr>
<td>- student journal</td>
<td>2.53</td>
<td>1.62</td>
</tr>
</tbody>
</table>

Challenges or difficulties associated with performing assessment

Finally, the fifth target of the current study is to shed light on the challenges EFL teachers encounter in assessment. The results (Table 4) indicate that grading students’ work, analyzing their results, and developing a rubric for grading students’ answers or performance are the most challenging areas of assessment. The least challenging areas include providing students with adequate feedback, identifying the best type of question format (open-ended, multiple-choice, etc.), and designing questions based on content. Assigning clear objectives of student assessment and making decisions on student’s success and failure were the least struggle of EFL teachers.

Table 4: Areas of Challenge in EFL Assessment

<table>
<thead>
<tr>
<th>Areas of Challenge in EFL Assessment</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- grading students’ work</td>
<td>4.30</td>
<td>.97</td>
</tr>
<tr>
<td>- analyzing students’ results</td>
<td>4.04</td>
<td>1.51</td>
</tr>
<tr>
<td>- developing a rubric for grading students’ answers or performance</td>
<td>4.01</td>
<td>1.12</td>
</tr>
<tr>
<td>- drawing a chart of test-characteristics</td>
<td>3.80</td>
<td>1.17</td>
</tr>
<tr>
<td>- discussing results with supervisors and school administration</td>
<td>3.32</td>
<td>1.32</td>
</tr>
<tr>
<td>- discussing results with parents</td>
<td>3.24</td>
<td>1.50</td>
</tr>
<tr>
<td>- administering the test</td>
<td>3.07</td>
<td>1.00</td>
</tr>
<tr>
<td>- providing students with adequate feedback</td>
<td>2.75</td>
<td>1.34</td>
</tr>
<tr>
<td>- identifying the best type of question format (open-ended, multiple-choice, etc.)</td>
<td>2.72</td>
<td>1.54</td>
</tr>
<tr>
<td>- drawing questions based on content</td>
<td>2.67</td>
<td>1.21</td>
</tr>
<tr>
<td>- assigning clear objectives of student assessment</td>
<td>2.49</td>
<td>1.51</td>
</tr>
<tr>
<td>- making decisions on students’ success and failure</td>
<td>2.37</td>
<td>1.25</td>
</tr>
</tbody>
</table>
EFL teachers’ views about the reason behind assessment indicate that no less than two thirds are convinced with the beneficial role assessment plays in teaching, a finding that mirrors the assumption about the time teachers spend on assessment as a part of their teaching (cf. Troudi & Al-Hamly, 2012). The percentage of those who expressed strong disagreement (3.7%) is low but still they need to be convinced with the advantages of assessment. In addition, no less than one third of the teachers reported strong agreement that practicing assessment is a result of regulations requiring them to do so. There is no contradiction --it seems-- between being convinced and having regulations mandating assessment. One possible interpretation, however, could be that the only reason behind conducting assessment is the regulations, and in this case it will be wise to consider improving teachers’ conception pertinent to the significance of assessment for learning.

Teachers’ responses about the motives behind assessment suggest an influence for the frequently reported reasons, namely providing information to school administration and determining students’ final grades. The belief that assessment leads to more students’ work seems unconvincing for teachers, and their students’ need for sitting international standardized tests does not seem to be an urgent need. Possibly teachers are occupied with the latter idea since neither the secondary stage exit exam (tawjih) as called in Jordan) nor university admission requires a score on such standardized tests. In countries where university admission requires a score on international standardized tests (e.g., TOEFL or IELTS), EFL teachers would probably assign more weight for preparing students for such tests. This stated, it seems a weakness in the educational system of Jordan at the school level that students’ grading on their secondary exam is limited to achievement tests that do not necessarily measure proficiency (cf. Susaki, 2008).

The results pertinent to the in assessment EFL teachers’ source of knowledge use clearly indicate over-reliance on themselves and other peers in addition to the internet. Teachers reported less reliance on supervisors, whether in the preparation or consultation in assessment matters. Senior instructors seem to play a very limited role in helping towards effective assessment. Even though the majority of the participants in this study can be labeled as “experienced” teachers, which can help in interpreting this result, consultation with senior instructors and supervisors can be of great help. One more possible interpretation for these results lies in the fact that Jordan adopts a centralized system of education, whereby the textbooks used are adopted country-wide with specific details provided in the teacher’s book guiding teachers on techniques for handling assessment issues. It seems that, after all, teachers need a more supportive role from supervisors and senior teachers.

In response to the fourth question addressing the type of assessment techniques used, the results suggest that teachers lean more toward using traditional, rather than alternative assessment. As has become commonly known, “oral exams, true-false, multiple-choice, matching, completion, short-answer, and extended short-answer test items” belong to traditional assessment whereas “essay items, research papers, portfolios, models, and structured and unstructured performance assessments” belong to alternative assessments (Alkharusi, 2008: 250). Notably, the use of traditional pencil and paper test technique, student-performed oral descriptions of events or objects, sentence-completion questions, editing a piece of writing, and in-class oral discussions, and oral reading/dictation was the most frequent. This, however, came at the expense of alternative-assessment-related techniques such as long essay (more than one page), text summaries, student portfolios and journals. This finding coincides with Djoub’s (2017) finding that 80% of her study sample used regular pen and paper tests at a time when almost two thirds used portfolios and almost only one third used journal writing, and a very low percentage used role play (p. 17). Teachers, accordingly, need more explanations about and encouragement to adopt alternative assessment techniques that give clearer evidence on students’ advancement in performance rather than being limited to achievement. More emphasis is required on strategies that are consistent with the communicative aspect of language instruction. This finding aligns with what scholars (e.g., Troudi & Al-Hamly, 2012) confirm, namely that much work can be done on assessment with little beneficial outcomes.

**CONCLUSION**

The current study aimed at investigating EFL teachers’ perceptions and practices associated with the assessment of learner’s language progress. It addressed five dimensions: reasons behind assessment, purposes, techniques, sources, and potential challenges. The findings of the study suggest that more enhancements are required for teachers’ positive convictions associated with the assessment process. Teachers seem to continue using assessment for more “official” reasons with an emphasis on “formal” rather than alternative assessment.

Moreover, senior teachers and supervisors seem to play a very minimal resource for EFL teachers, and
there are still some challenges teachers encounter, which invites interventions towards better, more effective assessment of EFL students’ progress. For example, grading students’ work, analyzing their results, and developing a rubric for grading students’ answers or performance continue to be sources of challenge for EFL teachers.

Teachers seem to be still obsessed with formal, rather than informal, assessment. This is interpreted within their challenge in dealing with “student’s journal or portfolio of material, as a formal assessment of the attainment of certain course objectives, but it is problematic to call those two procedures “tests” (Brown, 2004:6). Tests, formal tests, it seems, are what counts as true testing for assessment from the views of this study’s participants. This also confirms Brown’s (2004) suggestion that designing assessment rubrics that are communicative and performance-based remains to be a challenge for EFL teachers.

In-service teacher training into assessment literacy is encouraged in order to enhance EFL teachers’ multi-dimensional awareness on the use of multiple assessment techniques such as observations, checklists, questionnaires to develop teachers’ ability to carry out effective assessment. Such training can help in enhancing teachers’ understanding of what sound assessment is and how it should be administered.

Finally, it should be noted that this paper is not without limitations. Studies addressing particular (lower basic, upper basic, or secondary) school levels would be very helpful. The type of school to which an EFL teacher belongs might play a role in shaping both beliefs and/or practices. The sample size remains an issue, too. There seems to be a clear need for studies on the same topic involving larger samples for wider generalizability.

ACKNOWLEDGMENTS

The researcher is thankful to the EFL teachers who generously provided data for the current study.

REFERENCES


Conceptual Enantiosemy
Murodova N.I.¹* & Djumabaeva J.Sh.²
¹PhD Student, Department of English language, Faculty of Foreign Philology, National University of Uzbekistan named after Mirzo Ulugbek
²Associate Professor, Doctor of Philology, Head of the Department of English language, Faculty of Foreign Philology, National University of Uzbekistan named after Mirzo Ulugbek
Corresponding Author: Murodova N.I., E-mail: nazira-19@mail.ru

ARTICLE INFO
Received: October 12, 2019
Accepted: November 18, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.11

ABSTRACT
This article discusses the phenomenon of enantiosemy, offers a general overview of the history of its development and also presents the main types of enantiosemy. The main attention is paid to the consideration of cognitive signs of enantiosemy in English, Russian and Uzbek languages. The research is mainly done on associations of interviewees. The purpose of this article is to present and prove a new type of enantiosemy “conceptual enantiosemy” through deep research. The main methods of the research were the survey method. This article proves that each person perceives words differently, either in a negative or in a positive aspect. Interviewees (different levelled students, teachers) were to write the very first associations to the data in questionnaire that consisted of thirty words in three languages, regardless of the part of the speech, whether that word would be a noun, adjective or verb. From the results, antonymic pairs of word associations were analyzed, which were the proof to the existence of conceptual enantiosemy.

KEYWORDS
Enantiosemy, cognition, associations, antonymic pairs, conceptual enantiosemy.

INTRODUCTION
“Quot homines, tot sententiae”, as the Roman playwright P.Terence (c. 195-159 BC) said so, i.e. how many people, the same number of opinions. We will add to this proverb: the more there are words, so many concepts and even more associations.

The research on the dissertation “Linguo-cognitive features of enantiosemy in English, Russian and Uzbek” has been performed at the National University of Uzbekistan named after Mirzo Ulugbek, led to a new type of enantiosemy which was decided to name as “conceptual” which we tried to prove in the following research. At first, we will begin with the definition of the phenomenon of enantiosemy and its origin.

LITERATURE REVIEW
Enantiosemy is a combination of two opposite meanings in one word. The polar meaning of words, as well as syntactic and lexical differences in word compatibility – these are features that express enantiosemy. The study of this linguistic phenomenon began in 10th century by the well-known expert of that time on the Quran and the Hadith, the philologist and grammanian Abu Bakr ibn al-Anbari (885-940). Examples of Arabic enantiosemy are outlined in his book “Kitab al-aDDad”. Abu Bakr ibn al-Anbari named words that contain the opposite meaning “aDDad”. In this book, he cites numerous examples of enantiosemy in the Arabic literary and colloquial language, and also gave examples from the dialects of a given language.

In 1884, Carl Abel in his book "Über den Gegensinn der Urworte" put forward a hypothesis of initial enantiosemy. This hypothesis Abel argued with examples from the Egyptian language, arguing that this is the result of the rich vocabulary of this language. The cause of enantiosemy according to Abel was the comparison and finding the opposite meanings of words. Following Abel, having become interested in his works, in 1910 S. Freud publishes an article "On the antithetical meaning of primitive word". However, E. Benveniste criticized Freud’s article, justifying the weakness of Abel’s arguments about pre-lingual enantonymy. By the beginning of the twentieth century a book by another German explorer T. Neldeke (Woerter mit Gegensinn – addad). In the article "Initial enantiosemy and diffusion in language" by B.T. Ganeev, the author
points out the linguist Sami Ali, who studied enantiosemy in Arabic language, which developed Freud's ideas. As for the term enantiosemy, it was introduced to the scientific circulation by V.I. Schertsl in 1883, who believed that this is "one of the most remarkable and amazing phenomena in the field of semiotics".

In English linguistics, some linguists have studied enantiosemy. The terms "autantonym" and "contronym" were originally coined by Joseph T. Shipley in 1960 and Jack Herring in 1962, respectively\(^2\). Some pairs of contronyms are true homographs, i.e., distinct words with different etymology which happen to have the same form. Miriam Shlesinger and M. Lynne Murphy point out that such words are sometimes called Janus-words, due to the two-faced god Janus. Dirk Geeraerts writes that this phenomenon is known in historical semantics as antiphrasia. John Train in 1980 wrote the book "Amazing words with extraordinary origins". David Gamon proposed the term enantiodromia for the diachronic process of changing the meaning of a word. Also, enantiosemy is one of the types of semantic shift according to Andreas Blanc. Ales Klegr in the article "The limits of polysemy: enantiosemy"\(^3\) gives a classification for the types of enantiosemy. He divides it into seven distinct groups, six of which demonstrate a systematic, motivated relation between enantioseme and polyseme (Linguistica Pragensia 2/2013). Ales Klegr concludes that enantiosemy incorporates a set of relations within a word between polysemes (autohyponymy, automeronymy, co-hyponymy, in addition to semantic shifts, metaphor and metonymy). He identifies the following types of enantiosemy: directional, collocational, irony, antirony, euphemistic, converse and non-systematic.

There are mentioned a number of types of enantiosemy in linguistics: synchronic – diachronic, linguistic – speech, lexical – grammatical, lexical – phraseological, denotive – connotative, intra – and interlingual\(^4\). We propose a new type – conceptual enantiosemy. It is common knowledge that a concept is not only the usual meaning of a word recorded in a dictionary, but also all the information about this word. Everyone has conceptual thinking. The cognition of a person includes perception, thinking, awareness, speech. In the cognition of one person, the concept of a word, i.e. glasses, can be completely different compared to the cognition of another person. The process of scoring this word can affect the perception of this word in different ways for each person. Any word causes a different perception due to any situation associated with this word. For instance, for someone glasses remind a teacher or as being called a four-eyes, etc. Especially the level of intonation of a word shows how a person will perceive this word in relation to himself. For example, in Uzbek families, the role of the daughter-in-law and mother-in-law is big. Every word plays a big role in a relationship. Many words and phrases are opposite. It is necessary to carefully understand what and how they say, since usually it means the completely negative meaning of what was said. Not only in this case, but in all relations between people, there is sometimes a reproach and the opposite meaning in the dialogue.

**METHODOLOGY**

A survey was conducted to identify and prove conceptual enantiosemy. This survey was conducted at Mirzo Ulugbek National University of Uzbekistan, faculty of foreign philology, department of English philology, world literature, among first, second courses, as well as among undergraduates and teachers. Also, about 15 students and teachers were from other universities in the same direction i.e. philology and language learning (Romano-Germanic philology). Seventy people participated in this study. The questionnaire consisted of thirty words. As the dissertation topic based on comparison of three languages: ten words in Russian, ten words in English and ten words were given in Uzbek separately. The respondents had to write the very first associations (up to two) to these words, regardless of the part of the speech, whether that word would be a noun, adjective or verb. The main methods of the research were the written survey questionnaire.

From the results, antonymical pairs of word associations were analyzed, which is evidence of the existence of conceptual enantiosemy. Due to the fact that students study in different groups where Russian or Uzbek is prevalent, next to each word was a translation of this word into English, as all students study English.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Очки (glasses)</td>
</tr>
<tr>
<td>2</td>
<td>Стул (chair)</td>
</tr>
<tr>
<td>3</td>
<td>Дерево (tree)</td>
</tr>
<tr>
<td>4</td>
<td>Сердце (heart)</td>
</tr>
<tr>
<td>5</td>
<td>Книга (book)</td>
</tr>
<tr>
<td>6</td>
<td>Судьба (fate)</td>
</tr>
<tr>
<td>7</td>
<td>Насекомое (insect)</td>
</tr>
<tr>
<td>8</td>
<td>Счастье (happiness)</td>
</tr>
<tr>
<td>9</td>
<td>Душа (soul)</td>
</tr>
</tbody>
</table>

---

\(^2\) [http://en.wikipedia.org/wiki/Contronym]

\(^3\)Klegr A., The limits of polysemy: enantiosemy, Aleš Klégr (Prague), LINGUISTICA PRAGENSIAS 2/2013

\(^4\) Е.В Шелестюк, [http://rudocs.exdat.com/docs/index-132836.html](http://rudocs.exdat.com/docs/index-132836.html)
RESULTS AND DISCUSSION
Words in the questionnaire in Russian

Glasses
The first word in the questionnaire was “glasses”. Associations, of course, were very different: eyes – 12, eyesight – 9, sun – 7, mirror – 5, protection – 4, health – 3, grandfather – 3, glass – 3, magnifying glass – 3, nerd – 2, smart – 2, straight-A student, knowledge – 2, book – 2, accessory, fashion – 2, black – 2, teacher – 2, poor, intelligence, reason, pure, scientist, money, summer, face, beauty, accuracy, diplomat, elderly, frame, clumsy guy, light, sunglasses, grandfather, window, cup, scissors, white, mind, age, protection, smart person, student, beautiful.

In order to identify conceptual enantiosemy, let’s look at words that are either directly opposite to each other, or opposite to some extent. For example, eyesight – poor eyesight; grandfather – grandmother; teacher – student; these words are clearly opposed to each other, however the associations health – beauty are not direct opposites, i.e. someone perceives glasses as an accessory for beauty, protection from the sun, while it is a vital thing intended for another person with visual impairment. Moreover, having heard this word, some people may think of an excellent student, scientist, diplomat, intelligent person, i.e. may perceive as a positive word, but others most likely may think of a clumsy guy, a geek, or as a nickname bespectacled given in school, so we can observe negative associations in questionnaire responses.

Chair
Associations to the word chair were broke down into several categories:
- furniture: table – 16, board, chair;
- place – 3: audience – 3, office, university – 2, lesson, school;
- food: lunch, tablecloth;
- room: toilet, kitchen, dining room, floor;
- leader: supervisor – 2, teacher;
- item: book – 2, notebook, cup and the rest: relaxation, family, wood, wooden – 4, soft – 3, comfortable, royal, red, brown, sit and work.

At first glance, it seems difficult to identify the opposite words, but if you look thoroughly, you can see some differences. For example, toilet – kitchen, rest – work, wooden – royal, red, brown, i.e. people have different color perceptions. Initially, the word “chair” did not imply a large number of associations on the contrast with other words, but as we can see here there are a variety of words and even six categories of this word have been identified.

Tree
To the given word “tree” many associations were responded, where we can observe opposite ones. Antonymic pairs in our opinion are:
- old, old age – youth;
- life, green, tree of life – firewood, building material, saw, furniture, i.e. life and roughly speaking – death.

Also, everyone has different associations on the types of trees: plane tree, Christmas tree, lilac.

Heart
Antonymic associations to the word heart turned out to be: tenderness, sincerity, kindness, kind – meanness; to love and love – broken heart, hanahaki (fictional illness of unrequited love where a person coughs up flower petals), suffering; mother – father.

Book
The word book is possibly the richest in associations answered by the participants in the questionnaire, however, they are not completely opposite, but still these associations are very different. This word is divided into categories in the table below.
Table 2: Book

<table>
<thead>
<tr>
<th>№</th>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
<th>Books</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1</td>
<td>knowledge – 18</td>
<td>interesting – 2</td>
<td>read</td>
<td>Starry nights (&quot;Yulduzli tunlar&quot;)</td>
<td>novel – 2</td>
</tr>
<tr>
<td>.2</td>
<td>library – 6</td>
<td>useful</td>
<td>learn – 2</td>
<td>Harry Potter</td>
<td>fantasy</td>
</tr>
<tr>
<td>.3</td>
<td>wisdom – 3</td>
<td>calm</td>
<td>learn poems</td>
<td>Mowgli</td>
<td>fiction</td>
</tr>
<tr>
<td>.4</td>
<td>wit</td>
<td>clever</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.5</td>
<td>skills</td>
<td>soulful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.6</td>
<td>school – 3</td>
<td>scientific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.7</td>
<td>education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.8</td>
<td>friend – 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.9</td>
<td>fellow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>paper – 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>note-book, pen – 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>binding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>sheet/page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>information – 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>source of information – 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>bestseller</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>author – 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>reading – 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>light – 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>reality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>творчество</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>existence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>love</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>gold</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>encyclopedia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>glasses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>pictures on the cover</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>grandfather</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>old man</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>night</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>free time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are 33 nouns (if we take into account the repetitions of words, then 55), adjectives – 6 (with repetitions 8), verbs – 3 (with repetitions 5), three books' names and 5 genres of books. Perhaps this is the most positive word with associations. Due to the fact that the word book caused a great deal of associative differences as well as other words, this is the relevance of this study; moreover, it is the proof of the existence of conceptual enantiosemy.

**Fate**

It was interesting to analyze how people react to every word in the questionnaire. For example, the word fate, someone thinks it is interesting, and someone is terrible, many thoughts about the future than the present, and more people thought about success and luck in life than about failures. Most likely, each person was thinking about his life and fate at the moment.

**Insect**

The word "insect" was not particularly distinguished by opposite associations, except for the words harm, pest and benefit. The main was the difference in insects’ species.

**Happiness**

This word distinguished itself as the most positive word with positive associations such as happiness is family, parents, children, health, etc. However, some wrote that happiness is money, this statement is also
correct, but along with other words it creates slight contradiction.

**Soul**
This word is mainly associated with both good and bad, for example: grief, fear, *bad* in a person – joy, happiness, calm, pure, *kind, immortality – dead soul.* Some survey participants thought of different colors: green, white.

**Mirror**
Having analyzed this word, it would be appropriate to say that there are no obvious contradictions, but some opposite words we can identify. Perhaps when people look in the mirror they see their *fears, mistakes, horrors,* others probably can see *beauty*; also we can consider as antonyms the words *Snow White, the princess* and *the witch.*

**Words in the questionnaire in English**

**Fire**
Among these words, we considered the following as antonymic pairs:
- flame – water;
- *disaster, war, trouble, a destructive burning – fest, bonfire.*

Here the words are negative about distress, and the other two are positive, although there is the word *bonfire,* it is usually during the holidays, so we attributed this word to positive.
- *scary - beauty;*
- *friend – enemy, hell;*
- *hell, death - life.*

**Ice**
These opposing to each other associations were examined in the table:

<table>
<thead>
<tr>
<th>- cold, ice-cream, snow, winter, iceberg, freezing, North, coldness, frozen, skiing, white cubes, slip, smooth</th>
<th>+ summer, butterfly, Coke, ice cube</th>
</tr>
</thead>
</table>

These words are clearly shown in table, where the main opposites to the word “ice” are *summer, ice-cream – winter, snow, cold, freezing* i.e. someone thinks about the cold in the winter, and someone about the cold drink in the summer time.

**Milk**
Among these associations, by the word milk, we considered the following as antonymic pairs:
- *Milky way, Nestle, Nesquik, Nisholda,* milkshake, kefir, sour cream, coffee, ice cream – various dairy products, sweets, which include milk;
- mother – baby.

**Sweet**
Many respondents, after reading the word sweet, immediately thought about something (even about someone: *a baby, sweet children*) that was very tasty, such as *cake, candy, chocolate, sugar, strawberries,* but some mentioned *pain and toothache,* as well as *pain in heart from love.* We can conclude: *sweetness, happiness – pain.*

**Bone**
The associations were so different and interesting, mainly related to the ones has a bone or who eats it: *a dog, skeleton, fish bone,* etc., also a film associated with this solid organ of the body: “*Mortal instruments, city of bones*” and the TV-series “*Bones*”.

**Antonymic pairs:**
- *human, strength, body, blood – disease, death, grave;*
- *leg – hand;*
- *dog – cat;*
- *body – skeleton.*

As can be seen from the analysis of associations, four antonymic pairs were identified here.

**Victim**
Here we can observe the chain of events preceding the victim, i.e. from the person / animal (*sheep*) to the process of becoming a *victim (sacrifice)* and then *investigating: poor, unhappy, pain, knife, scream, criminal, dead, killing, murder, police, punishment, prison, Sherlock Holmes.*

The sheep symbolizes victimhood in various cultures and it is a symbol of innocence and kindness. Summarizing the associations, this word almost has no antonymic pairs, but the words *cops* and *loyal* i.e. acting within the law, law-abiding, may completely contradict the words criminal, murder.

**Ring**
This word also aroused various associations, mostly *wedding, pre-wedding ceremony, engagement* are mentioned and how much this makes people happy: *happiness, joy.* Moreover, what metal this ring is made of: *diamond, silver, gold.*

---

5 A type of sweet dessert made in the period of Ramadan in Muslim countries.
6 A detective based on works of A.K. Doyle.
The gender was also mentioned: husband, wife. This word is also very positive.

**Line**
The word line is polysemic, which we can observe in the associations of the respondents: queue, border, way. In our opinion, the opposite words are:
- death – life;
- start – finish;
- pros and cons in life;
- stop – run.
The comparison of the “line” with death, probably it is due to the fact that when in the hospital the patient is holding on his life, he/she is connected to a ventilator, and if the heart stops, the device shows a solid straight line.

**Time**
The word *time* was very interesting during the analysis of associations. For example, for some people *time is money*, for others *time is life, family*. Many people compared time with water and hours, which is slipping away, elusive, very fast and precious. Also, opposites are the following words:
- death – life;
- past, history – live, life.

**Swine**
This word caused mainly negative associations, such as *dirty, disgusting, stinky, beast, drunk man, unpleasant person, fat, rude, black* (black boar), pink (pink pig), etc. We can see antonymic pairs in the following words:
- animal – a person;
- a man – obese woman.
Analyzing these associations, the following positive words seem questionable, such as *peacefulness*, white, joy, beauty. We believe that in people’s cognition the word *swine* cannot arise positive words simply by the virtue that *pork is forbidden in Islam* that is Uzbek people’s religion. If we include these words, we can see such oppositions:
- not beautiful – beauty;
- black – white.

We believe that some survey participants may have confused this word with another similar word in its sound. During the survey EFL students had some questions. The question was that in the list of words where you need to write your associations to each word, students specified the translation of the word *swine*, whether it meant *a swan* (Russian *lebed*). It was understood that we deal with *paronyms* – very similar words in sound and spelling but different in lexical meaning. In this regard having examined other paronyms also in Russian language, a new type of antonyms was revealed: *paronymic antonymy*. For example: *postupok – prostopok* (act – misconduct), *razdet – razodet*’ (undress – dress in), etc. There were several paronymic antonyms were identified in Uzbek language as well according to the dictionary of paronyms.

**Words in the questionnaire in Uzbek**

**Yo’l - way**
In our opinion, the antonymical pairs of this word are:
- khayot, khayot yo’li (life, life path)
- narigi dunyodagi abadiy yo’li (eternal path in another world);
- tekit, ravon, to’g’ri – egri, qing’ir-
  qiyshiq (straight – curve).

**Qanot – wings**
This word does not particularly combine the antonymic associations, there are simply different associations of bird species *kabutar, ho’roz, burgut, Humo gush* (pigeon, eagle, rooster, Humo bird). However, the word *farishita – angel* the word itself considered as symbolic enantiosemy (*the guardian angel and fallen angel*).

**Mavzu – the theme**
Associations to the word *mavzu* were connected with study and work (*scientific work, lecture, seminar*), also mainly descriptions of a given topic (*travel, work*) or its characteristics (*relevant, interesting, complex*).

We counted the following associations as antonymic pairs:
- muhokama – g’iybat (discussion – gossip);
- lekciya – seminar (lecture – seminar);
- ish – sayokhat (work – travel);
- qiyn – qiziqarli (difficult) – (interesting).

**Hujjat – document**
Antonymic pairs of this word:
- muhim, kerakli (important, necessary) – muhimsiz, keraksiz (unimportant, useless).

**Hizmat – service**
In our opinion, the following words are the antonymic pairs to this word:
- savob (beneficence), minnatdor (grateful), bepul (free) – pulli (paid);
- ofitsiant (waiter) – mijoz (client).

**Rakhbar – boss**
There are different associations mainly defining the word *boss: mother-in-law, father-in-law, partner, director, king, leader, teacher.*
Antonymic pairs to this word in our opinion are:
- qattiqo‘l (strict) – mehirbon (caring);
- sardor (leader, manager) – kekkaygan, olifta (conceited, vain);
- aqli (smart) – ahmoq (fool).

O’smoq – grow
This word is positive and has no antonymic pairs, except for different opinions that what can grow: o‘simlik, daraht, gul, atirgul, bola (plant, tree, flower, rose, child).

Avlod – generation
We showed the opposition in a graduonymic line:

<table>
<thead>
<tr>
<th>bugungi kun (present)</th>
<th>davomiylik (future, continuation of life)</th>
<th>o’tmish (past)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bobolarimiz (grandfathers), ajdodlarimiz (followers)</td>
<td>yoshlar (youth)</td>
<td>bizning davomchila rimiz (followers)</td>
</tr>
</tbody>
</table>

Oila - family
The associations of the survey participants to the word “oila” are mainly associated with family members: aka, uka, opa, ona, ota (brother, younger brother, sister, mother, dad) and abstract concepts baht, sevgi, farovonlik, birlash (happiness, love, prosperity, wealth). These words are positive, not opposite to each other.

Qishloq – village
A lot of associations were written, which at first glorified the word qishloq with such words as chiroyli tabiat, musaffo joy, toza havo (beautiful nature, clean place, clean air) and there are also completely negative words such as regres, rivojlannislik, pahsa uylar, internet yo‘q (setback, stagnation, clay houses, no internet connection). We can observe words that directly relate to the countryside: tandir, yaelpiz, dalalar, mevalar, daraxtlar, to‘g‘, paxta dalasi (tandoor, mint, fields, fruits, trees, mountain, cotton field) and also to people: ota-ona, bobo, buvi, bog’bon, fermerlar (parents, grandfather, grandmother, gardener, farmers).

CONCLUSION
During the survey all respondents may have had a number of reasons that affected their answers. We think that this depends on the worldview, the psychological state of the interviewee and also the attitude to the examiner (the person who is taking questionnaire). Worldview, background information plays a big role in associating a word, the more a person well-read is, the better he can write deep and thoughtful. So, one student wrote the association nemeton in the word tree, which as mentioned above, denotes a sacred grove. The associations were different, for example, even TV series and films were mentioned: “Bones” “Mortal instruments, city of bones” etc. Psychological state also plays a large role in positive and negative responses. Perhaps at that time, the respondent was in a state of depression, the world seemed gloomy, therefore, associations were negative as sick, broken, ill etc. Some students even skipped a few words, apparently due to a lack knowledge or complete indifference.

Summing up the research, we can say that some words: 6 out of 30, did not have a negative meaning, these are the following words in the questionnaire: happiness, ring, village, wings, grow and family; however, 24 words out of 30 had antonymic pairs, even several were broken down into categories. As a result, we can confidently say that there are various opinions and associations regarding any word. We believe that the existence of conceptual enantiosemy is proven.

REFERENCES
Translation of Culture-bound Items: A Case Study of the Movie "Sensitive Floor"
Marzieh Souzandehfar 1 & Narjes Zakeri Mehr 2
1Assistant Professor of TEFL, Jahrom University, Jahrom
2BA Student of Translation Studies, Jahrom University, Jahrom

Corresponding Author: Author’s Name, Marzieh Souzandehfar E-mail: souzandeh@jahromu.ac.ir

ARTICLE INFO
Received: October 12, 2019
Accepted: November 16, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.12

ABSTRACT
Culture-bound elements are of great significance in translation, especially when it comes to translating popular media, such as movies. The present study investigated strategies and techniques used in translating expressions containing culture-bound elements in the English subtitle of the Iranian movie, "طبقه حساس" (Sensitive Floor), Crystal Simorgh Award winner for best actor in the Fajr Film Festival and Grand Cinema of Iran, in 2014. Based on Pedersen’s (2005) taxonomy, Persian sentences and expressions which contained culture-bound items were extracted and compared with their English counterparts in the subtitles. The results of the analyses revealed that out of the 40 culture-bound items extracted, 15 used source language oriented strategies (including 4 retention, 2 specification, 9 direct translation) and 25 used target language oriented strategies (including 7 generalization, 8 substitution and 10 omission). It was also concluded that direct translation and omission of cultural expressions could result in strange meanings and consequently, misunderstanding of the message by the audience in the target language community and should be avoided whenever possible.

KEYWORDS
translation, culture-bound expressions, translation strategies

INTRODUCTION
How can we translate culture bound items? This is a question which may come to one’s mind whenever accosted by an expression which has no direct equivalent in the target language. Actually they have specific meanings in a culture and language from which they arise but not necessarily in others. The present movie is full of such expressions that every translator doubt if it does make sense for the target audience or does it need to be localized and replaced with a more familiar equivalent.

“For a start, films are distributed worldwide and through so many different media that some of them reach an enormous and extremely diverse audience within the very first months after their release. Film’s propensity to travel means that the cultural references used to give shape to the story also travel extensively. Indeed, films continue to circulate long after their first launch and are often re-translated. Subsequent translations have greater time gaps to span. Furthermore, film semiotics is an important factor since both the visual and sound systems of a film contribute to the way it gives shape to its source culture or cultures, and foregrounds subtitling’s vulnerability. In short, cinema’s cultural diversity presents translators with a world of challenges.” Diaz Cintas (2007, P. 200).

Since the need for translating movies arose, the demand for cultural transmission came to fore. Most of the time it is impossible to translate a movie or even a book without paying attention to its culture-bound items. Culture-bound items have always been difficult to translate and interesting to analyze at the same time. One of the strong points of the movie which is selected to study, was the translation of culture-bound items. So it became a motivation for the present researcher to choose this issue for the study. This study was intended to identify the strategies used while translating the Movie "Sensitive Floor" And to analyze them to reach a conclusion to know which strategy was used for each element and which one was used more than others. As a result of doing so, the study makes a contribution to the discussion of the way that culture-bound elements should be translated.
LITERATURE REVIEW
Culture-bound items
Culture-bound terms are extra linguistic references to items that are tied up with a country’s culture, history, or geography, and tend therefore to pose serious translation challenges. They are also referred to as cultural references, realia, and, more recently, ECRs or extra linguistic cultural-bound references (Pedersen, 2011, cited in Cintas, 2007).

Subtitle
According to Diaz Cintas (2007, p.8) "subtitling may be defined as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that endeavours to recount the original dialogue of the speakers, as well as the discursive elements that appear in the image (letters, inserts, graffiti, inscriptions, placards, and the like), and the information that is contained on the soundtrack (songs, voices off)."

Newmark (1988, p.78) points out that "translation problems caused by culture-specific words arise due to the fact that they are intrinsically and uniquely bound to the culture concerned and, therefore, are related to the context of a cultural tradition." There are many ways to categorize culture-specific items, for instance Newmark (1988, p.78) "talks of five areas that cultural items may come from: (1) ecology (flora, fauna, winds, ETC.), (2) material culture (artifacts food clothes houses and towns, transport), (3) social culture (work and leisure), (4) organizations, customs, ideas (political, social, legal, religion or artistic), and (5) gestures and habits." In her article on cultural references and subtitling, Nedergaard-Larsen (1993, p.211) proposes the following main classification: "references to geography, history, society, and culture." The taxonomy given by Vandeweghe (2005, P.40-41) "focuses on three main types: geographic, ethnographic, and social-political references." In a recent article Ramière (2004) distinguishes among extra-linguistic geographical, historical and socio-cultural references. Many alternative groupings are possible and some may be more useful than others for special analyses. The rather detailed version below is largely based on Grit (1997) as discussed in Vandeweghe (2005, P.40-41). "Historically bound references could, in fact, fall under any one of these three headings: Geographical, Ethnographic, Socio-political references."

So it can be concluded that each of these scholars might have his/her own way of categorizing culture-bound elements. But what matters here is that you should choose the one which best fits your aim of study.

As was mentioned before, translating culture-bound elements has always been a challenging issue. Some subtitlers tend to omit the word or expressions when there is no way to convey the meaning in the target culture. For example Diaz Cintas (2007) names a situation in which the expression has a humorous sense and the translator might prefer to simply omit it but as he puts it, "respecting the culture-bound references does not mean that faithfulness to the ST must be complete and the degree to which subtitlers expect their audiences to know culture-bound items varies considerably from country to country." Diaz Cintas (2007, p.217)

Based on the previous studies and as a result of watching several Persian movies, subtitled into English, it seems that in dealing with culture specific items most of the time the exact meaning of the expressions doesn’t actually exist and translators tend to omit the SL word or expression in the target text. As Diaz Cintas states (2007, p.162) "omissions or deletions are unavoidable in subtitling but before deciding to omit, subtitlers must ask themselves: will the viewers still be able to understand the message or scene without too much of an effort, and will they not misunderstand it? Subtitlers must become experts in distinguishing what is essential from what is ancillary. The results of the study will identify the correctness of the presuppositions."

METHODOLOGY
The sample is a case study of an Iranian movie, subtitled into English. As was mentioned, the study was aimed at extracting culture-bound items of the movie abovementioned and identifying the strategies used by the translator in the subtitle of the movie based on the theoretical model presented by Pedersen (2005). Based on this model, culture-bound elements are divided into two major types: extralinguistic and intralinguistic. Extralinguistic culture bound elements is subdivided into two parts, source oriented and target oriented.

Source language-oriented strategy consists of three subcategories:

1. Retention: retention is the most source-oriented strategy, as it allows an element from the SC to enter the TT. Sometimes the retained ECR is
marked off from the rest of the TT by quotes and occasionally by italics. The ECR can also be adjusted slightly to meet TL conventions, for instance by adjusting the spelling or dropping an article.

2. Specification: Specification means retaining the ECR in its untranslated form, but adding information that is not present in the ST, making the TT ECR more specific than the ST ECR. This is done in one of two ways: either through Completion or Addition. I have chosen to name this category Specification to show its relation to its sister category, Generalization. Another common term for this type of strategy is explicitation (which I used in the first versions of this taxonomy (Pedersen 2003a)). Many translation scholars use explicitation in a broader way, however, and apply it to all categories that are used to intervene and explain an ST item. I have therefore avoided that term as a label for a specific strategy, as many scholars (e.g. Chesterman 1997, p.71) tend to use it more generally. In that usage, Specification would certainly be explicitation, but so would certain instances of e.g. Generalization.

2.1. Explicitation: this strategy involves making the cultural word or expression explicit or spelling out anything that is implicit in the source text.

2.2. Addition: By using this strategy, the translator gives guidance to the target audience by adding some extra information.

3. Direct translation: The strategy of Direct Translation could hardly be applied to most proper names, but it is not uncommon for rendering the names that are constructed of common nouns, and which thus have compositional sense which can be translated. Examples of these are the names of companies, official institutions, technical gadgetry etc. Chesterman (1997, p. 94) has two strategies called strategies “calque” and “literal translation”. The term Direct Translation is used here to cover both their levels of literalness. Target language-oriented strategy consists of three subcategories:

1. Generalization: Replacing the specific with the general. The strategy of Generalization entails replacing an ECR referring to something specific by something more general. This is done in one of two ways. It can be done by exploiting sense relations in the form of hyponymy and thus replacing the ST ECR with a Superordinate Term. Alternatively, it can be done through the use of a Paraphrase, where the ST ECR is replaced by a phrase which is generally longer, but more or less synonymic, apart from being less specific.

2. Substitution: Replacing culture (with culture) This strategy involves removing the ST ECR and replacing it with something else, either a different ECR from the SC or the TC (Cultural Substitution), or something completely different that fits the situation (Situational Substitution).

2.1. Cultural substitution: There is still a link between the ST ECR and its TT rendering. In a more marked form, the ST ECR is replaced by a TC ECR. This is the most domesticating (cf. Venuti 1995, p. 19–20) of all strategies for rendering ECRs, in that it completely removes a foreign element and replaces it with a domestic one.

2.2. Situational: When using this strategy, every sense of the ST ECR is removed, and replaced by something that fits the situation, regardless of the sense of the SC ECR. This strategy could thus be considered a quasi-omission strategy, and it is similar to Gottlieb’s “resignation” (1997, p. 75). So there is no connection between the ST ECR and its TT rendering.

3. Omission: Deleting the ECR. As Toury has pointed out (1995, p. 82), Omission is a valid translation strategy, and in the present model it simply means replacing the ST ECR with nothing. There are circumstances that make Omission the only viable option, but it may also be opted for out of laziness. The sample is a 2013 Iranian comedy, directed by Kamal Tabrizi. The movie, though a comedy, makes serious points about the Iranian society with all its particular beliefs. The story is about a bigoted man that becomes anxious, depressed and even violent after knowing what has become of his wife’s corpse. Its initial release on March 6, 2014 attracted so much attention that in the Fajr film festival (2014) it won the Crystal Simorgh and was nominated for three awards. As was mentioned before, culture-bound items have always been a challenging issue for translators and different strategies based on different models are employed to deal with. That is the reason why this sample was chosen to study.

According to Hatim and Mason (1990, pp. 223-4) “it is certainly true that in recent years the translator has increasingly come to be seen as a cultural mediator rather than a mere linguistic broker. It is also true that, in any form of translation, translators tend to apply a general strategy that will favor either an SL-oriented approach, or a TL-oriented approach.”

The method for collecting required information followed four major steps:
1. Watching the subtitled version of the movie for two times to find the instances of culture-bound items.
2. Extracting these sentences and expressions, using their original transcripts.
3. Comparing the English subtitles with their Persian equivalents.
4. And finally identifying the strategies used for translating culture-bound items based on the theoretical model presented by Pedersen (2005).

For the reliability and creditability of the study, official English subtitle of the movie was used for data analysis. After data collection, original scripts of the movie were compared with their equivalents in Persian and the strategies were recognized. The frequency of each strategy is shown in numerical data. They are illustrated in the following part.

RESULTS AND DISCUSSION
Now results of the data analysis are brought into consideration. In order to have a better understanding of the strategies used by the translator, instances of culture-bound elements are presented in their context, i.e. the full sentences or expressions are brought. First, SL oriented strategies will be provided with their examples of the movie and it will be analyzed why they have been chosen to render the meaning. Persian expressions will be presented with their English subtitle side by side.

The collected data will be analyzed based on the model presented by Pedersen (2005)

### Analysis of “the sensitive floor”
Frequency of culture-bound items

<table>
<thead>
<tr>
<th>Sample</th>
<th>Duration</th>
<th>Frequency of culture-bound items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitive floor</td>
<td>90 minutes</td>
<td>40</td>
</tr>
</tbody>
</table>

1. **SL Oriented strategies**
There are 15 examples of SL oriented strategies in this movie.

#### 1.1. Retention
There are 4 examples of retention in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please can you give me a Fetwa?</td>
<td>حاج اقا نمیشه یه فتوا مخصوص من بدن؟</td>
</tr>
<tr>
<td><strong>Here the translator has retained the word</strong></td>
<td><strong>فتوا</strong> completely as fetwa. Because it has no exact equivalent in English and the audience probably doesn’t know anything as <strong>فتوا</strong></td>
</tr>
</tbody>
</table>

**Ibne Baboyueh** is a proper name for a geographical place, so it is clear that such names are specific to that area and shouldn’t be translated.

#### 1.2. Specification

1.2.1. Addition
There are 2 examples of addition in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hassan wedding will have to wait until the ceremony after the 40th day of passing right?</td>
<td>عروسی حسن اقا میفته بعد از چهلم دیگه ها؟</td>
</tr>
<tr>
<td><strong>Since there are differences in the two languages about the funeral and its certain ceremonies, the translator has added some additional words to convey the expression better.</strong></td>
<td></td>
</tr>
</tbody>
</table>

1.2.2. Explicitation
There is no instance of explicitation in this movie.

#### 1.3. Direct Translation

1.3.1. Calque
There are 6 examples of calque in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zari honey… bring some sugar water</td>
<td>زری جون باشو قربونت آب قدیر</td>
</tr>
<tr>
<td><strong>The subtitler has translated the word</strong></td>
<td><strong>زری جون</strong> directly into &quot;Zari honey&quot; to show the strong kinship among Persian families. Also the word <strong>آب قدیر</strong> is translated literally into &quot;sugar water&quot; because in English there is no such things to drink.**</td>
</tr>
</tbody>
</table>

85
Translation of culture-bound items: A case study of the movie "sensitive floor"

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is green stew…</td>
<td>قورمه سبزیه</td>
</tr>
</tbody>
</table>

As it is shown here, this food is specific to Iranian culture, so there is no equivalent for it. The translator has literally translated this word into English.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>God forbid something may happen to you dad</td>
<td>خدایی نکرده زبون مان یاد بیا بیا سرتون میاد آفتابی</td>
</tr>
</tbody>
</table>

This is another example of literally translating an expression. Regardless of the fact that it might seems definitely unusual and bizarre to the target audience.

1.3.2. Shifted
There are 3 examples of shifted in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think there is a reason for everything</td>
<td>بنظرم هرچیزی حکمتی داره</td>
</tr>
</tbody>
</table>

Here the subtitler has literally translated the word حکمت which is a completely cultural word, into reason. But it doesn’t look odd to the eye of the viewer because the sentence can be used in every culture in every situation that something happens beyond our expectations. So it can be used in the target culture.

2. TL Oriented strategies
There are 25 examples of TL oriented strategies in this movie

2.1. Generalization
2.1.1. Hyponymy
There are 6 examples of hyponymy in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will take a stroll, have some breakfast and come home.</td>
<td>یه گشتی میزنم یه کله پاچه میخورم میام خونه</td>
</tr>
</tbody>
</table>

Here because the culture-bound term کله پاچه is a kind of unique Persian food and English people might not be familiar with this food, so the subtitler replaced the SL word with its superordinate, breakfast.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>He heard it from the baker.</td>
<td>خودش از نونوایی سنگکی شنیده</td>
</tr>
</tbody>
</table>

In Persian there are several kinds of bread such as لواش، تافتون and ETC. There is no such variation for English culture and they might not know نان سنگک. So the subtitler preferred to replace the SL word with its superordinate, bakery.

2.1.2. Other

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir, I always pay my aims on time.</td>
<td>حاج اقا من همیشه با اجازتون رو دادم. کفارم رو بجا اوردم.</td>
</tr>
</tbody>
</table>

Since the words خم، زکات و کفاره are not familiar to the target audience, the subtitler chose not to retain the names of these religious terms, instead used a more general term to convey the meaning.

2.2. Substitution
2.2.1. Paraphrase
There are 4 examples of paraphrase in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want some green tea?</td>
<td>یکم گل گاو زبون میخوای؟</td>
</tr>
</tbody>
</table>

Here the subtitler has used the word green tea which is more common for the target audience because the TL word conveys the same sense as does the SL word. Both are kinds of herbal tea.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bye</td>
<td>با اجازتون</td>
</tr>
</tbody>
</table>

The translator has used the word bye as an equivalent for these three expressions:

2.2.2. Cultural
There are 4 example of cultural in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A prayer for the recently passed</td>
<td>نثار روح تازه گذشتگان، فاتحه مع الصلاوات</td>
</tr>
</tbody>
</table>

Because the Persian expression contains an Arabic phrase and is completely cultural, the translator has used the words prayer and the recently passed to substitute the cultural words.
2.3. Omission
There are 10 examples of omission in this movie.

<table>
<thead>
<tr>
<th>English subtitle</th>
<th>Persian equivalence</th>
</tr>
</thead>
</table>
| جشن‌نامهٔ پسرم که حواس‌ات به‌ایا خوشی کرد | توضیح تعلیماتی حاصل از خانم
|   ای‌آقا...|   یا‌آقا... |
|     اون خدا بی‌پیش |     نورکرم رسول |     اشک‌الحسین، رسول
|  رحم‌الله من برای فاتحه مع |  الصلوات

Due to limitation of space, only some examples were mentioned. In the above examples, because of cultural differences between pair of languages, proper equivalent is not easily obtainable. So the subtitler has replaced these expressions with nothing. It is important to mention that due to cultural differences, these strategies might have some overlaps. It means that there is no exact boundary between them, no exact strategy used for a kind of expressions and some sentences might have several strategies at the same time. As it was shown there were 40 instances of culture-specific items in this movie. Some of them were selected, the strategies and techniques were analyzed and it was concluded that the most strategy used by the translator was omission. Data collection was done based on the theoretical model presented by Pedersen (2005), namely (1) Retention, (2) Specification, (3) Direct Translation, (4) Generalization, (5) Substitution, and (6) Omission; the first three strategies are source language oriented while the other three strategies are target language oriented. According to data analysis it is found that omission was the preferred strategy used by the translator and it shows the authenticity of the presupposition. As the studies have shown the inevitability of this strategy, the present study proved this claim to an extent, as a sample.

CONCLUSION
As was said earlier, the study is aimed at making a contribution towards the issue of translating culture-bound items. Analyzing the examples of the movie based on the theoretical model proposed by Pedersen (2005) showed that based on the findings of analysis, 40 culture bound items were found. 15 of which were source language oriented strategies (including 4 retention, 2 specification, 9 direct translation.) and 25 of which were target language oriented (including 7 generalization, 8 substitution and 10 omission.) so the translator has preferred TL oriented strategies and omission is the most used strategy in the translation of this movie. as the analysis of the instances have shown, some strategies, in spite of their high frequency of occurrence might not result in the expected impact. For example, direct translation of cultural words or expressions, results in a strange word for target language audience most of the time and consequently, might not make sense. So it should be avoided to have a better understanding of the subtitle, whenever possible. Another one which is of great importance is the use of omission to a great extent. It should not be the case. Some times as a result of omission, the audience will not be able to get the message. So care should be taken. The results of the present study mean that subtitling culture-bound items is not an easy task and subtitlers should be conscious of the sensitivity of these elements.

The present researcher studied on culture bound items in this movie. There are so many idioms, political items and other expressions of different languages in many other movies which have a great potential to be analyzed in the future.

ABOUT THE AUTHOR(S)
Marzieh Souzandehfar is an Assistant Professor of TEFL at Jahrom University, Jahrom, Fars, Iran. She received her PhD and MA in TEFL from Shiraz University. She teaches undergraduate English translation courses at Jahrom University. Her research interests include Multiliteracies, CDA, Testing, and Teaching Second Language Speaking. She has published more than 10 articles in scholarly journals and has presented papers at national conferences.

Narjes Zakeri Mehr has received her BA in Translation Studies from Jahrom University, Fars, Iran. She has been a translator and English language teacher for four years.

REFERENCES


Tragedy Decentered: Free Play and the Creative Cataclysm in D.H. Lawrence’s *Women in Love*

Rahil Dellali  
*Teacher, Maitre Assistante –A- Badji Mokhtar University, Annaba, Algeria*  
*Corresponding Author: Rahil Dellali, E-mail: rahil.dellali@gmail.com*

**ARTICLE INFO**

Received: October 22, 2019  
Accepted: November 17, 2019  
Published: December 31, 2019  
Volume: 2  
Issue: 7  
DOI: 10.32996/ijllt.2019.2.7.13  

**KEYWORDS**  
Lawrence, subversion, creative destruction, free play, Derrida

D.H. Lawrence’s *Women in Love* is amongst the most tragic works of the twentieth century for it purveys an unprecedented likeness in its ‘social and moral annihilation’ to Greek tragedies. Yet, one should not take *Women in Love* tragically. Having Nietzschean philosophy at its core and calling the human condition into question allows what Friedrich Nietzsche calls the “mad unhappy animal”, i.e., man to recreate their “yet not fixed nature” within the flux of what Rupert Birkin in *Women in Love* defines as “the inverse process, the blood of destructive creation.” Tragedy, if unavoidable, could at least be supplemented, countered, and de-centered. Therefore, the characters portray what Jacques Derrida calls as a movement of free play as they move progressively toward a space where they “pass by man and humanism.”

---

*...And, on the other hand, what if, to turn the issue around, it was clearly during the time of their dissolution and weakness that the Greeks became constantly more optimistic, more superficial, more hypocritical, with a lust for logic and rational understanding of the world - as well as “more cheerful” and “more scientific”? -Nietzsche*

Tragedy or ‘the mythos of fall’ can be thought of in terms of two possibilities: inevitable and/or external. Tragedy, recalling Hegel, can be a certain kind of implying justice on earth as it can be the effect of some unhappy circumstances and external forces. Reflecting on the second trend of tragedy which deals more with external accidents, many scholars claim that a particular agency is given to the modern individuals in that they get to decide whether to follow personal whims and desires or simply respond to social and external triggers. The modern individual, faced with the free choice to decide between the personal and social, is more prone to experience tragedy in its highest forms. Confusion, despair, and the inability to make a solid cut between one choice and another is what makes it hard to live in a world that seems to be falling apart. The modern era witnessed all kinds of rebellions and moral and social revolutions as it witnessed material and moral tragedies that maimed and marked the twentieth century’s literary production, especially the twenties with the Great War.

Having the First World War ravages as its background, a greater war has emerged within the minds, beliefs, thoughts, relations, selves, and natures of the people witnessing the anarchy being loosed upon the world. Terror, fear, and pity are among the results of destructive wars and also among the triggering forces of tragedy as human beings notice all kinds of bloodshed and atrocities and thus become aware of things beyond themselves when the usual selfishness gets transformed into human sympathy. The external accidents help transform self-interest into an interest beyond oneself—into humanity. (Smith, 2004) It also pushes individuals to reflect on human nature, existence, and the meaning of life. D.H. Lawrence’s *Women in Love* offers a perfect example of transcending outer tragedy and reaching within to the inner conflict and mental predicament. Dowden regards tragedy as a ‘larger-than-life-triumph’ for “to die under certain conditions may be a higher rapture than to live.” (qtd in Smith, 2004, p.44)

D.H. Lawrence’s *Women in Love* (1999) is amongst the most tragic works of the twentieth century for it purveys an unprecedented likeness in its ‘social and
moral annihilation’ to Greek tragedies. Yet, one should not take Women in Love tragically. Having Nietzschean philosophy at its core and calling the human condition into question allows what Friedrich Nietzsche calls the “mad unhappy animal”, i.e., man to recreate their “yet not fixed nature” within the flux of what Rupert Birkin defines as “the inverse process, the blood of destructive creation.” (p.148) As the personalities of the characters move and shift throughout the lengthy book, every tragedy, in the traditional sense of the word, is not a big deal compared to the emotional and mental torments they endure. The book casts on death a cold eye of inevitability and accepts tragedy in frigid terms of a process of replacement.

The central characters—the sisters: Ursula and Gudrun Brangwen, Rupert Birkin, and Gerald Crich—go through a mental and emotional turmoil trying to figure out and uncover their nature bringing out ‘the mad unhappy animal.’ In the midst of a roaring war and active cataclysm, the characters escape the external calamities to reach beyond the present surroundings into the beyond-human reality of their beings; a reality that is most often animalistic. It is, thus, preferable to be ‘crude, violent animals’ to being self-conscious humans, incapable of spontaneity. Humanity is depicted as a dead ideal and a ‘dry-rotten’ reality as human beings hang in the midst of raging tribulations. Human beings are more like “apples of Sodom, as a matter of fact, Dead Sea Fruit, gall-apples. It isn’t true that they have any significance—their insides are full of bitter, corrupt ash.’ (Lawrence, 1999, p.107)

The animalistic drive is revealed by the presence of many animals in the book and the constant analogies between man and animal. The example of the outrageous rabbit is a striking one.

‘The question is,’ he said, ‘what is madness? I don’t suppose it is rabbit-mad.’

‘Don’t you think it is?’ she asked.

‘No. That’s what it is to be a rabbit.’ ...

‘God be praised we aren’t rabbits,’ she said, in a high, shrill voice.

The smile intensified a little, on his face.

‘Not rabbits?’ he said, looking at her fixedly.

Slowly her face relaxed into a smile of obscene recognition. (Lawrence, 1999, p.211)

Yet the irony is that Gerald ends up being the mad rabbit himself. Gerald dies among the snow with his body like a “frozen carcase of a dead male” while Birkin compares him to a dead rabbit he once found frozen on the snow: “And now this was Gerald, stiff as a board, curled up as if for sleep, yet with the horrible hardness somehow evident.” (Lawrence, 1999, p.418) The line is very thin between animal and human.

As for the continually moving nature of human beings, long reflections are set forward by the endless philosophical debates the characters lead. These ideas are mainly expressed through Birkin who foreshadows the ending of the book and the inevitable fate of the unceasingly violent flowers of dissolution that end up destroying their own being in an act of deliberate unconsciousness.

It means a new cycle of creation after—but not for us. If it is the end, then we are of the end—fleurs du mal if you like. If we are fleurs du mal, we are not roses of happiness, and there you are. (Lawrence, 1999, p.148)

In Women in Love, Lawrence plays on free will and the reluctance to accept the social norms that totally dissolved during the twenties. All relationships are intertwined and unfathomable: the Criches, the Brangwen sisters and their parents, Birkin and the city life. “Dissolution rolls on, just as production does,” he said. “It is a progressive process—and it ends in universal nothing—the end of the world, if you like.” (p.148)

Tragedy is also distorted as the reader doesn’t sense it in its entirety as centers are no longer valid and many other concepts occupy the center. Gerald’s murdering his brother as they played when they were kids is regarded as ‘the purest kind of accident’. The family invested more in the surviving kid forgetting about the departed one. The story of the unintentional murder is told in a matter-of-fact-way that reduces the tragedy to a mere misadventure of kids playing with a shot gun. The focus shifts from death to life for it should not matter once one is dead. “The worst of it is, they cling on to the living, and won’t let go.” (Lawrence, 1999, p.160) The Criches live in ‘Shortlands’ and seem to be short of life. The lifestyle and the number of deaths and funerals in the family portray the way death prevails over the remaining family members. When the Criches lose one of their daughters in a vague drowning accident, the horrors of loss and death are encountered by nihilistic and absurd reactions.
Diana Crich drowned at night in total obscurity, the way all emotions were obscured and effaced and ultimately deferred to an unknown notice. The family moves on by investing into their other child, Winifred, never mentioning the deceased daughter again.

The most shocking of the deaths is that of the seemingly perfect man, Gerald Crich. Gerald who has all the characteristics of the tragic hero falls from a state of excellence in a downward viral to a state of loss and depravity. His tragic flaw is his obsession with power. He wants to possess and control the woman he loves the way he controls a mare to stand still in front of a moving train. His will to subjugate Gudrun to his needs and whims brings about his sudden death and loss to an ongoing mental battle he long fought against her. They both, Gerald and Gudrun, lead an antagonistic and ambivalent relation. He wanted to have the last blow after Gudrun once stroke the first one, but Gerald ends up receiving many other blows from her part and finally his demise was at her hands. Gudrun whose name sounds like ‘God-run’ is more like Gerald’s eventual fate which trembles in the absence of faith. Gerald who wants to be the superman and the master of his own fate fails and gives in to unconscious wandering as death awaits him within the snowy mountains. Gudrun’s ‘will to destruction’, her insistence on going against the current and testing Gerald’s temper until the end supplements her central feelings of reproach for him.

As Nietzsche (1999), in *The Birth of Tragedy*, questions: “Is there perhaps a way of suffering from the very fullness of life, a tempting courage of the keenest sight which demands what is terrible, like an enemy?” (p.2) Gudrun is tempted to suffer and to make Gerald suffer the consequences of courting a free spirit—that of an artist. He is her lover and her worst enemy. Gerald’s death, however, is the only death that seems to cause catharsis which is only enhanced through Birkin’s ironic reaction to his friend’s death.

Birkin remembered how once Gerald had clutched his hand, with a warm, momentaneous grip of final love. For one second—then let go again, let go for ever. If he had kept true to that clasp, death would not have mattered. Those who die, and dying still can love, still believe, do not die. They live still in the beloved. Gerald might still have been living in the spirit with Birkin, even after death. He might have lived with his friend, a further life. (Lawrence, 1999, p.420)

Here, Derrida’s concept of free play is demonstrated through the way concepts and structures are deconstructed and often destroyed. The flux of self-deconstruction and contradiction within convention enables free play which explains the absence of centers through supplementality. When the center is indeterminable, there should be a sign that supplements it. When the center is absent, it gives way to margins and peripheries and therefore there are no absolute binarities. (Derrida, 1970)

Derrida (1970) explains the loss of the center by the definite existence of free play that entails a substitution of an existing system. However, the affirmation of free play often leads to two interpretations of meaning. One interpretation seeks a center that is totally free from free play; it follows a rigid system of centrality which leads the way of self-destruction in the traditional way—following a ready-made path of dissolution. Another interpretation is one that seeks to go beyond man and humanism without any systematic centrality. This second form of interpretation adopts Nietzsche’s pronouncement that “God is dead” which would mean in this context the death of centers and/or everything that has been approved as central and unchallenged. This explains the different paths the characters take in deciding the course of their existential tragedies.

Birkin destroys the traditional idea of marriage and believes in a free relationship. He wants to marry Ursula and yet have Gerald as a partner to keep himself balanced. “You’ve got to take down the love-and-marriage ideal from its pedestal. We want something broader. I believe in the additional perfect relationship between man and man—additional to marriage.” (Lawrence, 1999, p.308) This alteration puts marriage and its ‘egoisme a deux’ off-center and brings the marginal queer relationship with Gerald to the surface and gives it an utter importance to keep the man stable and balanced emotionally.

Ursula and Birkin strive to use destruction to their own benefits—the creative destruction—by leaving any permanent limiting condition, leaving their jobs, breaking up with tradition and family, and giving up on social obligations. Ursula and Birkin survive the ongoing cataclysm and grow into better versions of themselves. Gudrun and Gerald, however, and despite their ongoing conflicts and duals, go in the other direction of destructive creation and lead the way of death. Gudrun selfishly survives while Gerald self-destructs his chances for a better life. His mechanical way prevents his growth.

But better die than live mechanically a life that is a repetition of repetitions. To die is to move on with the invisible. To die is also a joy, a joy of submitting to that which is greater than the known, namely, the pure unknown. That is a
joy. But to live mechanized and cut off within the motion of the will, to live as an entity absorbed from the unknown, that is shameful and ignominious. There is no ignominy in death. There is complete ignominy in an unrepentished, mechanised life. Life indeed may be ignominious, shameful to the soul. But death is never a shame. Death itself, like the illimitable space, is beyond our sullying. (Lawrence, 1999, p.166)

Death, thus, appears as a joyful end which is greater and more rewarding than life. Death becomes the remedy to the poison which is life. The language D. H. Lawrence uses is medicinal for words delay the effect of tragedy and ‘off-balance’ it. The book creates a sort of a philosophical dialogue that averts the attention of the readers from the traditional ways of perceiving tragedy as deaths become more common creating a kind of finitude. Tragedy and deaths have become more welcome than a living predicament. Death has become more of a comfort. It no longer projects any negative connotations as long as it promotes continuity and promises grace.

Everyone is a flower of dissolution claims Birkin. ‘Les fleurs du mal’, thus, can always have a chance to continue to grow through the healing power of language—Pharmakon—which allows the highly eloquent characters to counter the calamitous environment in which they live. Dissolution and cataclysm can serve as new beginnings while the destructive creation is subverted into a creative destruction. “This medicine is beneficial; it repairs and produces, accumulates and remedies, increases knowledge and reduces forgetfulness.” (Derrida, 1981, p.97) Therefore, some therapeutic practices can be applied to the uncovered traumas and ‘unspeakable’ horrors of the self. This medicine or what Plato calls pharmacy is most likely to be applied when dealing with the discoveries that bear traumatic and abominable results. Plato claims that writing is more valuable as a remedy because Pharmakon can have the connotation of poison.

The characters in Women Love throw themselves within a violent excessive quest of pleasure that hurts more than it brings comforts; they wander far off on the edges of dangerous peripheries leaving behind stable forms and centers. This painful and poisonous pleasure promotes death and calls upon some measures of creative healing—a remedy that works for some characters and fails for others. The remedy turns into a poison and vice versa. Tragedy stops with death and starts with life. Life is a greater tragedy as Gudrun calls art the only reality in the unreal life they are leading; “life doesn’t really matter—it is one’s art which is central. What one does in one’s life has peu de rapport, it doesn’t signify much.”(Lawrence, 1999, p. 392) Nietzsche (1999) contends that only through the spirit of music can one understand the joy in the destruction of the individual for the essence of art helps to attain the tragic when it goes beyond the common understanding of beauty.

Constants and variables mix and change leaving no way for stable structures and notions. The horrendous results of living tragedies can be either treated and recovered or neglected and forgotten. Birkin who echoes Nietzsche in every word he pronounces confirms that when the desire for destruction overcomes every other desire; it becomes a desire for destruction in the self. “It is a desire for the reduction process in oneself, a reducing back to the origin, a return along the Flux of Corruption, to the original rudimentary conditions of being.” (Lawrence, 1999, p. 335)

This desire for self-destruction engenders an ‘ecstasy of acute sensation’. This process of self-destruction should come to an end in order to allow the inverse process of creation. In Women in Love, the flowers of dark corruption and the flowers of warm purity, male and female, destruction and creation, heroic and un-heroic traits are crossed and juggled creating a rather ironic play in the face of tragedy. Tragedy, if unavoidable, could at least be supplemented, countered, and de-centered. Therefore, the characters portray a movement of free play as they move progressively toward a space where they transcend tragedy to an abyss of human and non-human mysteries as creative destruction meets destructive creation.

REFERENCES

Sheltered Verbalized Teaching: A Case Study on ESL Out of Field Teachers
1Ilocos Sur Polytechnic State College-Santiago Campus, Santiago, Ilocos Sur Philippines
2Ilocos Sur Polytechnic State College-Tagudin Campus, Tagudin, Ilocos Sur Philippines
3Ilocos Sur Polytechnic State College-Sta. Maria Campus, Sta. Maria, Ilocos Sur Philippines
4Ilocos Sur Polytechnic State College-Sta. Maria Campus, Sta. Maria, Ilocos Sur Philippines
5Ilocos Sur Polytechnic State College-Tagudin Campus, Tagudin, Ilocos Sur Philippines
Corresponding Author: Femarie M. Capistrano E-mail: femarieramon@yahoo.com/ranecaz@gmail.com

ARTICLE INFO
ABSTRACT

Received: October 16, 2019
Accepted: November 15, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.1

In the Philippines, English as a Second Language (ESL) teaching is growing. Language learners from neighboring countries like South Korea and Japan come to the Philippines just to learn English. In such light, this case study looked into the kind of teaching that ESL teachers teach. The study was conducted at Etalk, an online ESL company located in Baguio City, Philippines, where nearly a hundred ESL teachers are employed. Through cool and warm analyses, three main categories of ESL teaching were created: presenting speaking tasks, managing classroom elements and creating student connection. These categories led to the formulation of the theme: sheltered verbalized teaching. Specifically, the study discovered that gestures are effective means getting attention and encouraging participation among students. Also, the use of basic vocabulary words is effective in comprehension. In interactions, the teacher is a guide and a facilitator. Utilizing real-life questions facilitates speaking engagement for the students. Positive attitudes displayed by the teacher towards the students create a good learning atmosphere. Empathy is considered to be crucial in communication in order to communicate effectively students need to be able to understand persons’ affective and cognitive state. Finally, this study forwards that teachers should pay attention to the students’ feelings and emotions to achieve their goal since teaching a language means teaching cultural customs, traditions and values.

KEYWORDS
English language research, English language teaching, qualitative research, tutorial class

1.INTRODUCTION
To teach is to change how someone understands, experiences, and conceives the world (Ramsden 2003) and a function of teaching is to promote learning. Therefore, in our culturally diverse classrooms, we generally employ inclusive-teaching methods to encourage our students to question, inquire, and search our bodies of knowledge (Biggs 2003). According to Griffin and Barnes (1986), a good place to start in addressing learning needs is by examining what constitutes effective teaching and learning classroom climates for students in general.

Classrooms are a melting pot of various cultures which include differing worldviews, religious beliefs, values, abilities, languages, and family backgrounds of students. No matter how school administrators and teachers strive for homogeneity in the classroom, differences are inevitable and thus, must be dealt with appropriately as this diversity may increase or impede students’ learning success.

Classrooms today have a diverse blend of many different cultures. Educators need to keep informed on the current trends and methodology regarding multicultural education. In addition, the classroom
needs to reflect the diverse needs of these students. McIntyre (2012) affirms this:

Creating a multicultural environment in the classroom is an important step in the teaching profession. Now, more than ever, teachers need to be attentive to the benefits of creating an environment that is advantageous for diverse students—students who benefit of a good, multicultural classroom environment are more likely to excel in school. Furthermore, teachers who incorporate a multicultural environment in the classroom are more tolerant to the needs of their students. This creates a reciprocal understanding between teachers and students which in turn creates a positive learning environment.

Further, McIntyre posits that a multicultural classroom is open and non-judgmental, embraces language differences, and celebrates differences. Given the fact that differences abound in classrooms, it is deemed important that a teacher possesses an impartial stance in the way s/he deals with individual students. Genuinely understanding students means empathizing with their language and cultural adjustment difficulties. And above all, diversity should not be viewed as a limitation, but rather as strength to be celebrated and capitalized on. An effective teacher will endeavor to identify and address the students’ needs—individual, cultural, linguistic, moral and spiritual—towards holistic development (White, 1903). In terms of language ability mismatch between teachers and students and the seemingly scarce language background of teachers, August and Hakuta as cited in Rieger (2006) mentioned that:

Many English language learners spend most of their academic life with teachers who speak only English and who are not prepared to fully understand their varying needs as English language learners. In order for today’s teachers to meet the challenge of educating a richly diverse generation of children, they need to learn a great deal about second language acquisition and effective pedagogy for English language learners through pre-service teacher education programs and in-service professional development opportunities.

Understanding how cultural differences can influence the teaching/learning process is paramount if educators are to provide culturally responsive instruction. As language is central to culture, it is a tool we use to communicate, so obviously students who do not understand the language of the classroom will have great difficulty learning (Chamberlain, 2005). Because Multicultural Education (ME) seeks to promote equity and excellence across such variables as race, ethnicity, nationality, social class, regional groups, and language background, educators must understand the function language can play in either helping or inhibiting the educational fulfillment of individuals. As Ovando (1989) stated, a fair curricular process is one that builds on whatever socio-cultural and linguistic backgrounds the students bring with them.

Learning needs abound in a classroom where individual differences are limitless. Ovando (1989) stressed that in thinking in terms of pluralism or assimilation, it would be useful to view a particular society as a dynamic and complex cultural and linguistic organism that is constantly undergoing evolution, change and modification according to the nature of circumstances—a constructive pluralism in which maintenance, diversification and assimilation are taking place simultaneously under varying circumstances. Within such environment of constructive pluralism, blaming the student’s genetic, environmental, cultural or linguistic background for lack of academic success in the English-dominated classroom cannot be accepted. Programmes and practices can be implemented to redress past inequities experienced by both English-background students who come to our schools speaking stigmatized nonstandard versions of English as well as students whose primary language is not English.

When culturally and linguistically diverse students enter school, a major challenge for service providers is meeting the unique needs of each child. Many children bring with them experiences and socialized patterns of behavior that have not traditionally been valued in public school contexts (Banks & Banks, 1997). Multicultural school reform challenges educators to design and implement culturally enriched and educationally sound instruction from a strength perspective as opposed to one that is based on the traditional deficit model of instruction (Delpit, 1995).

Today, more than ever, all teachers must be prepared to meet the varying educational, social, and emotional needs of all children. The need for teachers to understand and react positively to the racial, cultural, and socio-economic background of the students in their classroom cannot be overstated. How teachers view students in relationship to their abilities and their potential has a tremendous, long-lasting effect on the educational attainment of these students. Gay (2000) has suggested that culturally responsive teaching with new paradigms of competent instructional action, such as responsive teaching, though not sufficient, is the
great start to multicultural awareness. Gay went on to say: "Teachers must have the moral courage and the will to stay the course in efforts to make the educational enterprise more multiculturally responsive, even in the face of opposition that is to surely come from somewhere". Multicultural awareness for teachers means establishing parent communication of all cultures they need to realize that all parents send their children to school expecting them to be educated and improved because they care about them. Unfortunately, most teachers lack the knowledge, skills, dispositions, and experiences needed to teach ethnically and linguistically diverse students. Davis (2001) found only 12 empirical articles pertaining to multicultural teacher preparation in special education between 1982 and 2000, and the studies reported limited ideas about diversity. Analysis of these studies revealed that researchers often limited ideas about culture to race and ethnicity. Research suggests that when teachers have had the benefit of multicultural teacher education preparation, they are less likely to embrace cultural deficit views (Irvine, 2003). Moreover, teachers who have learned culturally responsive pedagogy are more confident and believe they are effective in their instruction of diverse children (Pang & Sablan, 1998).

The issue on teaching culturally diverse learners also applies to out-of-field teachers. "Out-of-field teaching" typically refers to teachers who are teaching subjects out of their field of training. Out-of-field teaching is long-rooted in American schools (Hechinger, 1985). This phenomenon has been extensively studied since the 1990s, with the publication of a series of reports from the National Center for Educational Statistics (Bobbitt & McMillen, 1994; Lewis et al., 1999; Mello & Broughman, 1996; Morton et al., 2008; and Seastrom, Gruber, Henke, McGrath, & Cohen, 2002).

Finally, the phenomenon of out-of-field teaching, where teachers are placed in teaching positions in which they have to teach subjects or year-levels outside their field of qualification or expertise, appears in public schools as well as independent schools. Out-of-field teaching is not an aberration, and it is not restricted to only a few subjects but has implications for all subject areas and year levels. The study of out-of-field teaching involves how teachers are trained in subject matter, how they are deployed to schools, and how they are assigned to teaching posts. As such, this study was formulated to determine the kind of teaching that ESL teachers teach. Specifically, it sought the answer to the following question:

1. What kind of teaching do ESL teachers teach?

2. LITERATURE REVIEW

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Academic discourse has always been part of the classroom. Teachers have long understood the importance of using language to transmit ideas. In the early history of education, teachers talked for most of the instructional day while students were quiet and completed their assigned tasks. Students were expected to memorize facts and be able to recite them. Remember that in most classrooms of the late 1800s, the age range was very diverse. In the same classroom, teachers might have students who were 5 or 6 years old and others who were 15 to 18. Talking by students was not the norm. In fact, students were punished for talking in class, even if the talk was academic! Over time, educators realized that students had to use the language if they were to become better educated. As a result, well-intentioned educators called on individual students to respond to questions. Teachers expected them to use academic language in their individual responses, and as students spoke, teachers would assess their knowledge. Many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Talley and Hui-ling (2014) as cited by Gudu (2015) observed that curriculum for teaching speaking skill should endeavor to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the lesson. Talley and
Hui-Ling (2014) argue that English speaking curriculum should take cognizance of international and local cultures which should coexist mutually. In addition, Ngagi et al. (2014) as cited by Gudu (2015) recommend that a curriculum should be designed in a manner that it recognizes the classroom activities of learners in order to enhance learning outcomes. Tuan and Mai (2015) pinpoint the factors that affect students’ speaking performance such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities. For students to have a successful conversation, they must have good listening skills in order to understand what is said to them. The Communicative Language Teaching (CLT) approaches require that learners actively participate by sharing ideas, speaking freely, thus every speaker plays the role of listener and speaker (Tuan & Mai, 2015). According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills (Johnson, 2006, Villegas and Lukas, 2002, Gathumbi and Masembe, 2005; Okech, 2005 as cited by Gudu, 2015). These classroom activities improve student’s active participation, motivate and expose students to authentic use of English language in context. Many researchers have also proven that students are much more ready to interact with each other with more complex responses than with their teacher (Achmad and Yusuf, 2014) ‘students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective feedback from peers are found to be less daunting than the correction by teachers.

As cited by Gudu (2015), researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency (Alonzo 2014; Alharbi 2015; Al-Hosni, 2014; Zhang 2009). Al-Hosni (2014) identifies factors causing speaking difficulties as: Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves… only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all… learners who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue (Hosni, 2014).

Many linguistics and ESL teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. The use of tasks as vehicles for facilitating L2/FL development is supported by Swain’s output hypothesis (1985). Swain argued that it is through the process of producing language (output) that learners may be able to test their theories about the target language, gain control over form, and perhaps internalize linguistic knowledge. Thus, output produced in tasks is not the result of the language learning process, but rather a step in the process (Adams, 2003). Another prominent reason for using tasks in the FL classroom evolved from Long’s "interaction hypothesis" (1996). According to this hypothesis, learners, throughout interaction, often negotiate meaning to achieve mutual comprehension. The effort to achieve mutual comprehension involves the use of a variety of strategies, such as asking an interlocutor to confirm message content, or requesting that an interlocutor explain something further. This sort of interaction was assumed to foster L2/FL development. Similarly, from a communicative competence perspective, tasks were assumed to help learners engage properly with discourse by doing it (McCarthy & Carter, 2001; Dinapoli, 2000: 1 and Ellis, 2003).

Meanwhile, classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never “jell” until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require "common sense," consistency, an often undervalued teacher behavior, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. Sadly, this is often easier said than done. Certainly, a part of this problem is that there is no practical way for education students to "practice" their
nascents skills outside of actually going into a classroom setting. The learning curve is steep, indeed (Kizlik, 2016). Teachers' approaches to classroom management are clearly affected by their own life experiences. Johns and Espinoza (1996) noted that "what teachers consider to be 'discipline problems' are determined by their own culture, filtered through personal values and teaching style" (p. 9). Similarly, how we organize our classroom and how we respond to disruptions of the learning environment are also influenced by our personal histories. In a study of 156 preservice teachers, Kaplan (1992) found teachers' disciplinary experiences in their families of origin are predictive of the strategies they select for classroom management. According to American Psychological Association, classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006).

On the other hand, one of the attributes that will undoubtedly make most lists is a teacher’s ability to connect with students. It may be referred to as an ability to cultivate relationships or be more formally labeled as “nurturing pedagogy”. It may be defined as a mix of high expectations and caring support; or as Pianta (1999) defines the student-teacher relationship, “Emotions-based experiences that emerge out of teachers’ on-going interactions with their students.” Strahan and Layell (2006) noted the 10 importance of “establishing a learner-centered environment that featured warm, supportive relationships with students,” (p.153) a concept confirmed by Silins and Murray-Harvey (1995). McEwan (2002) makes the case quite eloquently stating, “Effective teachers appear to be those who are... ‘human’ in the fullest sense of the word. Their classrooms seem to reflect miniature enterprise operations in the sense that they are more open, spontaneous, and adaptable to change”.

Hargreaves (1994) apparently agrees, stating: Good teaching is charged with positive emotion. It is not just a matter of knowing one’s subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. Liu (1997), when talking specifically about the impact of a multi-year experience in China’s secondary schools, also attests to the importance of the student-teacher relationship stating, “The close emotional bond between teachers and students led students to recognize the school as a home away from home. The teachers’ dedication to students’ growth helped inspire students to meet the school’s requirements, both academic and behavioral.” According to Roeser, Midgley and Urdan (1996), students who reported more positive teacher-student relationships also reported greater feelings of belonging, thus felt more academically efficacious and less self-conscious.

In the same vein, Koplow (2002) proposed that effective student-teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

Finally, literature revealed that dearth of qualitative study on ESL teachers in the Philippine setting. The speaking process and other pertinent aspects embedded in ESL teaching need to be investigated further as these would provide directions for the growing ESL teaching industry in the Philippines. As such, this study was conceptualized.

3. METHODOLOGY
3.1 Design
This qualitative study employed case study as its research design. Case study as cited by Creswell (1994) is which the researchers explores a single entity or phenomenon ("the case") bounded by time and activity (a program, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time. (Merriam 1988, Yin, 1989) Stake (1995) as cited by Dodge, P. (2011) described a case study methodology as a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, the phenomenon under investigation is the lebenswelt (lived experience) of out-of-field ESL teachers in teaching CDL in Baguio City.
Case study researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, data is collected through in-depth interviews, and additionally reviewed documents. Specifically, interviews were conducted and audio-taped, tapes are transcribed into word documents, district and data are coded for emergent themes.

### 3.2 Site and Informants
The location of the study was chosen by the researchers to be conducted in Etalk, an online ESL company located in Baguio City, Philippines wherein nearly a hundred ESL teachers are employed. Studies show that private online English teaching is considered more common in urban rather than in rural areas (Bray, 2003; Dang, 2006; Foondun, 2002 as cited by Castro and Guzman, 2012).

For the key informants, the researchers employed non-random purposive sampling as the four (4) ESL teachers were chosen based on the three inclusion criteria set for the study: the teachers have two or more years of ESL teaching experience prior to their employment in Etalk, they are either working as fulltime or part time teachers to different nationalities, and they were willing to be interviewed. The respondents were selected based on their long involvement and exposure of teaching English to culturally diverse learners which can expectedly provide invaluable description of teaching CDL. A hundred percent of the respondents had two (2) years or more experiences in teaching CDL and were identified through the employment directory as provided.

### 3.3 Procedure
A two-part instrument was developed by the researchers to gather data and pertinent information for this qualitative study. The initial part was the robotfoto, a Dutch term pertaining to the preliminary sketch of the respondents (Kelchtermans & Ballet, 2002) which included the educational attainment and current employment status, number of years teaching ESL and the identified cultural backgrounds of their learners.

The second part was a semi-structured in-depth interviews (Patton, 1990) as data gathering tool. An aide memoire which probed the dynamics of teaching CDL was developed by the researchers. It focused on the subjects’ lived experiences of teaching CDL from the time they started in their ESL teaching prior to and during their employment in Etalk. Their sharing revolved around the queries on “What were your experiences with teaching Koreans, Chinese, Japanese and other English Language Learners from various nationalities?” and “With your ESL experience for more than two years, how do you perceive teaching CDL?”

Interviews were open-ended, and the flow of information was determined by the respondents, but whenever necessary, the interviewer sought clarifications or any additional information. The interviewing technique ensured that the subjects shared on pertinent issues regarding teaching CDL. A letter of request was given to the respondents prior to the data gathering informing them of the nature of the study and the extent of their participation. With their approval, the interview was scheduled based on their availability and convenience. Before the actual interview, demographic data were gathered using the robotfoto. Interviews were tape recorded for purposes of capturing everything that transpired in the process. The interviews lasted for an average 1 hour.

### 3.4 Mode of Analysis
Case study researchers collect detailed information using a variety of data collection procedures over a sustained period of time. For this study, data is collected through in-depth interviews. Specifically, interviews were conducted and audio-taped, tapes are transcribed into word documents, data are coded for emergent themes.

Tape recorded interviews were transcribed into field texts (Clandinin & Connelly, 2000 as cited by Castro & De Guzman, 2012) where both anchors and phenomenal referents were extracted. Analyses consisted of three parts, namely, reduction, description and finding the essence. Reduction or *epoche* means setting aside all biases and prejudices of the phenomenon (Creswell, 1998). Description refers to understanding the reality of the subjects. Essence (*lebenswelt*) refers to the coding of data into themes, and analyzed to uncover the central meaning of the phenomenon. All analyses were based on the field text and processed with the use of the dendrogram or tree design (Faukner & Sparkes, 1999). The process involved sorting, categorization (cool analysis) and thematization (warm analysis). Inductive and deductive methods (Hardy, Gammage & Hall, 2001 as cited by Castro & De Guzman, 2012) were used to ensure appropriate placement of appropriate themes. Member checking procedures were also done to ensure truthfulness and trustworthiness of the data (De Guzman & Tan, 2007).
4. RESULTS AND DISCUSSION
This study explored the kind of teaching that ESL teachers give to their students. Result of the cool and warm analyses yielded to the three main categories of ESL teaching were created: presenting speaking tasks, managing classroom elements and creating student connection. These categories appeared as response to the diversities of the students. Reduction of these three categories revealed sheltered instruction as their encapsulation.

Sheltered Verbalized Teaching. The goal of instruction is always towards looking for effective ways to help learners succeed in the classroom. This is precisely the primary objective of sheltered instruction. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students’ prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level (nisenet.org, 2012).

Sheltered instruction delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to the learners. When partnered with English language development and, when possible, native language instruction, sheltered instruction allows English learners to progress academically while developing proficiency in English (Faltis, 1993; Fritzen, 2011; Genesee, 1999; Short, 1991; Wright, 2010). Sheltered instruction also incorporates opportunities for students to develop general academic competencies, such as study skills, learner strategies, and critical thinking skills (Echevarria, Vogt, & Short, 2012; Genesee, 1999; Snow, Met, & Genesee, 1989). In this research, the focus was specifically on sheltered teaching in speaking. Being an on-line ESL school, Etalk aims at the development of the learner’s speaking skills.

Presenting Speaking Tasks.
Effective communication means one has developed and enhanced speaking. Language learning is an intricate process and one of the skills that employ this intricacy is that of speaking. One of the difficulties lies in that learners encounter problems in terms of expressing their thoughts effectively. Most often, learners are set into a situation where they could hardly talk and participate in any interaction.

As one of the language skills, speaking is important because it is a manifestation that language proficiency is achieved. A lot of times, in and out of the classroom, the learner is set in situations which call for this skill.

In the next discussions, we shall discuss how Etalk teachers present their speaking tasks. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. In the desire of one of the respondents to let her students speak, gestures are effective means of making the students attentive while the class is going on. Besides, it is also a way the students are encouraged to participate in the interaction. One of the respondents had this to say:

“We do a lot of gestures just to catch their attention and somehow to make them speak.”

There are a lot of ways by which the teacher teaches speaking. These help in getting the attention of the learners so that eventually the goal of speaking will be achieved.

Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units: sounds and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18).

In the following excerpt, one teacher mentioned strategies such as asking a question, using simplification, parroting, using prior knowledge because students do not understand what she was trying to say. She went on saying:

Ah...usually it’s the question. Q and A in my case my checking as to how they have understood. It’s like for example, at first they didn’t understand, I have to be free, I have to change my way of questioning. I mean. I simplify.

Yeah... of course we do parrotting....

Speaking strategies are employed such as asking a question, simplification, parroting, using prior knowledge among others are used to facilitate speaking.

L1 speakers use some mechanisms to facilitate their speech. These mechanisms are not too easy for L2 speakers and consist of simplifying the language making simple structures: they usually omit parts of a sentence and use idiomatic expressions to facilitate the oral fluency and fillers and hesitation devices are also frequent. To make up for their difficulties, L1 speakers can correct themselves, reformulate or rephrase sentences, a frequent kind of alteration accepted by the community of speakers (Bueno, Madrid & McLaren, 2006).
Speaking activities help the rapport, group dynamics and atmosphere in class. Furthermore, they require students to draw upon what they already know in order to express their ideas. In this way they are always reviewing previous knowledge and putting it into practice with the new information still being assimilated. Finally, speaking is useful for the teacher as it's a good indication of the students' strengths and weaknesses.

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom.

The respondents addressed some concerns on teaching speaking in the following verbalizations. The use of basic vocabulary words is effective in comprehension. Besides, in interactions, the teacher is a guide and a facilitator. She lets her students speak and interact. She utilizes real-life questions so students can have lots of opportunities for speaking. As stated:

“I use the most basic kind vocabulary words until they could understand me.”

“In on line, students should be speaking and talking. You will just be there to guide for corrections, for improvement of information unlike spoon-feeding. They should be the ones to give the information.”

“Speaking like asking personal not really personal questions like what’s your hobby? What did you have for dinner? What did you have for lunch?”

“In a 17-minute class, it is not enough because time is consumed by asking the student to speak like saying “Come on, speak” or “what is your name?” “How old are you? How are you today? Time is almost consumed and still the student does not speak so I ask yes/no questions. Are you happy? In other words I ask questions that build rapport.”

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varionis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997).

Communicative activities have an important role in creating opportunities for students to use the language for communicative purpose, generally communicative activities are “fluency based activities” (Teat, 2001) which encourage students to use L2 in an interactive learning. However, for a successful implementation of communicative activities the classroom must be “students-centered” and the activities must be interactive, authentic and contextualized (Richard and Rodgers, 1982, 163).

Interaction is central to language learning; it is very important for students to interact and communicate to develop their speaking skill. According to Brown, (2000), interactive learning is the main concern of current theories of communicative competence. In fact, the participant verbalized:

“In giving the class. I speak slowly, as much as possible I give instructions in Chinese since we were trained. Very slow in speaking. Like, what is your name? It’s because when you speak very fast, they will not understand you. If they can’t still understand you, you should repeat for several times what you have said.”

“In speaking, I have to make sure that they give long answers. For example, I as the question, How did you do today? And instead of saying it, what happened with you with the whole day”

The goal of speaking is not only meant for classroom use but even more outside the classroom. One participant addressed the concern in the following by using another strategy lie animating one’s script. This proves to be effective because the learners are presented with real-life situations in which they could relate to which in turn allows them to interact afterwards:

“I animate my own script. Me and my student. I will be Jill and you will be Joe, for example, we are in supermarket and let’s have a conversation, dialogue and conversation. Then we will have questions to answer like “What did Joe buy in supermarket”. Then, the student will answer through speaking.”

Teaching learners to make well-formed sentences and then putting these to use in discourse we should
encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989).

Speaking is a basic skill that language learners should master with the other language skills. As manifested:

“We do a lot of things to make the students speak. Either we do the visual kind of learning – we show pictures just to make them speak.”

“Here, we usually use pictures in our lessons. This is the beauty in teaching on-line.”

Speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.” Students who have higher motivation and lower anxiety can speak easily and effectively.

**Managing Classroom Elements.**

One of the salient issues every teacher is concerned about is on the importance of good teaching and what do effective teachers to achieve it. What is necessary, what should be done, what kind of knowledge is to imparted and how will such knowledge be acquired. How the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen, all these fall under classroom management. It is a concern for students because it shows to them how the class operates including the way by which teacher and students interact with each other. In this regard, for both teachers and students, classroom management is not a condition but a process that operates in the classroom.

In our interview with our respondents, we have found out some instances on how ESL teachers manage their classes. One of our respondents had this to say:

“Of course ma’am if you are jolly if, if you show you are interested, you will have a lively class. If you are giving interesting materials, students will like you. If the student feels that you are not into him or into her, s/he will not like you. First class impression is very important.”

This only manifests that teachers play a key role in shaping effective education (Hattie, 2009). Optimistic teachers believe that they can influence student learning and positively affect their lives. It is vital that teachers demonstrate positive expectations toward all students, because research shows that whatever the teacher expects is generally what the learner tends to produce (Wong & Wong, 1998). They adapt the curriculum to different students’ needs—for example, making content more accessible for students who are still learning English and for those who have special educational needs.

On the one hand, teachers need all information in order to help all students advance from where they are to where they need to be. Knowledge of the students’ needs and interests are useful in planning and organizing activities, materials, and instruction. Furthermore, they adapt the curriculum to different students’ needs—for example, making content more accessible for students who are still learning English.

As one of the respondents said:

“You have to ask your student, “what do you want to learn”, ” what do you want to improve. So, what the student demands is what I give.”

This is in support of the definition of Evertson and Weinstein (2006) in which they said that classroom management by to the actions teachers take to create a supportive environment for the academic and social emotional learning of students.

The need to adopt a consistent classroom routine is also part of managing the class. When students are able to complete routine tasks, they have the opportunity to practice greater responsibility and develop more self-management skills. As verbalized by the respondent:

“I have to be strict. I have to tell my student, this is my rule in the class if you enter my class you have to listen, pay attention, have your pen, have your notebook. I usually suggest my students to have a pen and a notebook.”

Similarly, time management is part of classroom management. If the time allotted for class is spent well, then students will be able to acquire the desired competencies and skills. This is evident in one of the responses of one of the respondents:

“In 17 minutes, you should give variety of activities so that students will not get bored.”

Brophy (2006) presents this: “Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities).”

It requires a great deal of commitment initially, then a willingness to adjust one’s thinking and actions as one learns what works and what does not work.

To prevent problem behaviors in the classroom, it is often necessary for teachers to change their own behaviors.
“So, you try to adjust so you can get their attention so that in turn they will listen to you. They will no longer run away from you, from the camera. It’s because other parents would even run after their child with the camera because the child runs away from it. If you are already friends with your students, then they will listen to you. You can just say, “so let’s just have, okay let’s play for five minutes and for the rest of the time, we will study.”

Teachers become “adaptive experts” who are able both to use efficient routines and to seek out and apply new strategies in situations where routines are not enough. This is also similar to tailoring teaching methods which are made to suit the setting of the school and the needs of the learners.

The teacher’s attitude, educational pedagogy, planning, preparation, and conduct are going to affect how students respond in the classroom. Through adjustments in teaching practices, effective teachers can literally invite students to join the learning process involved in everyday lessons (Wong & Wong, 1998).

Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships (Wubbels, Brekelmans, Van Tartwijk, &Admiraal, 1999).

In another instance, one respondent mentioned:

“We usually have our greeting. It is very important that we have to know how the student are, I mean is, before starting, with the class proper, he got to feel a little interpersonal approach like what they feel. They need to feel that they are also important to you, not just you know academically speaking.”

Greeting the student is a way of welcoming them into the class. When the student feels s/he belongs, then what comes after is s/he will be confident to be part of the class. A well-functioning, respectful classroom allows students to work productively.

A classroom with a positive learning environment will hopefully include children who feel confident about their abilities and efforts in their learning journeys. In order for people to perceive themselves as able to cope with life’s changing demands and to achieve what they need and want to in life, they need to develop the sense that they can reach their personal goals (Walz, 1991).

“Adaptive experts” who are able both to use efficient routines and to seek out and apply new strategies in situations where routines are not enough. Teaching methods can be tailor made to suit the setting of the school.

“Of course, you need also to research other materials. Google is very important. It is also a must that once you enter your class, you are prepared. You should be prepared because the materials that we have are not also enough that is why we also need to research. For example, the material that you have is less than that will be used for that number of class meeting. You really need to research from the internet.”

Presenting and using a variety of activities is essential for students to participate in class and interact at the same time. When activities are varied and interesting to them, they will surely be motivated to talk or to do any activity required of them. Varied activities show that the teacher allows for more learning opportunities and growth.

“I also send pictures and activities. For example, I draw, you draw. For example, I ask, “do you know what is a dove?” Yes. Okay, you draw a dove”. It’s like that. I show pictures, video role plays, sing, draw, presenting activities like crosswords, matching a to b, fill in the blanks. This is what they like in class.”

When the learning environment is structured, instruction is scaffolded, and there are opportunities for students to experience success, then student frustration can be alleviated (Echevarria, Vogt, & Short, 2004).

At its best, classroom management is not only a means to effective instruction, it also becomes a vehicle for providing students with a sense of community and with increased skills in interpersonal communication, conflict management and self-control.

The abovementioned verbalizations and discussions revealed that classroom management as an ever-present, everlasting concern for any teacher. It is because classroom management is one great element that affects the student’s learning. The way on how teachers successfully establish and manage classroom environments are necessary because they support both engaged learning and positive social interactions among learners.

Creating student connection.

There is likelihood of gaining success in school if students feel connected with the teacher and there exists a positive and respectful relationship between them. This is what is meant by a supportive environment throughout the school.
When teachers reach out to their students, move from concern about themselves to concern for their students, implement problem-solving strategies that promote student success and see for other resources to address issues, concerns and problems that arise in the classroom, they are actually creating student connections.

Teachers set the tone by greeting students at the door with a smile and a welcoming comment; expressing admiration for a student’s bilingual ability and commenting enthusiastically about the number of different languages represented in class and beginning each day with a morning meeting where students greet one another by name and discuss upcoming lessons.

Positive attitudes displayed by the teacher towards the students create a good learning atmosphere. Understanding students’ needs, interests and feelings, improving their self-confidence, choosing the best teaching strategies, praising their performance, building a friendly relationship with them, making them feel happy and comfortable in class and displaying a feeling of great enthusiasm and eagerness to be with them are just some of the many ways by which a teacher can build rapport with the students. As one of the respondents emphatically said:

*Actually when it comes to adjustments, it’s actually on the teachers’ part to do the adjusting. It’s us who usually adjusts to them. Like say for example like, no matter how you try to catch their attention, they don’t actually respond. Yes, definitely, we try to get their interests first and then, after which we try to motivate them slowly. So we try to build you know a good kind of atmosphere - we become friends.*

According to (Harmer; 2001:51), motivation is defined as “some kind of internal drive which pushes someone to do things in order to achieve something.”

Self-esteem is the most widespread aspect of human behavior, it is claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, and knowledge of oneself. People’s self-esteem is brought from the different experiences with themselves and with the external world identified three levels of self-esteem (Brown, 2007).

Dealing with students means accommodating their cultural experience. The teachers’ personality has something to do with accommodating students from diverse backgrounds. One participant addressed the concern as follows:

“The difference among them could be their approach and strategies in learning and their culture. For example, the Arabians, they are not open for criticisms and corrections, Arabs and Japanese actually. However, for Koreans and Chinese, they can accept corrections but for the two, they don’t. I just do positive scripting - instead of saying I say there’s a better way to say this.”

Being sensitive to students’ diverse cultural backgrounds is a form of culturally responsive teaching. Teachers are considered “community teachers” since they acquire knowledge of the culture of the students and use this in creating core teaching practices and strategies necessary in the attainment of an effective diverse classroom. They serve so they can draw on this knowledge to create core teaching practices necessary for effectiveness in their diverse settings.

In addition to becoming aware of biases, in order to develop skills for cross cultural interaction, teachers need to become knowledgeable of students’ cultural backgrounds (Sheets & Gay, 1996). Gaining general knowledge about a cultural or ethnic group can give teachers a sense of views about behavior, rules of decorum and etiquette, communication and learning styles; however, you need to be careful not to form stereotypes.

Empathy is considered to be crucial in communication. In order to communicate effectively, students need to be able to understand persons’ affective and cognitive state. Teachers should pay attention to the students’ feelings and emotions to achieve their goal; since teaching a language means teaching cultural customs, traditions and values.

In another instance, one of the respondents mentioned:

“I had a student such that during the first time that the camera opened, upon asking what is his name and then I translated it into Chinese, there he panicked. He panicked and appeared so frightened. Good, he did not put the camera off.

At that time, he shouted and shouted. It might be that he was shocked and felt nervous. He did not know then what to do and so I said, “It’s okay, it’s okay, you could just answer yes/no. Until now, e is still my student. He is my regular student. I have seen his improvement and now he is talking in class.”

Personal relationship building is the foundation of classroom management. It is human nature that people will work harder and strive to please those people who they care about. Self-esteem will be more evident in
classrooms where students receive the right kind of positive meaningful feedback in the form of appreciation, not empty praise (Katz, 1993). This is evident in the following excerpts:

“Happy moments are like those when you get to have real rapport with your students and the class becomes fun. On his style, on the personality that he would want the students to see in him or in her... In my case, I could easily make the students comfortable”.

“The way I speak to them, maybe also the facial expression that they see on us, they could immediately feel if a certain teacher is friendly to them. Maybe you just have to keep that smile. Isn’t it that generally speaking, a smile makes somebody comfortable”.

5. CONCLUSION
ESL teaching is vital in language learning and so as the teacher and the students. Given the diversity of learning ESL classes, teachers need to be flexible and creative in order to meet the growing needs of every ESL students. In the case of this study, presenting speaking tasks, managing classroom elements and creating student connection were identified as means of meeting the demands of ESL students.

Presenting speaking tasks gives students ideas on what will be done in the class which allows them to prepare well. In managing classroom elements, ESL teachers employed process anchored on classroom managements for better language instruction. In creating student connection, creating a positive learning environment is imperative as this associated with the success of the students in English language learning.

In the lights of the findings, ESL teachers have the responsibility to be aware of the background of their learners. It is by knowing them that a teacher can be fully successful in language teaching. The teaching acumen becomes better through having the ability to deal with diverse ESL students. Nonetheless, this study recommends that future studies on difficulties of ESL teachers should be conducted considering a larger population.

ABOUT THE AUTHORS

Ranec Asuncion Azarias was born on January 1, 1993 in Cervantes, Ilocos Sur, Philippines. He finished his elementary education at Cervantes Central School, Cervantes, Ilocos Sur, Philippines in 2005 as with honors. He also finished his secondary education at Saint Agnes School Inc., Concepcion, Cervantes, Ilocos Sur, Philippines in 2009. He pursued his tertiary education at Benguet State University, La Trinidad, Benguet, and successfully graduated with the degree Bachelor of Secondary Education major in English in 2013 as. Then, he graduated from the Ilocos Sur Polytechnic State College(ISPSC)-Graduate School in Sta. Maria, Ilocos Sur, Philippines with degree Masters of Science in Education major in English in 2016. Finally, he is in his dissertation writing for his Doctor of Philosophy in Language major in English at Benguet State University, La Trinidad, Benguet. He is a language and research instructor at ISPSC-Santiago campus, Santiago, Ilocos Sur, Philippines. He is presently the adviser of the school organ. He has been coaching students in journalism and research writing. Finally, Mr. Azarias is a member of the Linguistic Society of Philippines and the Association of Regional Campus Paper Advisers in Region 1 of the Philippines.

Femarie Manglapus Capistrano was born in Tagudin, Ilocos Sur in January 28, 1971. She earned her degree Bachelor of Secondary Education Major in English at Saint Louis University Baguio City in 1991. In addition, she finished Master of Arts in Language and Literature as a CHED Scholar at the University of the Philippines - Baguio in 2009. Teaching is indeed her passion that is why she has been in the service for 21 years now at the Ilocos Sur Polytechnic State College- Tagudin, Ilocos Sur Philippines where she is tasked to teach both high school and English major college students. She is currently the Laboratory High School Principal of the said institution. Finally, she has attended several lectures and seminars relative to language and literature teaching including that of administration and leadership which has helped her enhance her teaching and empower her as a school leader.
Maureen TagubaSta.Ana was born in Quezon City on July 30, 1976. She finished her Elementary at SevillaElementary School, her secondary at Sevilla Parochial Brgy. School as consistent honor student. She took Bachelor of Secondary Education Major in English at Philippine Christian University in Taft, Manila and graduated in 1997. She enrolled at the Ilocos Sur Polytechnic State College leading to the degree of Master of Science in Education major in English and finished it on June 2014. At present, she is already in her Dissertation leading to the degree of Doctor of Philosophy in Language Major in English Language at Benguet State University. She is a member of the Linguistic Society of the Philippines and the Association of Campus Paper Advisers of Region 1. She is now on her 10th year teaching at Ilocos Sur Polytechnic State College Tagudin campus.

Arnunir Lara R. Mangantulao was born in Sta. Maria, Ilocos Sur, Philippines on December 22, 1987. She finished her Bachelor of Arts major in English at Saint Louis College, San Fernando City, La Union, Philippines in 2008. She also finished her Master of Science in Education major in English at Ilocos Sur Polytechnic State College in 2016. She is currently enrolled in Doctor of Philosophy in Language major in English at Benguet State University, La Trinidad, Benguet and presently writing her dissertation. She is currently teaching in the College of Teacher Education at Ilocos Sur Polytechnic State College, Sta. Maria, Ilocos Sur. She is a member of Philippine Association for Language Teaching, Inc. (PALT) and State Universities and Colleges Teacher Education Association (SUCTEA).

Enhelyn L. Morla was born on November 11, 1990 in Lagangilang, Abra, Philippines. She finished her elementary education at Lagangilang Elementary School in 2002. She also finished her secondary education at Abra State Institute of Sciences and Technology in 2006. At the same school, she graduated with the college degree major in English in 2010. She pursued her Master of Science in Education major in English at the Ilocos Sur Polytechnic State College (ISPSC) Graduate School, and was able to graduate in 2015. At present she is an English language instructor at ISPSC.

REFERENCES


An Approach to English Phonology
Mohammed AbdAlla Mohammed
Assistant Professor of Applied Linguistics, Department of English Language & Translation, College of Science & Arts Arrass, Qassim University, KSA
Corresponding Author: Mohammed Abdalla Mohammed, E-mail: dr.mohammed_saleem@hotmail.com

ARTICLE INFO
Received: December 01, 2019
Accepted: December 22, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.15

ABSTRACT
This study aims at clarifying various concepts in the linguistic field of English phonology. The researcher has adopted the descriptive research methodology. The study has emerged upon the observations of the researcher in teaching English pronunciation and phonology classes at the tertiary level. A very big number of students lack the correct information about some fundamental concepts in the domain of English phonology. Thus, this study has been conducted as an attempt to illuminate some vague and obscure concepts that cause a real learning problem to students who study English phonology in particular and those who study English language in general. Students are not aware of basic English phonological concepts such as homophones, homographs, homonyms, capitonyms, clear and dark /l/, the syllable, and stress. Moreover, most English language learners are not familiar with stress patterns, stress shift, unstressed syllables, etc. In a nutshell, this study has been carried out due to several noticeable learning weaknesses that students encounter in their learning process, so it attempts to resolve some of these problematic difficulties and ease the way to assimilate some essential English phonology concepts.

KEYWORDS
Phonology, homophones, homographs, homonyms, capitonyms, syllabification, syllable analysis, stress.

1. INTRODUCTION
This paper is intended to highlight some areas in English phonology that might seem interesting to some English language learners as well as teachers. The paper comprises definitions of terms, transcription, pronunciation of (-ed) and (-s) endings, homographs, homophones, homonyms, capitonyms, clear and dark /l/, the syllable, and stress. This was conducted due to the urgent need of English language learners to have a general idea about some rules that govern correct pronunciation in English language. As a result of the inconsistency and disparity between spelling and pronunciation of the vast majority of English words, this paper intends to elucidate some topics in the field of English phonology. Also, studies the differences and similarities of speech sounds. In addition, it concerns itself with how these sounds influence on another.

According to Richard Nordquist (2019), "Phonology is the branch of linguistics concerned with the study of speech sounds with reference to their distribution and patterning".

Pennington M.C. (2007) cites: many different answers can be given to the question, “What is phonology?” The classical definition differentiates phonology from phonetics, as in the following passage from Catford (2001):

The study of the physiological, aerodynamic, and acoustic characteristics of speech-sounds is the central concern of phonetics [all emphases as in the original]. The study of how sounds are organized into systems and utilized in languages is the central concern of phonology. Neither of these two linguistic disciplines is independent of the other. A knowledge of what features of sound are most utilized
in languages determines what aspects of sound production are most worth studying in depth. Thus, phonetics depends to some extent upon phonology to indicate areas of linguistic relevance and importance. Phonology, on the other hand, is heavily dependent on phonetics, since it is phonetics that provides the insights that enable one to discover what sound features are linguistically utilized, and it is phonetics again, that supplies the terminology for the description and classification of the linguistically relevant features of sounds, (p. 177)

3. TRANSCRIPTION (NOTATION)
Transcription means the use of phonetic symbols to show sounds or sound sequence in a written form. There are different systems of phonetic symbols, but the most commonly used one is that of the (IPA): International Phonetic Association.

3.1. Types of Transcription:
Roach (2009) states that the distinction between the two types of transcription refers to the degree of refinement in representing speech sounds.

3.1.1. Phonemic Transcription/Broad transcription:
It uses only the distinctive sounds of language (phonemes). It does not show the finer points of pronunciation. It’s written within slanting brackets, /             /. 

3.1.2. Phonetic Transcription/Narrow transcription:
It uses phonetic symbols for various sounds, including symbols to show in details how a particular sound is produced. It is written within square brackets. In narrow transcription aspiration (= a little puff of air which sometimes follows a speech sound) is shown by the symbol [h] or [ʔ], e.g. [pʰin] or [p’in]. Narrow transcription would also mark the difference between clear and dark [L].

4. PRONUNCIATION OF "-ed and -s" ENDINGS
Not all "-ed" endings are pronounced the same, rather differently, i.e. they could be pronounced: /d/, /ɪd/, or /ɪ/. As well as "-s" endings could be pronounced: /z/, /s/, or /s/. 

4.1 Pronunciation of "-d/ed" Endings
4.1.1. If the final sound of the word is a vowel sound or one of the following consonant sounds (b, g, v, ɗ, z, ʒ, dʒ, m, n, ŋ, l, r), then the (-d/ed) endings are pronounced /d/.

Examples:
- hurried, married, played, enjoyed, covered, answered
- robbed, rubbed, grabbed, disturbed, absorbed, curbed, scrubbed
- begged, nagged, banged, clanged, dragged, hugged
- loved, moved, carved, arrived, received
- bathed, soothed, toothed, breathed
- used, fused, mused, refused, amazed, surprised
- massaged, camouflaged, sabotaged
- judged, changed, fringed, damaged, raged
- calmed, combed, roamed, blamed
- fastened, abandoned, determined, ruined
- pulled, fooled, ruled, drooled, juggled

4.1.2. If the final sound of the word is one of the following consonant sounds (t, d), then the (-d/ed) endings are pronounced /ɪd/.

Examples:
- painted, invited, lasted, wanted, created, started, hated, visited
- faded, added, persuaded, needed, decided, ended

4.1.3. If the final sound of the word is one of the following consonant sounds (p, k, f, θ, s, ʃ, tʃ), then the (-d/ed) endings are pronounced /t/.

Examples:
- helped, dropped, kidnapped, stopped
- picked, kicked, asked, booked, cooked, baked, looked, worked
- sniffed, stuffed, puffed, coughed, laughed
- earthed, berthed
- missed, kissed, forced, mixed, fixed, danced
- washed, fished, finished, brushed
• watched, crunched, stretched, reached

4.2. Pronunciation of "-s/-es" Endings

4.2.1. If the final sound of the word is a vowel sound or one of the following consonant sounds (b, d, g, v, ð, ŋ, m, n, l, r), then the (-s/-es) endings are pronounced /z/.

**Examples:**
- cities, plays, ways, boys, keys, sees, fleas, shows, follows, news, views, etc.
- jobs, ribs, clubs, disturb
- friends, kids, stands, accords, awards
- dogs, eggs, pigs, pegs, digs
- wives, drives, moves, survives, arrives, receives
- clothes, booths, bathes, breathes, teethes
- rings, sings, kings, wings, things
- names, blames, screams, teams, dams
- pens, scans, bans, explains, maintains
- tools, examples, travels, rules, noodles

4.2.2. If the final sound of the word is one of the following consonant sounds (p, t, k, f, θ), then the (-s/-es) endings are pronounced /s/.

**Examples:**
- ships, taps, maps, grapes, camps, wraps
- cats, fats, rats, governments, kits
- sacks, works, books, cooks, looks
- cliffs, chiefs, paragraphs, laughs, graphs
- months, myths, maths

4.2.3. If the final sound of the word is one of the following consonant sounds (s, z, j, tj, ʃ, ʒ, dʒ), then the (-s/-es) endings are pronounced /iz/.

**Examples:**
- boxes, services, misses, forces
- uses, fuses, muses, refuses, amazes, surprises
- dishes, polishes, relishes, flourishes, diminishes
- matches, churches, teaches, crunches
- camouflage, sabotages
- bridges, judges, changes, damages

5. HOMOGRAPHS

Homographs are words that have the same spelling but have different pronunciation and meaning.

**Examples:**
1. **Bow:**
   - The actors came back on stage and took a bow /bɔʊ./
   - He learned to hunt with a bow /bɔʊ/.

2. **Close:**
   - Close your eyes and count to ten. /kləʊz/.
   - Please keep close to the path, it’s easy to get lost. /kləʊz/.

3. **Content:**
   - Soft drinks have a high sugar content /kəntent/.
   - I was content just to stay at home and read. /kəntent/.

4. **Contract:**
   - The new export contract is worth $16 million. /kəntrækt/.
   - Your muscles will contract if you get cold. /kəntrækt/.

5. **Desert:**
   - It hasn’t rained in this part of the desert for years. /dezət/.
   - He was planning to desert his family and go abroad. /dizət/.

6. **Lead:**
   - Just follow the signs and they will lead you to the exit. /liːd/.
   - Gold is heavier than lead. /liːd/.

7. **Minute:**
   - Can I speak to you for a minute please? /ˈmɪnɪt/.
   - We’ve got a small house with a minute garden. /ˈməɪnjuːt/.

8. **Object:**
   - This small stone object is over 5000 years old. /ˈɒbdʒɪkt/.
   - I strongly object to these cuts in public spending. /ˈəbdʒekt/.

9. **Project:**
• The housing **project** will create 5000 new homes. /prədʒekt/.
• He’s trying to **project** a more confident image. /prədʒekt/.

10. **Refuse**:
• I won’t do it, I absolutely **refuse**. /rifjuːz/.
• Put empty bottles here and other **refuse** in the bin. /refjʊs/.

**6. HOMOPHONES**
Homophones are words that sound the same but have a different spelling and meaning.

**Examples:**

<table>
<thead>
<tr>
<th>/ɔ:/</th>
<th>/ɔ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>board</td>
<td>bored</td>
</tr>
<tr>
<td>caught</td>
<td>court (UK)</td>
</tr>
<tr>
<td>coarse</td>
<td>course</td>
</tr>
<tr>
<td>hoarse</td>
<td>horse</td>
</tr>
<tr>
<td>sauce</td>
<td>source (UK)</td>
</tr>
<tr>
<td>saw</td>
<td>soar (UK)</td>
</tr>
<tr>
<td>sort (UK)</td>
<td>sought</td>
</tr>
<tr>
<td>warn</td>
<td>worn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ei/:</th>
<th>/ei/:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bale</td>
<td>bail</td>
</tr>
<tr>
<td>brake</td>
<td>break</td>
</tr>
<tr>
<td>grate</td>
<td>great</td>
</tr>
<tr>
<td>male</td>
<td>mail</td>
</tr>
<tr>
<td>pain</td>
<td>pane</td>
</tr>
<tr>
<td>pray</td>
<td>prey</td>
</tr>
<tr>
<td>sale</td>
<td>sail</td>
</tr>
<tr>
<td>slay</td>
<td>sleigh</td>
</tr>
<tr>
<td>stake</td>
<td>steak</td>
</tr>
<tr>
<td>Sunday</td>
<td>sundae</td>
</tr>
<tr>
<td>tale</td>
<td>tail</td>
</tr>
<tr>
<td>wail</td>
<td>whale</td>
</tr>
<tr>
<td>wait</td>
<td>weight</td>
</tr>
<tr>
<td>waste</td>
<td>waist</td>
</tr>
<tr>
<td>way</td>
<td>weigh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/əu/:</th>
<th>/əu/:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bean</td>
<td>been</td>
</tr>
<tr>
<td>be</td>
<td>bee</td>
</tr>
<tr>
<td>feat</td>
<td>feet</td>
</tr>
<tr>
<td>flea</td>
<td>flee</td>
</tr>
<tr>
<td>leak</td>
<td>leek</td>
</tr>
<tr>
<td>meat</td>
<td>meet</td>
</tr>
<tr>
<td>peace</td>
<td>piece</td>
</tr>
<tr>
<td>peak</td>
<td>peak</td>
</tr>
<tr>
<td>peal</td>
<td>peel</td>
</tr>
<tr>
<td>quay</td>
<td>key</td>
</tr>
<tr>
<td>sea</td>
<td>see</td>
</tr>
<tr>
<td>seam</td>
<td>seem</td>
</tr>
<tr>
<td>seen</td>
<td>scene</td>
</tr>
<tr>
<td>steal</td>
<td>steel</td>
</tr>
<tr>
<td>suite</td>
<td>sweet</td>
</tr>
<tr>
<td>weak</td>
<td>week</td>
</tr>
<tr>
<td>weave</td>
<td>we’ve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ə/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>alter</td>
<td>altar</td>
</tr>
<tr>
<td>current</td>
<td>currant</td>
</tr>
<tr>
<td>gorilla</td>
<td>guerrilla</td>
</tr>
<tr>
<td>idol</td>
<td>idle</td>
</tr>
<tr>
<td>minor</td>
<td>miner</td>
</tr>
</tbody>
</table>
An Approach to English Phonology

/ai/:  
- aisle/isle/I’ll  
- by/bye/buy  
- right/write/right

<table>
<thead>
<tr>
<th>die</th>
<th>dye</th>
</tr>
</thead>
<tbody>
<tr>
<td>hi</td>
<td>high</td>
</tr>
<tr>
<td>higher</td>
<td>hire</td>
</tr>
<tr>
<td>rye</td>
<td>wry</td>
</tr>
<tr>
<td>sight</td>
<td>site</td>
</tr>
<tr>
<td>tyre</td>
<td>tire</td>
</tr>
</tbody>
</table>

/eə/:  
- there/their/they’re  
- where/wear/ware

<table>
<thead>
<tr>
<th>air</th>
<th>heir</th>
</tr>
</thead>
<tbody>
<tr>
<td>fair</td>
<td>fare</td>
</tr>
<tr>
<td>bare</td>
<td>bear</td>
</tr>
<tr>
<td>pair</td>
<td>pear</td>
</tr>
<tr>
<td>stair</td>
<td>stare</td>
</tr>
</tbody>
</table>

/au/:  
- to/too/two

<table>
<thead>
<tr>
<th>blue</th>
<th>blew</th>
</tr>
</thead>
<tbody>
<tr>
<td>through</td>
<td>threw</td>
</tr>
<tr>
<td>flu</td>
<td>flew</td>
</tr>
</tbody>
</table>

7. HOMONYMS
Homonyms are words that have the same pronunciation and spelling but differ in meaning.  
**Examples:**
- Right:
  - Ben fractured his right arm. (The opposite of left).
  - Are you sure this is the right key. (Correct).
- Bear:
  - I haven’t seen a real bear. (An animal).
  - Tim said he can’t bear the situation he’s in anymore. (To endure or tolerate).
- Fly:
  - I saw a fly in my cookie. (An insect).
  - Most birds fly with a speed of 30 mph. (To engage in flight).
- Patient:
  - Nurse Susan is very patient. (Enduring).
  - He is a cancer patient. (A person under medical treatment).
- Can:
  - He can run fast. (To be able).
  - We drank a can of Coke each. (The amount contained in a can).
- Address:
  - To address a conference. (To make a formal speech to a group of people).
  - Don’t forget to write your address. (Details of where someone lives or works).

8. CAPITONYMS
A capitonym is a word that changes its meaning when its first letter is capitalized. It is a form of homonym. Thus, capitonyms are words that have the same pronunciation and spelling but differ in meaning when the first letter of one of them is capitalized.

A lot of proper nouns are capitonyms, such as names of people, places, teams, etc.

**Examples:**
1. Bill & bill:
   - My best friend Bill lives next door. (A man’s name).
   - Do you have a ten-dollar bill? (A piece of paper money).
2. Rose & rose:
   - He gave Rose a gift yesterday. (A woman’s name).
   - She gave him a rose last night. (A flower).
3. Brown & brown:
   - John discussed the matter with Mr. Brown. (A man’s name).
   - It’s such a nice brown jacket. (A colour).
4. Turkey & turkey:
   - One of my siblings lives in Turkey. (A country).
   - Mom will cook turkey for dinner. (A type of bird).
5. China & china:
   - Made in China. (A country).
   - A China vase. (White clay which is baked and used for making delicate cups, plates, etc).
6. May & may:
   - We will be having a vacation this May. (A month).
   - You may leave now. (To give permission).

9. CLEAR AND DARK /l/
The so-called "clear /l/" or "light /l/" occurs before a vowel, e.g. (lap, leaf, leap, lord, lose, black, follow, failure, etc.) or before the approximant or glide consonant /j/ (billiard, scallion).
The so-called "dark /l/" occurs at the end of words, e.g. (call, trial, mail, dull, pool, full, etc.) and before consonants (milk, hold, fault, film, belt).

Examples of some words with both kinds of clear and dark /l/:
lull /lʌɫ/  
flail /flɛIl/  
little /ˈlɪt̪l/  

(As you can see, English /l/ sounds that are close to the beginning of the syllable are clear, while those which are close to the end of the syllable are dark).

Because in all English words which begin with the sound /l/ the next sound is a vowel or a glide consonant, English words never start with a dark "l".

In many varieties of English there are two quite different /l/ sounds. The difference between them in sound production is the position of the back part of the tongue, i.e. the first variety is known as clear /l/ in which the back part of the tongue is low, e.g. listen to the first sound in "led" /led/. Whereas, the second variety is known as dark /l/ or velarized /l/ in which the back part of the tongue is raised towards the roof of the mouth, e.g. listen to the final sound in "bell" /bel/. The tip of the tongue is in the same position, contacting the alveolar ridge (behind the upper front teeth) for both of these sounds.

10. THE SYLLABLE
According to Roach (2009), a syllable is a unit in speech larger than a single segment and smaller than a word. However, this characterization can be seen from both a phonetic and phonological point of view.

In phonetics it is identified on the basis of the amount of the articulatory effort needed to produce it. In phonology it is defined by the way sounds combine in a language to produce various sequences. Vowels can form a syllable on their own, or they can be the center of a syllable.

Crystal (1985:164) believes that syllable is an element of speech that acts as a unit of rhythm, which is noticeable in English pronunciation and consisting of a vowel, a syllable consonant or a vowel plus consonant combination. On the other hand, a syllable is defined by Laver (1994:39) as “a complex unit made up of nucleus and marginal elements”. Forel and Puskás (2005:35) affirm that in English a syllable consists of a phoneme or sequence of phonemes. If the syllable receives word stress it can be associated with meaning and form what is usually called a word. For us, syllable is the unit which sounds loud in a spoken word, formed normally by a nucleus, which stands as the center of the syllable.

10.1. The Structure of the English Syllable
The beginning of a syllable is called (onset), the center or middle of a syllable is called (peak/nucleus), and the end of a syllable is called (coda).

Examples:
- cat  
onset            peak                   coda  
/k/                            /æ/                              /t/  
- stops  
Onset            peak                   coda  
/st/                            /ɒ/                              /ps/  
- splints  
Onset            peak                   coda  
/spl/                            /l/                              /nts/  

10.2. Syllable Sequences
Typical syllable sequences in English include:

- V: err, or, are, eye  
- CV: go, see, more, key, be, tea  
- CCCV: blue, true, pray  
- CCCCV: spray, splay, spew  
- VC: in, on, at, am, ought, ease  
- VCC: ant, apple, eggs, eighth, ink  
- VCCC: ants, apples  
- VCCC: ants, apples  
- CVC: hat, king, ran, fill, pick  
- CVCC: hats, kings, runs, fills, picks  
- CVCCC: sixth, text, tempt  
- CVCCCC: sixths, texts  
- CCVC: stop, spot, clash, gloom, broom  
- CCVCC: speaks, sports, snakes, crunch, friend  
- CCVCCCC: friends, crunched, clasps, sphinx  
- CCCVCC: twelfths, glimpsed  
- CCCVC: spring, string, screen, scream, squeak, stream  
- CCCVCC: strength, streets, strikes
10.3. Syllabification

Syllabification or syllable division is the act of dividing the word into syllables.

10.3.1. Syllabification Rules

1. Divide after the prefix, e.g. un.seen, pre.view, im.po.lite, ir.reg.u.lar, etc.
2. Divide before the suffix, e.g. trac.tion, pi.ous, friend.ship, hap.pi.ous, etc.
3. Count back three and divide, e.g. ma.ple, ex.am.ple, cri.ble, etc.
4. Divide between two vowels that don't blend, e.g. bril.liant, bit.ter, etc.
5. Divide between two middle consonants, e.g. rab.bet, an.gel, etc.
6. Divide between two vowels, e.g. bril.liant, bit.ter, etc.
7. Divide between two middle consonants, e.g. rab.bet, an.gel, etc.
8. Divide between two vowels that don't blend, e.g. bril.liant, bit.ter, etc.
9. Divide between two middle consonants, e.g. rab.bet, an.gel, etc.
10. Divide between two middle consonants, e.g. rab.bet, an.gel, etc.

10.4. Syllable Analysis

1. **ONSET:**

1.1. One-consonant onset (CV/CVC/CCVC/etc.):

The only one consonant in the onset is analyzed as initial, e.g. the /n/ in no, the /h/ in hat, the /p/ in pens, etc.

1.2. Two-consonant onset (CCV, CCVC, CCVCC, etc.):

The two-consonant clusters in the onset are divided into two types:

A. Two-consonant clusters with pre-initial /s/:

<table>
<thead>
<tr>
<th>Pre-initial</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>/s/</td>
<td>/p, t, k, f, m, n/</td>
</tr>
</tbody>
</table>

* /l, w, j, r/ are also possible. These clusters can be analyzed either as pre-initial /s/ + initial /l, w, j, r/ or initial /s/ + post-initial /l, w, j, r/.

Examples:

Spin, stick, skin, sphere, smell, snow, slip, swing, sue, syringe, etc.

*Syringe is pronounced /srind/ for many speakers.

B. Two-consonant clusters with post-initial /l, r, w, j/:

Initial + Post-initial

/ /p, t, k, b, d, g, f, θ, s, / + /l, r, w, j/

Examples:

Play, pray, puke, tray, twin, tune, clay, cry, quick, queue, black, bring, beauty, drip, dwell, due, glue, grin, fly, fry, few, throw, thwart, slip, swim, sue, shrew, huge, view, muse, news, lewd, etc.

3. Three-consonant onset (CCCVC, CCCVCC, CCCVCCVCCVCCVCC):

The three-consonant clusters in the onset are always start with /s/ as pre-initial +

/p, t, k/ as initial + /l, r, w, j/ as post-initial.

Pre-initial + Initial + Post-initial

/s/ + /p, t, k/ + /l, r, w, j/

Examples:

Splay, spray, spew, string, stew, sclerosis, screen, squeak, skewer, etc.

II. CODA:

1. One-consonant coda (VC, CVC, CCVC, CCCVC):

The only one consonant in the coda is analyzed as final, e.g. the /t/ in hat, the /ns/ in pens, the /lpt/ in helped, the /h/ in ran, etc.

2. Two-consonant coda (VCC, CVCC, CCVCC, CCCVCCVCC):

The two-consonant clusters in the coda are divided into two types:

A. Two-consonant clusters with pre-final /m, n, η, l, s/:

<table>
<thead>
<tr>
<th>Pre-final</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>/m, n, η, l, s/</td>
<td>/ consonant/</td>
</tr>
</tbody>
</table>
Examples:

Bump, bent, bank, belt, ask, etc.

B. Two-consonant clusters with post-final /s, z, t, d, θ/:

Final + Post-final
/consonant/ + /s, z, t, d, θ/

Examples:

Bets, beds, backed, bagged, eighth, etc.

3. Three-consonant coda (VCCC, CVCCC, CCVCCC, CCCVCCC):

The three-consonant clusters in the coda are divided into two types:

A. The three-consonant clusters in the coda include a pre-final /m, n, ŋ, l, s/ + a final + a post-final /s, z, t, d, θ/.

Pre-final + Final + Post-final
/m, n, ŋ, l, s/ + /consonant/ + /s, z, t, d, θ/

Examples:

Bumps, bonds, banks, helped/twelfth, tests, etc.

B. The three-consonant clusters forming a coda include a final + a post-final1 /s, z, t, d, θ/ + a post-final2 /s, z, t, d, θ/.

Final + Post-final1 + Post-final2
/consonant/ + /s, z, t, d, θ/ + /s, z, t, d, θ/

Examples:

Fifths, next, lapsed, etc.

4. Most four-consonant clusters forming a coda can be analyzed as consisting of a pre-final /m, n, ŋ, l, s/ + a final + a post-final1 /s, z, t, d, θ/ + a post-final2 /s, z, t, d, θ/.

Pre-final + Final + Post-final1 + Post-final2
/m, n, ŋ, l, s/ + /consonant/ + /s, z, t, d, θ/ + /s, z, t, d, θ/

Examples:

Twelfths, prompts, etc.

5. A small number of cases seem to require a different analysis, as consisting of a final consonant with no pre-final but three post-final consonants.

Examples:

Sixths, texts, etc.

11. STRESS

Only one syllable can receive the primary stress in a word unless it is an exceptional case of compound words.

When you stress a syllable in a word, this is what you do:

➢ Produce a longer vowel.
➢ Raise the pitch of the syllable to a higher level.
➢ Say the syllable louder.
➢ Pronounce it with clarity.
➢ Create a more distinctive facial movement.

In two-syllable nouns, the first syllable is normally stressed but there are exceptions to the rule.

Examples:

Oo oO (Exceptions)
table mistake
carpet machine
country technique
human antique
doctor mirage
village garage
building chalet
garden brochure
valley buffet
forest
mountain
distance
summer

In two-syllable adjectives, the first syllable is normally stressed but there are exceptions to the rule.

Examples:

Oo oO (Exceptions)
happy superb
ugly asleep
yellow alone
fancy complete
lovely extreme
little alive
famous distinct
friendly precise
sunny intense
hungry enough
In two-syllable verbs, the second syllable is normally stressed but there are exceptions to the rule.

Examples:
oO Oo (Exceptions)

convene travel
pursue answer
concede borrow
prevent carry
decide visit
relax study
begin cancel
forget copy
explain enter
arrive listen
return open

In two-syllable adverbs and prepositions, the first syllable is stressed but there are exceptions to the rule.

Examples:

Oo 
always perhaps

In words ending with one of the suffixes: (-tion, -sion, -ian, -ious, -ic, -ient, -ial, -ia, or -ish), the stress falls on the syllable preceding them. Except the suffix “-able,” the first syllable is stressed.

Examples:

-separation -decision -scientific
technician
-operation -occasion -economic
electrician
-compensation -religious -atomic
-beautician
-coalition -cohesion -ferocious
-comedian -artistic
-education -abrasion -civilian
-nutritious -fanciful -fantastic
decoration
-bombastic
-communication
-elastic
-erratic
-pragmatic

later indeed
often unless
over besides
shortly until
slowly above
sooner below
under before

Words that have three syllables and end in “-ly” or “-er” often have the stress on the first syllable.

Examples:

Ooo (-ly) Ooo (-er)

perfectly gardener
happily manager
recklessly publisher
instantly carpenter
normally character
orderly happier
quietly quieter
easily easier
neighborly busier

In words ending with suffixes: (-cy, -ty, -phy, -gy, or -al), stress falls on the second syllable preceding them, i.e. two from the end.

Examples:

infancy publicity photography
geny alphabetical
democracy nationality geography
allergy aboriginal
fallacy personality calligraphy
frequency dignity cultural
frequency apology
autocracy normality philosophy
autocracy
phonology
national
pregnancy adversity
privacy absurdity
electricity
reality
activity

In many words with suffixes: (-ade, -ee, -eer, -ese, -que, teen, or -oon), the suffix itself is stressed.
Examples:

-ade  -ee  -eer  -
  ese  -que  -teen  -oon

  crusade  guarantee  puppeteer
  Japanese  physique  thirteen
  balloon

tirade  addressee  auctioneer
  Vietnamese  mystique  fourteen
  cartoon

brigade  appointee  volunteer
  Nepalese  unique  fifteen
  buffoon

invade  consignee  pioneer
  Chinese  technique  sixteen
  raccoon

persuade  absentee  engineer
  Maltese  oblique  seventeen
  typhoon

In most compound words, the first syllable is stressed but there are exceptions to the rule.

Examples:

first class  bad-tempered
  double room

half-price  old-fashioned
  overnight

handmade  short-sighted
  second-hand

Word stress shift

We can build longer words by adding parts to the beginning or end of shorter words. Usually, this does not change the stress; it stays on the same syllable as in the original word. For example:

forget  forgetful

forgetfulness  forgettable  unforgettable

Suffixes that do not affect stress placement

-able: ‘comfort: comfortable
-age: ‘anchor: anchorage
-al: ‘refuse: refusal
-en: ‘wide: widen
-fill: ‘wonder: wonderful’
-ing: ‘amaze: amazing’
-like: ‘bird: birdlike
-less: “power: powerless
-ly: ‘hurried: hurriedly’
-ment: ‘punish: punishment
-ness: ‘yellow: yellowness
-ous: ‘poison: poisonous
-fy: ‘glory: glorify
-wise: ‘other: otherwise
-y’ (adjective or noun): ‘fun: funny
— ‘-ish’ in the case of adjectives does not affect stress placement: ‘devil,’ devilish’; however, verbs with stems of more than one syllable always have the stress on the syllable immediately preceding ‘ish’ - for example, replenish, demolish, etc.

**Word-class pairs**

One aspect of word stress is best treated as a separate issue. There are several dozen pairs of two-syllable words with identical spelling which differ from each other in stress placement, apparently according to word class (noun, verb or adjective). All appear to consist of prefix + stem. We shall treat them as a special type of word and give them the following rule: if a pair of prefix-plus-stem words exists, both members of which are spelt identically, one of which is a verb and the other of which is either a noun or an adjective, then the stress is placed on the second syllable of the verb but on the first syllable of the noun or adjective. Some common examples are given below (V = verb, A = adjective, N = noun):

<table>
<thead>
<tr>
<th>N = noun</th>
<th>Examples</th>
<th>V = verb</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>abstract (A)</td>
<td>abstract (V)</td>
<td>perfect (A)</td>
<td>perfect (V)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oo (nouns)</th>
<th>Examples</th>
<th>oO (verbs)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>survey</td>
<td>Let’s do a customer survey to find out.</td>
<td>survey</td>
<td>They surveyed over 1000 people.</td>
</tr>
<tr>
<td>contrast</td>
<td>There’s a big contrast between you two.</td>
<td>contrast</td>
<td>He contrasted the two pictures.</td>
</tr>
<tr>
<td>detail</td>
<td>It’s just a minor detail.</td>
<td>detail</td>
<td>The story details their struggle with poverty.</td>
</tr>
<tr>
<td>escort</td>
<td>You’ll need an escort to get through security.</td>
<td>escort</td>
<td>He escorted her out of the door.</td>
</tr>
<tr>
<td>perfume</td>
<td>He bought her a bottle of perfume for her birthday.</td>
<td>perfume</td>
<td>The roses perfumed the room.</td>
</tr>
<tr>
<td>reject</td>
<td>This is one of the rejects from the factory.</td>
<td>reject</td>
<td>He rejected her advice.</td>
</tr>
<tr>
<td>upset</td>
<td>The victory was an upset in the championships.</td>
<td>upset</td>
<td>He upset her with his cruel remarks.</td>
</tr>
<tr>
<td>compound</td>
<td>They lived in a compound.</td>
<td>compound</td>
<td>Current policy is just compounding problems.</td>
</tr>
</tbody>
</table>
### Examples

**Oo (nouns)** | **Examples** | **oO (verbs)** | **Examples**
--- | --- | --- | ---
rewrite | That’s a rewrite of an old song. | rewrite | She rewrote her story.
update | We’ve got some updates for you. | update | We’re updating our files.
upgrade | They got an upgrade on the flight. | upgrade | It’s time to upgrade our computer.
nvite | I received an invite to her party. | invite | They invited us to their house.
misprint | There’s a misprint in the book. | misprint | He misprinted the word.
insert | Put a couple of inserts in this text. | insert | He inserted a few words into her paragraph.

**More Examples:**

<table>
<thead>
<tr>
<th>Oo (nouns)</th>
<th>Examples</th>
<th>oO (verbs)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>contract</td>
<td>Have you signed the contract?</td>
<td>contract</td>
<td>The economy is contracting.</td>
</tr>
<tr>
<td>conduct</td>
<td>The conduct of the student was unacceptable.</td>
<td>conduct</td>
<td>They’re conducting an enquiry.</td>
</tr>
<tr>
<td>subject</td>
<td>What subjects do you study?</td>
<td>subject</td>
<td>She was subjected to harsh criticism.</td>
</tr>
<tr>
<td>present</td>
<td>He gave her a present.</td>
<td>present</td>
<td>He’s going to present his findings</td>
</tr>
<tr>
<td>refuse</td>
<td>The refuse collectors are on strike.</td>
<td>refuse</td>
<td>He refused permission.</td>
</tr>
<tr>
<td>desert</td>
<td>They went travelling in the Sahara desert.</td>
<td>desert</td>
<td>The soldiers deserted their post.</td>
</tr>
</tbody>
</table>

More Examples:

Oo (nouns) | oO (verbs) | Examples |
--- | --- | --- |
record | record | import |
object | object | register |
export | export | increase |

---

119
12. CONCLUSION

English phonology is an extremely significant domain in linguistics that should receive the attention of language learners, teachers, and researchers. This paper is just an attempt to cast light on some areas of English phonology that might seem important to those who are interested in having an overall idea about phonology. In conclusion, English phonology is never a solid material that has fixed patterns or rules; rather, it is flexible and has several exceptions as well. Further in-depth researching of English phonology is highly recommended and encouraged.

ABOUT THE AUTHOR(S)

The author(s) Dr. Mohammed AbdAlla AbdAlgane Mohammed is an assistant professor of Applied Linguistics at Qassim University. Awarded Ph.D. from University of Gezira, Sudan (2011). The author has several publications including:
1- The Role of Forensic Translation in Courtrooms Contexts, Arab World English Journal, ISSN: 2229-9327, Malaysia, (MAY, 2013).
2- Towards Effective Reading Strategies, American Arabic Academy for Sciences and Technology, ISSN: 2161-3621, Oman, (JUNE, 2014).

REFERENCES

Newmark’s Translation Procedures Dealing with Additional Information in the English Target Novels
Erlina Zulkifli Mahmud1*, Taufik Ampera2 & Inu Isnaeni Sidiq3
1Department of Linguistics, Faculty of Cultural Sciences, Universitas Padjadjaran, Indonesia
2Department of Arts and Cultural Studies, Faculty of Cultural Sciences, Universitas Padjadjaran, Indonesia
3Department of Linguistics, Faculty of Cultural Sciences, Universitas Padjadjaran, Indonesia
Corresponding Author: Author’s Name, Erlina Zulkifli Mahmud E-mail: erlina@unpad.ac.id

ARTICLE INFO

Received: December 01, 2019
Accepted: December 22, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.16
KEYWORDS
Newmark’s translation procedures; descriptive equivalent; expansion; paraphrase; notes, addition, glosses; Indonesian novels

ABSTRACT
Newmark’s translation procedures are provided to accommodate cases that cannot be managed by literal translation and out of 18 procedures, four of them; Descriptive Equivalent, Expansion, Paraphrase, and Notes, Additions, Glosses deal with additional information. The four procedures are found in the Indonesian novels translated into English. Using these Newmark’s four translation procedures, this research paper is to identify the existence of the four procedures in the target texts; how they appear in the target language text, in what linguistic forms and for what function. The novels as the data source are randomly selected and the data chosen are studied by comparing the length of words involved in the target text and in the source text. The results show that not all four procedures can be found in each target text; the linguistic forms of each procedure may sometimes be similar but the functions are uniquely characterized.

1. INTRODUCTION
The characteristics of a language cannot be identically similar to other languages even with the languages within the same families. These differences representing the uniqueness of the language can create a major problem in translation. There will be no one-to-one equivalent for certain expressions especially those which are cultural, historical such as tradition, beliefs, names of action, titles. The translator needs to do one of these three principles to overcome this problem; adding information, changing information (skewing of information), and omitting information (loss of information) in the target language text (Yasin.,et.al, 2018). This is what Newmark (1988) specifies through translation devices called translation procedures as the solutions to cases which cannot be managed by literal translation. Among the 18 procedures, Newmark provides four categories of procedures which deal with the adding of information including those which come in pair such as Reduction and Expansion and the category consisting of three procedures: Notes, Addition, Glosses (Newmark, 1988). Regarding the number of the procedures involving in the additional information, it is assumed that Newmark focuses more to this principle; adding of information than to two other principles; changing or skewing and omitting or loss of information. This becomes the first background of this research that through four categories of procedures, the case of additional information has been given more places.

The next background of this research deals with the data source, novels, Indonesian novels which have been translated into English. Why Indonesian novels, because the novels are literary works reflecting the real life of people in certain culture, the Indonesian culture. Why those which have been translated into English, because the majority of people all over the world understand English and this opens a chance, a possibility these works are read by more readers. The more people read Indonesian novels, the more people know about Indonesia as a country, as a culture, as an identity. However, the fact shows that the translated novels found in the bookstores in Indonesia are mostly the translated novels from English into Indonesian not the other way around. This needs to be put as the major focus here. By the use at least of some of them in this research, people will know the existence of these translated novels and those who are interested will do something more to get them. It is through this research...
Newmark’s Translation Procedures Dealing with Additional Information in the English Target Novels

article that people who read this journal will know about some parts of Indonesian cultures. This will be important as Indonesia is of various local cultures with various local languages;

The third background deals with the three novels used as the data source of this research. Why the three of them; because the amount of additional information found is significant and this is assumed that the three of these novels are considered more cultural than others. This means that the appearance of cultural words; geographic terms, words or expressions using in a folklore, traditions, names of food and drinks, clothes, dances, social and historical terms are involved there (Guerra, 2012). Based on the backgrounds mentioned in the previous paragraphs, the objectives of this research are (1) to describe on how Newmark’s four categories of procedures appear in the target language text; and (2) to identify what linguistic forms involved regarding the use of the four translation procedures, and (3) to describe what function involved in the existence of the additional information framed by Newmark’s four categories of procedures.

2. LITERATURE REVIEW
The concept about Newmark’s translation procedures has been strengthened by several scholars in research articles and one of them which is entitled “Newmark’s Procedures in Persian Translation of Golding’s Lord of the Flies” is found in International Journal of English Language & Translation Studies Vol.3.No.1(Mashhady, Pourgalavi, & Fatollahi, 2015). They conclude that Newmark’s procedures are comprehensive and work well especially for translating and assessing the translation of literary works. The latest researches on Newmark’s translation procedures published in 2019 are of three; (1) The research article which is published in the journal, International Journal of Linguistics, Literature and Translation (IJLLT). The focus is on the application of Newmark’s translation procedures regarding the translation of a book about hadith from English into Swahili and the result shows there are 7 procedures involved but not one of them dealing with additional information (Salum, 2019). (2) The research article is carried out by using Newmark’s translation procedures in the translation of culture-specific items from English into Persian. In this research the term strategies is used instead of procedures and the result shows that there only 5 procedures identified but only one procedure, Descriptive Equivalent, dealing with the additional information (Abdi, 2019). (3) The next research article deals with Notes, Addition, Glosses which is specified to the use of footnotes (Haroon, 2019). In this research she shares Newmark’s opinion that any kind of notes whether it is put within the text, or it is put at the bottom of the page, or at the end of a chapter, or at the end of a text as glossary, they are all used when it is needed to provide additional information.

The next group of research articles which are used as the references in this present research involves Indonesian and English either Indonesian as the source language text and English as the target language text or Indonesian as the target language text with English as the source language text. (1) The research article deals with the translation of a literary work from English into Indonesian; it deals with the translation of a literary work, and it deals with Newmark’s translation procedures but the result shows that there are only two procedures that relate to the additional information; expansion and descriptive equivalent (Prasasti, 2017). (2) The next research is used as one of the references because of two reasons; it deals with the translation of Indonesian cultural words and it involves the Indonesian language as the source language and English as the target language which is similar to this present research. The result shows that there are only two procedures dealing with the additional information identified; notes and descriptive equivalent (Fedora, 2015).

A little bit different with the previous researches mentioned before, the following research article is taken as the references dealing only with one category of procedures; expansion. Newmark’s translation procedures namely expansion is attached with a different term, strategy; expansion strategy. The term strategy and procedures refer to the same thing (Hariyanto, 2015). The expansion strategy still deals with the additional information in the target text. It can be concluded through this research that the expansion strategy is used to avoid misunderstanding and misinterpretation. The use of this expansion strategy can be identified by the use of brackets in order to explicate the references (pronouns) in Al-Quran (Muhammad, Awal, & Zainudin, 2016)

Unlike all previous researches mentioned before, this research deals with only one procedure, additions, which is known as explicitation. Addition which is not elaborately discussed in Newmark’s has been explained as the process to clarify meaning in the TL (Moghaddam, 2017). What has been found in this research article that addition is a way to clarify meaning in the TL can be of great help to identify addition.

3. METHODOLOGY
3.1 Materials
The data source of this research are three Indonesian novels, written by Indonesian authors, about Indonesian culture and having been translated into
English. There are three of them; *Tarian Bumi* which is written by Oka Rusmini and is translated into ‘Earth Dance’ by Rani Amboyo and Thomas M. Hunter; the second one is *Maryam* which is written by Okky Madasari and is translated into ‘The Outcast’ by Nurhayat Indriyatno Mohamed and Makna Sinatria; and the third one is *Rumah Kaca* which is written by Pramoedya Ananta Toer and is translated into ‘House of Glass’ by Max Lane. The first novel, *Tarian Bumi* ‘Earth Dance’ deals with the Indonesian local culture; traditions, ways of life of Balinese people. The second one, *Maryam* ‘The Outcast’ deals with the belief known as *Ahmadi*; it is about how *Ahmadians* live in their internal society and their external society. The third novel, *Rumah Kaca* ‘House of Glass’ has historical settings referring to Indonesian history under Dutch colonialism.

### 3.2 Procedures

As the methodology of all translation studies, the method is dealt with the process of collecting data in the target language text and this is done by comparing what they may find in the target language as the equivalents of what stated in the source language text. The characteristics of the data can be then observed in the collection. The next step is to apply the translation theory used.

Based on that, the methods of this research article are divided into two; the method of collecting the data and the method of analyzing the data. The method of collecting the data begins by randomly choosing the data source, the novels. It is random as there are hundreds of Indonesian novels which have been translated into several languages and most of them are translated into English. Since Indonesia is a country having various local cultures, the novels which Indonesian authors write are of various themes and backgrounds. For the use of this research article, the certain characteristics of novels are chosen. The possibility of finding the additional information is in the novels having the specific cultural background as the themes or settings; Indonesian tradition, religions, beliefs, Indonesian history. Yet the number of these kinds of novels are also of high quantity that is why from some quantities, there are only three taken as the data source randomly. After deciding the novels for the data source, the processes of collecting the data are as follow;

1. Reading the source language novels to locate specific cultural words.
2. After locating these cultural words, the process is followed by reading the target language novels to observe the equivalents for those cultural words; whether they deal with additional information. The existence of the additional information is located by the length of information given in the context regarding the translation of each cultural word. While doing this, frequently more additional information can as well be located either in less cultural words or in not-cultural words.

3. Putting the data into a matrix as to make it easier identifying the linguistic forms used in the additional information; a group or phrase, a clause, a sentence. The term linguistic forms here refer to the element used by the translator which may be word, group, clause, sentence or even the whole text (Hatim & Jeremy, 2004).

The next method is the method of analyzing the data by applying the four Newmark’s translation procedures dealing only with additional information; descriptive equivalent, expansion, paraphrase, and notes, addition, glosses. The data are studied based on the characteristics of each procedure stated in the definition of each procedure in the chapter 8, “The Other Translation Procedures” of Newmark’s book (1988), “A Textbook of Translation”. The analyzing steps are as follow.

1. Classifying the data based on the characteristics of each procedure;
   
   (i) that descriptive equivalent deals with two functions; (a) explaining the meaning; (b) emphasizing more on describing cultural words (Newmark, 1988; Mashhady et al., 2015, Daghoughi & Hashemian, 2016)
   
   (ii) that expansion deals with a function of (a) re-expressing an idea or (b) reinforcing the meaning of a ST word because the lack of a concise correspondence in the TT (Newmark, 1988; Mashhady et al., 2015)
   
   (iii) that paraphrase deals with functions of; (a) explaining the meaning of the CBT much more detailed than that of descriptive equivalent; (b) explaining the meaning of a segment of the text; (c) It is used in an 'anonymous' text when it is poorly written, or has important implications and omissions (Newmark, 1988; Mashhady et al., 2015)
   
   (iv) that notes, addition, glosses has a function (a) to supply additional
information in the forms of footnotes, endnotes, glossaries at the end of the text or within the text; (b) additional information that the translator adds are normally cultural, technical, and linguistics (Newmark, 1988; Daghoughi & Hashemian, 2016).

(2) Identifying the function of additional information in each procedure based on its semantic context.

(3) Locating the data of the same category in each own table.

From all the methods applied, the research article reaches to a conclusion of how Newmark’s four procedures appear in the three translated novels, what linguistic forms of additional information involved in each procedure, what functions of the additional information in each procedure.

4. RESULTS AND DISCUSSION
The data of the additional information found in the three novels involve all the four categories of Newmark’s translation procedures but not all four of them appear together in each novel. In “Earth Dance” the use of additional information framed as notes putting at the bottom of a page is not found but the use of additional information given at the end of the text framed as glosses do exist. The discussion of the data found is classified into four sections referring to the quantity in Newmark’s categories of translation procedures; Descriptive Equivalent, Expansion, Paraphrase, and Notes, Addition, Glosses.

4.1 Additional Information in Descriptive Equivalent

Table 1: Descriptive Equivalent Translation Procedure

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language Text</th>
<th>Target Language Text</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anak teman pengajian yang sudah seperti saudara bagi mereka, Rohma, SL: A child of a friend at pengajian who has been like a sister to them, Rohma</td>
<td>Rohma, a girl from her Koran study class, who was almost like a sister to her,</td>
<td>Maryam ‘The Outcast’</td>
</tr>
<tr>
<td>2</td>
<td>Di Jawa katemukan pula penyelundupan gaya baru: menempuh semua sungai, besar dan kecil, menuju ke pinggiran Vorstenlanden. SL: In Java they found also a new method of smuggling; through all the rivers, big and small, up the edge of Vorstenlanden.</td>
<td>And in Java they found a new method of smuggling—along all the rivers, big and small, up the edge of the Vorstenlanden, the officially recognized princedoms in Central Java;</td>
<td>Rumah Kaca ‘House of Glass’</td>
</tr>
<tr>
<td>3</td>
<td>…bersama para berandalan minum tuak, minuman keras. SL: …with a group of thugs drinking tuak, that sweet homemade palm wine.</td>
<td>…with a group of thugs drinking tuak, liquor.</td>
<td>Tarian Bumi ‘Earth Dance’</td>
</tr>
</tbody>
</table>

In this section, additional information which is found in the three novels is put within a text. It gives a smooth flow of information in the novels; the readers do not have to move their eyes to the bottom of the page or to the end of chapter or to the end of the novel to find the meaning of the cultural words used in the text while reading certain parts of the text. The expression “pengajian” can be classified as a cultural word as it refers to names of action in Islam religion. It has no one-to-one equivalent when it is translated into English. The translator needs to provide an explanation about the word in order for the readers of the target language text could get the same information and comprehension as obtained by the readers of the source language text. And as explanation mostly cannot be expressed in one single word, the equivalent is expressed in a bigger linguistic unit. The linguistic form it has in the source language text is word but when it is translated into English it is shifted to phrase ‘Koran study class’. This kind of additional information having the function of describing the cultural word “pengajian” is included in descriptive equivalent translation procedure.

The second data of this same category, descriptive equivalent, is also in the same linguistic form; it is a word “Vorstenlanden” which exist in the history of Indonesia. The word refers to a name of a place; it has no one-to-one equivalent in English language so it is a part of cultural words. In the target language text, the equivalent of this name of a place is given in the form of explanation about what this place is; ‘the officially
recognized princedoms’ and where it is situated; ‘in Central Java’. The additional information ‘the officially recognized princedoms in Central Java’ is put within the text, embedded directly after the borrowed cultural word. Seeing from its linguistic form, this equivalent is a phrase and the function of this additional information is to give explanation to a certain place existed in the history of Indonesia namely Vorstenlanden. This kind of additional information can be classified as descriptive equivalent.

Table 2: Expansion Translation Procedure

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language Text</th>
<th>Target Language Text</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Sudah berapa hari ini perjuanganku membaca koran lebih sulit. SL: For a few days, my struggle to read the newspaper had been more difficult than usual.</td>
<td>For a few days, my struggle to read the newspaper had been more difficult than usual.</td>
<td></td>
</tr>
</tbody>
</table>

One kind of the cultural word which may not be directly identified is words dealing with linguistics; they are grammatical as seen in this table 2. The data (1) of this Table 2 is in a phrase linguistic form with the word “and” as the conjunction. It is a noun phrase having “issues” as its head. When it is translated literally it can produce ambiguity (having double interpretation). The additional information appear in data (1) “relating to” inserted between the word “issues” and “China” can be considered as expansion translation procedures as the additional information does not adding more information but clarifying the meaning that the “issues” there are not the issues separately owned by China and the issues separately owned by China’s citizens. The linguistic unit, a word plus to in “relating to” has the function to unite the meaning of “issues” shared together with China as the country and its citizen. In data (2) expansion translation procedure appears in the linguistic form, a phrase “than usual”. This phrase does not add the meaning of the previous phrase “more difficult” though there are more words revealed in the context after it. “Than usual” is added to clarify the meaning in the phrase “more difficult” from implicit information which is reflected through the elliptical expression into explicit information.

What needs to be underlined in the application of expansion strategy is that the existence of more words does not automatically add the meaning of certain expression; the expansion translation procedure carries the function of clarification.

4.3 Additional Information in Paraphrase

Table 3: Paraphrase Translation Procedure

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language Text</th>
<th>Target Language Text</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1912: Tahun terberat untuk pribadi Gubernur Jenderal Idenburg. SL: 1912: The hardest year for Governor-General Idenburg</td>
<td>1912: This was the year that brought the greatest burdens for Governor-General Idenburg</td>
<td>Rumah Kaca 'House of Glass'</td>
</tr>
<tr>
<td>2</td>
<td>Urusan kemunafikan masyarakat priyayi dan orang-orang bermuka alim tak perlu aku berikan perhatian di sini. SL: Issues of hypocrisy of the priyayi and people having innocent face did not need to be given attention here.</td>
<td>I don’t need to discuss here the hypocrisy of the priyayi, those members of the Javanese aristocracy who became minor officials working for the Dutch.</td>
<td>Rumah Kaca 'House of Glass'</td>
</tr>
</tbody>
</table>
Paraphrase translation procedure is claimed to be almost similar to descriptive equivalent procedure, the difference is only in the detail it produces through the additional information. It means that paraphrase has the function to specify the meaning by adding more detail information. In data (1) the phrase “the hardest” refers to “the year, 1912”; it is then elaborated by more words that what become the hardest is the burdens that need to be brought.

In data (2) the phrase “the priyayi” is a cultural word dealing with the name of aristocracy titles in Javanese culture. The additional information, ”those members of the Javanese aristocracy” as the equivalent of the word “priyayi” if it stops there, the translation procedure involved is categorized as descriptive equivalent; it gives description about who the “priyayi” is. When the description about who “the priyayi” is added with the detail “who became minor officials working for the Dutch” the translation procedure is no longer descriptive equivalent; it is now paraphrase. The function of the additional information in this paraphrase procedure is the same with the function in descriptive equivalent procedure; to provide explanation and the additional information which is the linguistic form of a clause is located within the text.

4.4 Additional Information in Notes, Addition, Glosses

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language Text</th>
<th>Target Language Text</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Karena dianggap orang yang paling tahu di Gerupuk, kakek Maryam sering diminta menjadi imam dan khatib di masjid kampung.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SL: Because he was considered to be the person who knew everything in Gerupuk, Maryam’s grandfather was often asked to be the imam and khatib at village mosque.  
1 Man who gives the sermon during prayers | Maryam: ‘The Outcast’ |
| 2   | ..sambil membuat beberapa alat perlengkapan upacara. |  
SL: while making some preparation for the ceremonies  
2b) | Tarian Bumi ‘Earth Dance’ |
| 3   | “Meme2! Meme2! Mother!”  
2b)  
2 Mother | “Meme2! Meme2! Mother!”  
Glossary (at the end of the novel)  
Meme (B) “Mother,” in common Balinese | Tarian Bumi ‘Earth Dance’ |
| 4   | Kainnya selalu dilitikkan seadanya. |  
SL: His kain is always draped simply. | Tarian Bumi ‘Earth Dance’ |

Although Newmark puts the three procedures; Notes, Addition, Glosses together in one category, each procedure represents its own characteristics. The notes translation procedure is characterized by the existence of additional information not within the text but at the bottom of the page and its linguistic form can be word or sentence. The function of this additional information given at the bottom of the page is almost the same with the descriptive equivalent which is given within the text. The notes procedure is to supply
more information. When dealing with their functions, all the three of them have the same function; to supply additional information.

In data (1) the word “khatib” is a cultural word. This word is a borrowing; it is not originally from Indonesian language but Indonesian people are familiar with this term especially Moslems. The equivalent for the word “khatib” is “Man who gives the sermon during prayers” is put at the bottom of the page in the sentence linguistic form. While in data (2) the focus should be in the phrase “alat perlengkapan upacara” which is translated into one word ‘offerings’. However, the equivalent for the phrase “alat perlengkapan upacara” is then supplied with more information “needed for all the family and village ceremonies”; this is not the meaning of the phrase “alat perlengkapan upacara”; this is additional information which add to the previous information. This additional information is located within the text.

The next data, data (3) and data (4) are of the same procedure; glosses. The word “meme” in data (3) is a cultural word; it is how people in Bali call their mother. The equivalent ‘mother’ is already provided within the text yet the additional information about what meme is; what language it is; is given at the end of the novel in glossaries entry. “Meme (B) “Mother,” in common Balinese” in phrase linguistic form. Unlike any other data before, the sentence in data (4) experiences two translation procedures altogether; the first deals with the cultural word “kain” referring to the traditional cloth of Indonesian people. The equivalent of this cultural word “kain” is given at the end of the novel as glossary entries while the second procedure within the same sentence is addition. The word “dililitkan” which can be translated simply into one word ‘draped’ is given additional information ‘around his waist’ within the text. The function of the additional information about “kain” which is provided in the glossary entries in sentence linguistic form to supply additional information and about “draped” which is provided directly within the text “around his waist” in phrase linguistic form is to clarify the meaning that “to be draped” when dealing with the use of “kain” is always around the waist.

5. CONCLUSION
From all the discussion mentioned in the previous chapters, it can be concluded that

(1) the additional information involving the four translation procedures appears (a) within a text as in descriptive equivalent, expansion, paraphrase, addition; (b) at the bottom of a page as in notes; and (c) at the end of the novel as in glosses. The additional information appears at the end of chapter is not found in the three-source data.

(2) The linguistic forms of the additional information involving the four translation procedures are (a) phrase as in descriptive equivalent, expansion, addition, glosses, notes; (b) clause as in descriptive equivalent, paraphrase, notes, glosses; (c) sentences as in glosses and notes. There are no data regarding additional information involving word.

(3) The additional information involving the four translation procedures has functions of (a) explaining as in descriptive equivalent and paraphrase; (b) supplying additional information as in notes, addition, and glosses; (c) reinforcing the meaning as in expansion; (d) clarifying as in expansion, addition.

ABOUT THE AUTHOR(S)
Erina Zulkifli Mahmud, Taufik Ampiera and Inu Isnaeni Sidiq are associate professors in Faculty of Cultural Sciences, Universitas Padjadjaran. They are from different study programs; English Studies, Sundanese Studies, and Japanese Studies but the three of them have similar interest in comparative studies either it is in Applied Linguistics like Translation Studies or in Cultural Studies. Some of research articles made by the three of them together are “Documenting Sundanese Literature by the Presentation of Its Folklores Written in Three Languages” published in Advances in Social Science, Education and Humanities Research, volume 280, in 2018 by Atlantis Press; then “Preserving Culture through Literary Works and Their Translations” published in an international proceeding of Conference on the Environmental Conservation through Language, Arts, Culture and Education (CECLACE 2019).

REFERENCES


problems, strategies and practical realities. [Sic] - a Journal of Literature, Culture and Literary Translation, (1.3), 1–27. https://doi.org/10.15291/sic/1.3.lt.1


For centuries women have been humiliated being considered as entities instead of human beings. They have been employed as gifts to gratify the personal pursuits and were bartered to quench the lusts under the patriarchy. They are reckoned as a tool to mollify sensual exigencies of the gentry. Asking for their wish or consensus is considered of no use. From childhood to youth they are brain washed that parent’s home is not their home. They are being trained in such a way that they should not consider their parent’s home as their permanent shelter. The same idea is inoculated into their minds when they are married. They are treated as a commodity which can easily be replaced with a more useful commodity when they become useless. Consequently, they are escorted from both sides and become the victim of destitute. As long as they are expedient, they are being oppressed in the name of society and religion. They are maltreated but are not allowed to complain just for the sake of family prestige and respect. A woman’s survival is probable, only when, she is fecund. If she is futile, she is not worth of any sympathy. Shahid Nadeem in his plays Kala Meda Bhais (Black is My Robe) and Dukhini (Woman of Sorrow) has exquisitely rendered the same notion. He, through his characters, has tinted this idea of exploitation of women in a way that it mites the heart and mind of every equitable individual.

**KEYWORDS**

Destitute, Shahid Nadeem, Kala Meda Bhais (Black is My Robe), Dukhini (Woman of Sorrow), play

**1. INTRODUCTION**

Destitute is about more than rootlessness and homelessness. A home is not just a physical space: it provides roots, identity, security, a sense of belonging and a place of emotional wellbeing. There are many causes of becoming homeless or destitute. Some of the major causes of homelessness into individual factors such as; lack of social support; family background, including family breakdown and disputes; etc. Destitution is a state or feeling of being without home or without shelter. Women are being exploited in the name of love and respect. But that respect is not their own respect, instead that is the respect of their father, brother, husband or any other male member of the family. They are maltreated but are not allowed to complain just for the sake of family prestige and respect. Sometimes they become victim of cruelty in the name of love and sometimes liability forces them to become victim of cruelty. And this liability is of sharing the financial and economic burden of the family. These liabilities are imposed on them from their childhood. They are trained in such a way that they do not complain about any injustice done at their parent’s home as well as at their husband’s home. Sometimes they are being bartered and sometimes they are being sold to fulfill the material needs of the family. As Sundri was bartered by her husband in Shahid Nadeem’s play Kala Meda Bhais (Black is My Robe) (Nadeem, 2008) at the time of need. Even nobody bothered to know her consent. On the other hand Dukhini, Moeena, Ambiya and Fatima were married by their parents in the play Dukhini(Woman of Sorrow) (Nadeem, 2008) by the same writer Shahid Nadeem, but in fact they were sold to provide material as well as spiritual satisfaction to their parents. And their so-called husbands were actually their agents who used them as maids, wives, sex workers and whatever they liked.

**2. SIGNIFICANCE OF STUDY**

This research paper will explore elements of destitute and its effects in Kala Meda Bhais (Black is My Robe)......
Robe) (Nadeem, 2008) and Dukhini(Woman of Sorrow) (Nadeem, 2008). Further, how feeling of destitution stimulates the women to take severe actions such as committing suicide by burning themselves or in any other way. Moreover, some implicit and explicit elements which stimulate feelings of destitute will also be explored. Focus will be on the episodes of the theme of destitute from the given literary pieces. This research paper will focus on the incidents of destitution as exploitation under patriarchy.

3. Framework of the Study

The theoretical framework presents and designates the theory that explains why the research problem under study occurs. It is that window through which a researcher can look into the research problem. I have used some filaments of feminism as a window to analyze the selected text in feministic perspective. I have taken the chunks from Simon De Beauvoir’s book The Second Sex to elaborate the topic under discussion.

4. Textual Analysis

A woman is considered useful only when she is fecund. If a woman is futile and does not produce children, she can easily be replaced or kicked out of the house of her husband. Sometimes if her husband is sympathetic, he does not divorce her or kick her out instead he keeps her as a maid or some entity to be exploited at the time of need, in the same way Sundri in Kala Meda Bhais (Black is My Robe) was exploited. When Sundri does not conceive a child for many years her husband Wasaya gets marry to another woman Sohni who brings an ox as her dowry. He brings her home without informing his first wife Sundri. Not having a child is his justification for this emotional torture which he has given to his first wife. The home in which Sundri has spent many years of her life and served there, all of a sudden that home is occupied by another woman and Sundri becomes homeless. The other woman becomes mistress of her home. When Sundri totally becomes useless she remains as a commodity not a human being. (Nadeem, 2008) As in the book The Second Sex by Simon De Beauvoir she says, “Domestic females are sometimes exploited to the point of exhaustion of their forces as reproducers and in their individual capacities by a demanding master.” (Beauvoir, p. 101) Then all of a sudden the ox dies and the useless commodity Sundri is bartered with the ox of Ditta. Maasi comes and give a suggestion to Wasaya that Ditta’s wife has died and he has an ox which he does not need. She says “Look. Ditta needs a woman badly and you need an ox equally badly. If you let go of one wife and give her to Ditta, he will be happy to exchange her with his ox”. (Kala Meda Bhais(Black is My Robe), p. 168). Before this she convinces Wasaya by giving the example of barter system. She says “Can’t you see? The world goes around on the barter principle. The shoe maker makes shoes and exchanges them with the potter. The farmer grows wheat and barters it with the weaver.” (Kala Meda Bhais(Black is My Robe), p. 165). So, in this way a woman is exchanged with another animal. Simon De Beauvoir in her book The Second Sex gives example of a Bedouin tribe and tells, “She has no more freedom of choice than the young Bedouin girl exchanged for a flock of sheep.” (Beauvoir, p. 508). Same notion has been referred by Claude Levi Strauss in his book Elementary Structures of Kinship; he gives the example of Australian culture. He describes the experience of a researcher called Frazer who closely observed Australian culture. “Frazer conceives the exchange of wives as a convenient solution to the economic problem”. (Straus, p. 138). He further tells that in Australia “Men exchanged their sisters in marriage because that was the cheapest way of getting a wife”. (Straus, p. 145)

In the same way Sundri is exchanged with ox Maasi says “this is how things are done. You get what you need and exchange it with what other party needs. Sundri is the price of the ox. You don’t need Sundri and Ditta doesn’t need the ox. It is as simple as is that.” (Kala Meda Bhais(Black is My Robe), p. 168) As in Beauvoir’s “She still has to live and murmurs: “No one needs me!” (Beauvoir, p. 711). As mentioned in Claud Levi Strauss “The inclusion of women in the number of reciprocal presentations from group to group and from tribe to tribe is such a general custom that a whole volume would not be sufficient to enumerate the instances of it.” (Straus, p. 64) When Wasaya shows some humanity by saying “but let me talk to Sundri first.” He is being stopped by Maasi with the argument “why? Who asks a woman’s consent ever?” (Kala Meda Bhais(Black is My Robe), p. 169)

Sometimes women are bartered as an entity and sometimes they are sold as a commodity to get material benefit from them. In Dukhini(Woman of Sorrow) (Nadeem, 2008) Ambiya, Moeena, and Fatima were sold by their parents to the men who treacherously married with the girls and then these so called husbands sold them to agents in double amounts and those agents made maximum use of the girls. The agents treated them as servants as well as prostitutes to quench their own lusts and also the lusts of other men who were the customers of those commodities (women). It has always been done that
at the time of need parents always sacrifice their daughters. As Ambiya’s mother argue with her father not to marry the daughter with a stranger “but we don’t know him. He is a foreigner. Will our daughter be happy?” (Dukhini(Woman of Sorrow), p. 199) The father replies “she will be happy there. He has money.” (Dukhini(Woman of Sorrow), p. 199) For a poor father scale of happiness is only money. Then these women were sold at Bangalipara (The Auction Market).

“Women are sitting in a line and customers come to examine the goods. They check women like animals or goods at a shop. Pimps act as sales agent.

Agent 1: the girls are all healthy with strong limbs, have no illness. Almost all are virgins. I have taken great care to protect their virginity.

Customer 1: but how can you guarantee that? There is usually breakage in such a long journey.

Agent 1: if there are damaged goods, I declare that you can trust me. There is a concession for damaged goods. If you want second hand stuff come to the other room.

Agent 1: the goods are brand new. What kind of goods are you looking for, sir?

Customer 2: I need a maidservant. She should be able to cook and take care of the children. But it will be good if she is pretty as well. You understand?

Customer 3: What I need is an obedient servant.

Agent 2: They all are obedient and servile, sir. We will give you a piece you will love. Have a look.” (Dukhini(Woman of Sorrow), p. 200)

In this way these girls reach at different places and are treated as slaves, prostitutes, wives etc. Not only in present times even in past women were maltreated and exploited for different purposes in the name of religion. This exploitation was given the name of “sacred prostitution” and “hospitality prostitution”. Beauvoir gives the example of Greek culture and says “In the fifth century B.C., every woman in Babylon had to give herself once in her life to a stranger in the temple of Mylitta for a coin she contributed to the temple’s coffers; she then returned home to live in chastity. Religious prostitution has continued to our day among Egyptian almahs and Indian bayadères, who make up respectable castes of musicians and dancers. But most often, in Egypt, India, and western Asia, sacred prostitution slipped into legal prostitution, the priestly class finding this trade profitable. There were venal prostitutes even among the Hebrews. In Greece, especially along the coast or on the islands where many foreigners stopped off, temples of “young girls hospitable to strangers,” as Pindar called them, could be found: the money they earned was intended for religious establishments, that is, for priests and indirectly for their maintenance. In reality, in a hypocritical way, sailors’ and travelers’ sexual needs—in Corinth and other places—were exploited; and this was already venal prostitution. Solon was the one who turned this into an institution. He bought Asian slaves and shut them up in dicterions located in Athens near the temple of Venus, not far from the port, under the management of pornotropos in charge of the financial administration of the establishment; each girl received wages, and the net profit went to the state.” (Beauvoir, pp. 124,125)

In prostitution women have no other choice except being get exploited in the hands of their agents.

“Fatima: Can’t you let go of me at this time of the night?

Agent: What? But your job starts at night. You work on night shift. I have taken the advance from customer.

Fatima: Don’t push me. I am getting mad.

Agent: Oh, I see. But I know how to cure the mad ones. With love, with force or, if needed, by inviting the police officer.” (Dukhini(Woman of Sorrow), pp. 201,202)

Women are not less than animals as animals are sent and sold anywhere at the time of need in the same way women are replaced with some useful entity and exchanged or sold without their consent. After marriage bearing children is considered their first and foremost responsibility. If some woman unfortunately does not get this blessing of God she is considered as ill fortunate and is being maltreated by her husband and in laws. Another hit on the self-respect of the women is that when they are being blamed for not bearing the children without knowing the reason and when they are taken as the only one responsible for this. Their all merits become demerits because of lacking this particular merit. Because in our patriarchal society luck or fate is discussed only in the case of men for women there is no fate or luck. Women are considered deficient not unlucky. Then the worst feeling of homelessness and destitute is again injected when the husband gets marry to another woman and usually divorces and sometimes
leaves the first wife in some corner of the house as some defected piece. As *Opra* says “when one didn’t get pregnant, he brought another one. There was no respect for Sundri in the house. Where can she go? Her parents are no more. Who should she share her grief with?” (Kala Meda Bhais(Black is My Robe), p. 169). As Beauvoir says, “The reason for their existence is there, in their womb, and gives them a perfect impression of plenitude.” (Beauvoir, p. 619)

In the patriarchal society woman is the one who is to be blamed for all the misfortunes. As *Mai* while talking to the grave of *Dukhini* says

“I can understand your grief, *Dukhini*. Many many years ago, I had also migrated at the time of Great Partition….When the rioters attacked…. They killed all the men accompanying us. The women were jumping in the well to save their honor. But some unlucky ones like me could not reach the well and were captured by our pursuers. It was horrible. We were repeatedly raped. When I came to my senses I managed to cross the border and reach Pakistan….I went to my husband but he refused to take me. He said I had become impure and could not stay in a respectable family.” (Dukhini(Woman of Sorrow), p. 211). As Beauvoir says, “A woman is shut up in a kitchen or a boudoir, and one is surprised her horizon is limited; her wings are cut, and then she is blamed for not knowing how to fly.” (Beauvoir, p. 731)

Such women, who have become destitute by the grace of their own dear ones, do not get any shelter or any home even after their death. Their grave becomes a controversial issue. And in this patriarchal and so-called respectable society dominated by men, they become homeless even after their death. The eternal home (grave), which is the right of every human being, that home is also snatched from them and they become homeless. As after the death of *Dukhini* the officials of both countries Bangladesh and Pakistan refuse to accept the corpse of *Dukhini*.

“Bangladeshi Official: We have no evidence that she is Bangladeshi. She could be Nepalese or Sri Lankan, or even Indian.

Pakistan Official: But according to our law we cannot allow her to be buried. We have to deport her, alive or dead.

Bangladeshi Official: We cannot accept Dukhini.

Pakistan Official: We too cannot accept Dukhini.” (Dukhini(Woman of Sorrow), p. 220)

As Beauvoir says, “her helplessness is due not to her sex but to her situation within the family.” (Beauvoir, p. 138)

In this way once again *Dukhini* and many other women like her become homeless and victim of destitute.

5. CONCLUSION

In a nutshell, my review of the literature indicated that little research has focused on the experiences of violence in the lives of homeless and destitute women and that what does exist provides for no clear conclusions about what factors might increase or decrease victimization risk, consequences of this violence, and interactions with the criminal justice system. The criminal justice system needs to be fair to control the trafficking of women as well as the violence and injustice against them.

ABOUT THE AUTHOR(S)

Bushra Wajahat was born in Jhelum city of Pakistan on June 18, 1982. She shifted to UAE when she was only 2 years old and completed her SSC and HSSC from Pakistani Islamia Higher Secondary School Al Ain UAE. She returned to her country to acquire her Graduation and Master’s Degree. She completed her Master’s Degree in English Language and Literature Major from The University of Punjab in 2005. She started her career as a school teacher from Presentation Convent School, Jhelum Pakistan. She became a Lecturer of English and Head of the English Department at Saint Francis Girls Degree College, Sarai Alamgir Pakistan in 2009. In the acknowledgment of her hard work and dedication she was promoted as the Principal of same college in 2012. Currently she is an M.Phil Scholar of University of Sargodha, Pakistan and has completed her Thesis on Bapsi Sidhwa’s Novels. She has participated in International Research Conference on Pakistani Narratives in English held at UOS M.B Din Campus, on 9th and 10th November 2017, as a researcher and was declared best presenter of Drama.
session.

REFERENCES


1. INTRODUCTION

Qur’ān has been the subject of scholarship from time immemorial among Muslims and non-Muslims as well. Its study started with the Prophet Muhammad (SAW) and his Companions, since the time of its revelation in 7th Century. In spite of the fact that the Qur’ān was revealed in the highest level of the classical Arabic, which is the language of the Prophet and his Sahābah, there are number of words and phrases that are seemed unfamiliar or not understandable to some Companions, due to the dialectical variations of the Arabs. Consequently, whenever Companions stumbled on any difficult words or phrases, they quickly rushed to the Prophet for explanation. At various occasions, he provided explanation to many words that were looked difficult. Ibn Mas‘ūd related that when Sūrah 6 verse 82 “al-adhīna ‘āmanū walam yalbisū Īmānihim bi ‘ālimnū” (Those who believe and do not cover their faith with transgression) was revealed. The Companions were disturbed over the word “ālimnū”. It was later explained by the Prophet thus; “ it is not as you think, do you not recall that Luqmān said to his son; “Inna al-shirka lazulmūn ‘azīmun (… Verily “shirk” associating partner with Allah is the greatest form of shirk (transgression).” The interest of the Prophet in teaching the Qur’ān to the Companions was not only giving exoteric and esoteric meaning only, it rather encompassed reading, memorization, application and implication of the Qur’ān into daily life.

After the demise of the Prophet, the Qur’ānic studies was remained and later developed by the Companions; who understood the nature of Arabic language, witnessed the revelation of the Qur’ān and knew the reasons behind the revelations. Abdullah (2006) also relates that those who involved in such were those who conversant with the nature of Arabic language, knew the overall social context of the revelation, the Prophet’s ways of thinking, the norms, values and customs of the Arabs. The first set of these people were group of ten men, among whom were the first four Caliphs(al-Khulafā’ al Rāshidūn); Ali ibn Abi Tālib (d.40/661) stood in the foreground because of his outstanding and creativity in interpreting the Qur’ān. Jalālūl-Dīn al-Sayūtī (2007) asserts that the remaining six were Ubay bn Ka‘b (d. 21/643), ‘Abbās (d. 26/648), ‘Abdullāh ibn Mas‘ūd (d. 30/652), Abū Mūsā al-Khulafā’ al Rāshidūn) and ‘Abbās (d. 64/686), Zayd ibn Thābit (d. 43/665), and ‘Abdullāh ibn Zubayr (d. 94/712).

Next to the Companions in this exercise, were the Tabi‘ūn, (the followers of the Companions) and
Tabi`ān al- Tabi‘īn. (followers of the followers). It was with the efforts of these people that led to the spread of the Qur’anic scholarship all over the Islamic territories, such as Makkah, Madinah and Iraq. In this regard, Abdullah ibn Abbās was regarded as the founder of the Qur’anic study at Makkah. Among his pupils were Sa`īd bn Jubayr (d. 95/713), `Ikrīma (d. 105/723), al-Dahlāḩ bn Muzīm (d. 105/723) and Atā’ bn Abī Rabbāḥ (d. 114/732), Sa`īd Jābir (h/94), Ḥajjāj bn Abī ‘Ukrimah (d.105/725) Mawālī bn Abbās. Also Ubay bn Kāb, who was considered by most of Companions as the greater reciter of the Qur’ān. He was the champion of Qur’ānic education at Madīnah together with some of his followers like Zayd bn Aslām, Abū al-‘Āqāḥ, Mūhammad bn Ka’āb al-Qurān. In Iraq was Ibn Mas’ūd and his students; ‘Ulaqāh bn Qays, al-Ḥasan al-Basār, Qatadah bn Da`amah.

However, what was considered as the Qur’ānic studies during the Prophet and Companions era was the only interpretation of unusual words by narrations-(tafsīr al-Qur’ān bil-ma’tār); interpretation of unusual words with another Qur’ānic passages, or with Prophetic saying. Whenever there was no solution in any ambiguity words in the Qur’ān and tradition, the Companions felt back to the use of the knowledge of the contexts of the verses and intricacies of the Arabic language in which the Qur’ān was revealed to solve the problem.

Between the second and the third century of Hijrah, the Qur’ānic interpretation was intellectually and religiously developed by the Muslim scholars of different background, by applying personal opinions (ra'y) as a result of heterogeneous, emergence of political and theologies among the Muslims and upsurge of new disciplines. Consequently, commentaries developed from various field of learnings such as history, philology, theology, linguistics stylistics semantics, rhetoric, et cetera.

Setiawan (2007) avers that the work of Mūjahīd bn Jubbār (104/722), who was one of the students of Ibn Abbās, was regarded as the beginning of the metaphorical interpretation of anthropomorphist expression that was later developed by Mu`tazilites. At this period, the full work on interpretation of Qur’ān (tafsīr al-Qur’ān) appeared for the first time by Abū Ja’far bn Ja`far al-Ṭabarī (310/923) under the name “Jāmi` al-Bayān ‘An Ta’wil Ay al-Qur’ān”. Later followed by Ibn Jurayj (d. 150/767), Muqāṭil bn Sūlāyman (d.150/767), al-Kisāʾī (d. 189/805), Abū Ziyād al-Farra’ī (d. 210/825), Ibn Qutaybah (d. 276/889).

In the twentieth century, the Qur’ānic studies went through remarkable expansion by the Muslims scholars with the aim of reviving Muslim society. Hoping that the Qur’ān must be inconformity with ideology of the Western worlds, particularly how a Muslim of the twenty-first century should relate to the Qur’ān. Saeed (2006) notes that amongst the foremost scholars in this regard are; Amūn al-Khālsī (d.1966) who was an Egyptian Qur’ānic scholar that approached the Qur’ān from modern linguistic perspective. Following his approach were some of his students, like Nasr Abū Zayd (d.2010), Mūhammad Aḥmad Khālafālīh (d.1991) and ‘A’ishah Abdur-Rahāmān Bintu Shāhī (d.1998). Also, from India were Shāh Waliyullāh (d 1762) and Sayyid Aḥmad Khān (1898). They emphasized that Taqīd (blind imitation of early scholars) must be rejected, while adoption of Ijtihād (independent judgment) to accommodate fresh ideas in interpretation of the Qur’ān must be encouraged.

In recent time, the reformist thinkers among the Muslims had attempted to demonstrate the relevance of the Qur’ān to contemporary life. Amongst such scholars are Mūhammad Abduh (d. 1905), Mūhammad Iqbal (d. 1938), Ḥasan al-Banna (d. 1949), Sayyid Qūb (1966), Abu’l ‘Ala Mawdūdī (d. 1979), Murtaza Mutahhari (d. 1979), Fazlur Rahmān (d. 1988) and Ayatollah Khomeini (d. 1989).

Added to this effort was the contributions of the Orientalists to the field of Qur’ānic studies. Over the centuries, western scholars have been making significant contributions into the Qur’ānic studies from different perspectives; language, style, Rhetoric, thematic e.t.c. Their interest began with the study of the Arabic-Islamic cultural heritage generally for number of reasons. Later much attention was on the Qur’ān and its sciences, for reasons being the primary source of Arabic and Islamic culture.

Mohar (2002) claims that between 18th -19th century, attention was shifted from age long approach of Qur’ānic studies into its “historical context” by applying new Western literary theories such as, biblical, historical and linguistics theories. In the forefront of these approaches were; Aloy Spernger, William Muir, Theodore Noldeke, Ignaz Goldziher, W. Wellhausen, Leon Caeteni, David Samuel Margoliouth, Ritchard Bell William Montgomery.

Mohar, further explains that recently, the focus of the western scholarship in the field of Qur’ānic studies has led to the emergence of the revisionist movement. This movement calls for the critical reviewing of all classical works, by either Muslim scholars or...
orientalist on Islam generally and the Qur’an specifically due to some misinterpretations and errors. Therefore, the Revisionist movement proposed the applying new theoretical frame like historical-critical analysis, textual study, structuralism and anthropology criticism, which has been applied to the sacred books of other faith. Amongst the Western representative scholars of this movement are; James Bellamy, John Wansbrough, Michael Cook, Patricia Crone Günter Lüling, Christoph Luxenberg, Tehuda Nevo, Andrew Rippin, Kenneth Cragg, Toby Lester and James Bellamy among others.

2. POST-COLONIAL LAGOS AND THE QUR’ANIC SCHOLARSHIP

Lagos is part of Southwest of the geo-political part of Nigeria, dominated by Yoruba speaking people that consist towns like Oyo, Osogbo, Ekiti, Akure, Osun, Lagos and most part of Kwara state. According to Lawal (2002), Lagos is popularly called “Eko” before the independence. It was later changed to Lagos, which was derived from the Portuguese “lagoons”. Lagos was happened to be the capital of Republic of Nigeria during the Colony and Protectorate until 1991, when the capital was relocated to Abuja. The city experienced rapid growth throughout the 1960s and 1970s because of Nigeria’s economic boom prior to the Biafra war. It always maintains large diverse and fast-growing population, due to the heavy and on-going migration to the city from all parts of the country and as well neighboring countries. Lagos is now under five divisions; Ikeja, Badagry, Ikorodu, Lagos and Epe. The divisions had further been divided into 20 Local Government and later 53 Local Development Council Areas in order to enhance easy administration

Qur’anic scholarship in Yorubaland in general and in Lagos in particular is an age-long tradition as the history of Islam. Wherever Islam goes, Islamic and Qur’anic education find their way there. Adetona (2017) notes that before the advent of British colony in Lagos in 1861, some of its habitants had taken Islam as a way of life, using it as the standard of life and thus, they did not hide even under the colonial rule, their flair for Islamic tenets. On this note, Islamic teaching spread in all over the places through Alufas. While the learning started from local setting called Ile-Kewu (Arabic School) and spread all over the place. At this period, there was no standard structure for the learning, but the only available place was the front of the house (veranda) or mosque, either private or public mosque. It was latter transformed into standard school under leadership of great scholars, which spread at all nooks and crannies of Lagos State today. There was no syllabus that detailed what and how to teach, rather the pupils were mandated to identify Arabic alphabets that were always written on slate called “wala” that is “lawhu” in Arabic. After the proper identification of letters, students progressed to the next level, which is reading of those letters with various signs (Harakat)- such as (Fatihah, Kasrarah Damnah Fathatan, Kasratan, Dammatani, Alif al-Madi, Wa’ al-Madi, Ya’ al-Madi, Sukun and Shadah). These signs placed on top or below letters. After mastering the signs, students started reading the Qur’an starting from Surah al-fātīhah, as starting point, then moved back to surah al-Nīs- which is the smallest surah till the completion of the whole Qur’an at surah al-Baqarah. According to Jimoh (2014), at different stages of recitation, pupils were encouraged to bringing food or anything eatable to the madrasah to mark their achievement. For instance, at completion of the surah al-nil, cooked beans would be brought to the madrasah as a feast, at Sūrah al-‘A’ā’la slaughter hen with rice would be brought to the madrash, at Surah Yasin slaughter goat. Finally, on the compilation of the whole Qur’an, ram would be slaughtered as wali’matul-Qur’an (feast). These are motivation and encouragement for celebrants and others pupils in the madrash. Adetona (2017: 11) “The majority of the Muslims in Lagos educated or not, had a taste of Qur’anic education right from their childhood. And most of the Muslim in Lagos recognized the need for Islamic education through the Qur’anic school as a prerequisite to ensure their spiritual wellbeing”

The research has shown that there are number of outstanding scholars in every part of Lagos, promoting Da’wah activities and Qur’anic scholarship, amongst those scholars are, Shaykh Ahamad Tijani Awelenje, Shaykh Adam Abdullah Al-Ilory, Shaykh Mustapha Zughlul al-Sanusi, shaykh Musa Agboola, Shaykh Mashood Jubril Ramdah, shaykh Abdul-Wahab Zubayr al-Ghamawi and others.

Jimoh (2014), notices that recently, Qur’anic education has taken new dimension in Lagos state, when many Qur’anic centers have scattered all over the places focusing on the recitation and memorization of the Qur’an with the art of Tajwid. Among such school are “Abdul-Lateef Center for Qur’anic Memorization” and Madrasah Junud Dinmil Islamiyah in area of Mushin in Lagos. All these schools had promoted Qur’anic competitions, at different level, local and national.
3. A BRIEF BIOGRAPHY OF SHAYKH ADAM ABDULLAH AL-ILORY

Shaykh Adam was an international acclaimed scholar. He was a Yoruba by origin hailed from Ilorin Kwara State. He was born in 1917 by Abdul-Baqi bn Ḥabībullah bn ‘Abdullah, in a town called Wazaz in the Dendi Local Government of the Republic of Benin, the hometown of his mother ‘A’ishah who was a princess of the reigning King of the town. His father hailed from Ilorin, the capital city of kwara State, Nigeria. Ilorin is a city that is well known in the history of Islam for its scholarship grandeur, academic achievement, religious devotion and other glorious peculiarities.

Abdusallam (2012), states that Shaykh Adam started Arabic-Islamic education at early from his father. Because, nearly every home of Muslim scholars is regarded as preparatory stage of learning, where their children start to acquire elementary knowledge of Islam. After this stage, Shaykh Adam proceeded to Ibadan in 1934 for the intermediate level with Shaykh Salihu (Esin-ni-yoo-biwa) (d.1984). Later, he moved to Shaykh ‘Umar Agbaji (1909-1974) in 1939 while he was in Lagos, under whom he read a number of various books on different fields of knowledge. Thereafter, he met Shaykh Adam Namaji of Kano (d.1944). He acquired from him branches of Arabic language, which included; Rhetoric, Literature, Composition, Poetry and Logic. He also learnt from Sayed Musaal-Amin who was a trader from Syria that settled down in Lagos.

According to Abdulkadir (2010), in 1946, Shaykh Adam visited Al-Azhar University in Cairo, where he submitted himself for examinations in different subjects like, Tafsir, Fiqh, ‘Usul, Tajwid, Akhlaq, Nahwu, Sarf, Balalaghah and al-’Arūd and-Qāqāfiyah. He passed well in all these subjects. He was thereafter awarded a certificate of teaching of Arabic and Islamic studies that equivalent to Al-Azhar Old Secondary School Level. While he was in Cairo, he developed interest in teaching methodologies and school administration. He later proceeded to Makka'h to perform that year’s Hajj. At Makkah, he interacted with some great scholars. Apart from Egypt and Saudi Arabia, he also visited Sudan, Senegal and Somalia where he attended many conferences and searched for Islamic materials and exposure.

He returned to Nigeria-1947. He then worked briefly with Ansar-ud-Deen Society of Nigeria as Arabic and Islamic teacher in its school at Abeokuta. However, not quite long, he left the job, for the establishment of his own private Arabic and Islamic school, which offered him a great opportunity to display his talent. He founded his school on 16th April 1952 at Abeokuta, Ogun State with the name “Markaz al-Ta’ālim al-‘Arabi al-Islami” (Arabic Training Centre). He later moved the school to Lagos after three years of its establishment for the easy contact of the well-to-do people in the capital and the Arab-world embassies. The school was the first organized Arabic School in Yorubaland of South West of Nigeria in all ramifications with distinct physical structures of classrooms, hostels, mosques, clinic and building for teachers and other administrative staff. On this note, Opeloye and Makinde (2012) report;

Prior to 1952, Yoruba land including the area today known as southwestern Nigeria never had modern standard Arabic school. What was common were the traditional Qur’anic school that operated in mosques or known as Ile-kewu. The first modern standard Arabic school surfaced in 1952. This was Markaz- institute of Arabic and Islamic Training Center established by our illustrious scholar, shaykh Adam Abdullah al-Ilory in April of that year. (p.73)

The emergence of Markaz in Yorubaland had changed the history of Arabic and Islamic education in Nigeria and some neighboring countries by bringing in different innovations, such as introducing syllabus, duration of the study, classroom arrangement, uniform, instructional materials and others. The school as at today had produced numbers of scholars occupying different positions in human endeavors; workers in the field of Arabic and Islamic at various establishments in Nigeria and abroad. Some are University lectures, administrative officers at different levels as well as in the Judiciary. Shaykh Adam had to his credit publications over 100 books, which include books, monographs and instructional materials. He participated in several national and international conferences at home and abroad. In recognition and appreciation of his efforts and achievements, the President Muhsin Mubarak of Egypt, awarded him the Highest Egyptian Literary Award on Monday, 9th October 1989. He died in London on Sunday 3rd of May 1992.

4. HIS QUR’ANIC SCHOLARSHIP

Since the volume of works of Shaykh Adam had established his encyclopedic scholarship in all Arabic and Islamic Sciences, his effort in the Qur’anic scholarship was worthy of notice among other areas being the primary source of Islam. He started and ended his journey on Arabic and Islamic knowledge with the Qur’anic studies. His last Da’wah activity was Tafsir, which he delivered in Ramadan 1412/ February 1992, before he his death some month after.
Abdukanadir (2010) asserts that Shaykh Adam started reading the Qur’an at the early age under his father and completed it at the age of seven. He also committed part of its chapter into memory. He also learnt from his father, Arabic grammar (Nahú) and Islamic Theology (al-Kālam), which served as basis and foundation for understanding of the Qur’an. He thereafter, moved to other great Islamic scholars of his time for the advanced level in Arabic and Islamic studies that offered him proper understanding of the Qur’an. After he became an acclaimed scholar, he established his school and taught various aspect of Quranic studies. Based on the account of the Hadith of the Prophet that says; “The best among you is he who learnt the art of the Qur’an and also teaches it”. The following are areas of his contributions;

(a) Teaching the Art of Quranic Recitation

Qur’an, being a foundation and source of Islam, its knowledge is compulsory for every Muslims, both male and female. Therefore, in the curriculum of every Arabic school, there is greater portion for Quranic studies. It is on this note that Shaykh Adam placed Quranic recitation at the preparatory stage called (Tahadīr) to serve as a starting point, which other studies would be built upon. At this state, students started with learning of Arabic alphabets from its place and point of articulations. Then reading letters with various signs at always place above or bello letters, like; (Fatḥah, Kasrāh, Dammāh, Faḥātān, Kasrātān, Dammatān, Alīf al-Mad, Wā’ al-Mad, Yā’ al-Mad, Sukūn, al-Shaddāh). These efforts enable students to read and write simple Arabic. Then, the art of Quranic reading was introduced as a subject, which was always handled by well-trained teachers. The recitation started from the last volume of the Qur’an, which popularly called Juz’ ‘Amma. The volume contains 37 chapters (78-114). However, students read the Sūrah al-Fātihā first, which is chapter one of the Qur’an, then recitation continues with the last chapter, which is Sūrah al-Nās-chapter 114 till the end of the volume. Because the volume contains short chapters, which would be easier for the beginner to read. The teacher recited it with the application of Tajwīd, while the pupils repeated it after him as many time as possible till it reached the apex of perfection before moving to other Sūrah. After the preparatory level, the recitation continued at al-‘Idādī (primary) level by the student with less supervision of teachers, because of the acquired skill at the previous level. Then meaning of Qur’an was introduced to student, started from last volume, known as Juz’ ‘Amma. The translation covers the introduction to revelation of the sūrah, its content and moral teachings.

(b) Teaching of ‘Ilm al-Tajwīd

‘Ilm al-Tajwīd is subject that teacher the rules that guide proper recitation of the Qur’an and prevents the reader from committing laṣūn (solecism). The Quranic recitation and Tajwīd are inseparable, and since in such way it was transmitted from the Prophet Muhammad (SAW) to his Companions. Therefore, in order to perfect the recitation of the Qur’an, Shaykh Adam introduced (Ilm al-Tajwīd as a compulsory subject at Tahadīr (preparatory level), which was handled by an experienced teacher. An instructional material used for this subject was a small leaflet written by himself titled “Dalīl Qirāt al-Maṣḥaf ” (Guide to the Quranic Recitation). The pamphlet introduces students to the ways and manners of articulate Quranic letters (Arabic alphabet) correctly. The pamphlet starts with the identification of Arabic alphabets, then reading the letters with different signs called al-Harakāt. It later describes the letters from manners and points of articulation by grouping the alphabets into five groups of which each group has various point of articulation. They are Hurrīf al-Jawf (Cavity Letters), Hurrīf al-Khaq (Pharynx Letters) Hurrīf al- Līsān (Tongue Letters) Hurrīf al-Shafātān (Two Lips Letters) and Hurrīf al-Khāṣṣātān (Nosstril Letters). It also details letters that appeared in usual forms but reads in different forms, such as wāʾ that reads as alif. Yāʾ that sounds as alif. Also, wāʾ that is always silent (not pronounced). It further explains some marks that serve as punctuation marks whenever they appeared in the Qur’an. Examples are;

<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mīm</td>
<td>Compulsory stopping</td>
</tr>
<tr>
<td>Lām</td>
<td>No stopping</td>
</tr>
<tr>
<td>Jīm</td>
<td>Two options either to Stop or not</td>
</tr>
<tr>
<td>Sālā</td>
<td>Continuation more is preferable</td>
</tr>
<tr>
<td>Qālā</td>
<td>Stopping is however preferable.</td>
</tr>
<tr>
<td>Qīf</td>
<td>Stopping is optional.</td>
</tr>
</tbody>
</table>

Additional book that furthers the knowledge of Tajwīd is titled “Idāyatul al-Muṣfīd fī ‘Akhām al-Tajwīd” by al-Shaykh Muhammad Mahmūd). The book contains introduction and sixteen lessons. Each lesson teaches different aspects of ‘Ilm al-Tajwīd, such as rules of reciting of new Sūrah with bi-smi llāhī r-rahmān r-rahim and A’ūd billah minash-shaytān Raḥmūn, Nūn al-Sakinah and Tanwīn, Mīm al-Sakinah, Nīm al-Mushadadah, al-Idghām, al-Mamdūd, Makhraṣ al-Hurrīf e.t.c. (Mahamud n.d) After all these rudimentary works, students are able to read Qur’an perfectly with rules of Tajwīd.

(c) Teaching of ‘Ulūm al-Tafsīr
At the secondary level (al-Thanawi), Qur’anic studies continued with additional subject called ‘Ulam al-Tafsir (Exegetical studies/science). The subject teaches all aspects of the Qur’an, which includes its revelation, collection, compilation, arrangement in orderly manner, documentation, information reasons and occasions of the revelation, Makkah and Madina Suraah, abrogate and abrogated verses, cleared and unclear verses. It also highlights types of Tafsir, different between compilation of Khalifah Abu Bakr and Khalifah ‘Uthmân, the reciters, seven dialects used in the Qur’an, the first and the last revelation. The material used for this subject was called “Mubadi’ al-Tafsir” written by Ustadh Mashid Abu Bakr, who was one of his students that graduated from the University of Qarawiyyin in Morocco with first degree in Sharî’ah.

The material is just an introduction to ‘Ulam al-Qur’an, but not in details. (Abubakr 1984)

(d) Teaching other Subjects that Aid Proper Understanding of the Qur’an

Qur’an, being a book of Allah revealed in Arabic language for all humankind, its proper misunderstanding depends on various branches of knowledge, such as al-Nahw (Arabic syntax), al-Sarf (Arabic Morphology), al-Balagha (Arabic Rhetoric) al-Tarîkh al-Islâmî (Islamic History) al-Rasm (Calligraphy). (www.adjmaoui.over-blog.com.article-60997). In this regard, Shaykh Adam included some of these subjects into school curriculum at both primary and secondary level (al-’Idādî and al-Tawjî). They included; Nahw (Arabic syntax), Ėsarfu (Arabic Morphology), Balâghah (Arabic Rhetoric) al-Tarîkh al-Islâmî(Islamic History). Al-Adab, (Arabic Literature; poetry and prose), Geography, logic. These subjects, by one way or the others, had been a great advantage for students to get the proper understanding of the Qur’an and to further research in the field of the Qur’anic studies.

(e) Practical Tafsîr (Exegesis) of Qur’an Session

According to the assertion of Gafoordeen (2007), that tafsîr of the Qur’an is one of the great significant aspects of Qur’anic studies, which many scholars involved in order to provide deep understanding of the word of Allah. Therefore, Shaykh Adam, as other ‘Ulamâ’ in Yorubaland involved in oral Tafsîr of the Qur’an most especially during the month of Ramadân. It is important to emphasize according to Ariyibi (2012), in the sixties, Shaykh Adam created time out of his tight schedule time allotted for Tafsir in the month of Ramadân at his school premises (Markaz) purposley as an extra-curricular for students, just to demonstrate the practical aspect of Tafsîr. His tafsîr was unequalled, unparalleled and unrivalled amongst others. However, prior to creating time for Tafsir, he has been involved in series of lectures of different themes, by which portions of the Qur’an and Hadith are onus of those lectures. His Tafsîr was scheduled for every day in the month of Ramadân, by 10. 00 clock to 2.00 pm except on Fridays due to other commitments. At the initial stage, Shaykh Adam committed himself to interpretation of the whole Qur’an in every month Ramadân. He started from Sûrah al-Fâtiha- to Sûrah al-Nâs. He made used one of the most popular books of Tafsîr called Jalâlayn of both great scholars- Jalâlud-Dîn al Mahalli and Jalâlud-Dîn as-Sayyûti.

Despite the fact that Tafsir of Shaykh Adam was unique in nature, yet he upheld the widespread tradition style among the ‘Ulamâ’ in Yorubaland, by the use of Ajanasi (one who repeats the recitation of the Qur’an) and Arowasi (one who acts as a megaphone to amplify the speech). Some of his students had acted in those positions, like Late al-Shakik Yaha Murtada Agodi, the Proprietor of Markaz al-Talîm al-Arabi Itorin, Agodi and Late Isa Bello. Until his death, Shaykh Mashid Ramdân Jubril, who was the head of teachers, remained as his Chief Ajanasi. He was always at right hand side of Shaykh and next to him were other two Ajanasi; Ustadh Sulayman Abdul-Wahâb Al-Ghuniyawâ and late Ustadh Murtadah Mustapha (popularly called Muqrî al- Markaz (Markaz’s reciter). Ustadh Daud Abdul-Majeed Alifa-nla was Arowasi. They were all teachers in Markaz. Immediately after recitation of a portion of the Qur’an by Shaykh Adam, the Chief Ajanasi and other two Ajanasi repeated it one after the others with their musical tone called al-Sawru al-Markaz (Markaz tone). This tone is very unique among others in Yorubaland, which is very peculiar to all Markaz students alone. It is out of desires of Shaykh Adam to complete the whole Qur’an in the month of Ramadân, he confined himself to a surface meaning, without much digression. The method adopted by Shaykh Adam was an ample opportunity to his students to have the full meaning of Qur’an more than once before their graduation in Markaz. But, due to circumstances, the Tafsir developed into public lecture, where topical issues on religion, politics and social were been discussed. Consequently, the Tafsîr, took several years to be completed.

This new development led to the increase in number of peoples that attended the Tafsîr from different phases of life; lecturers, student politicians, government officials, artisans and businessmen, both males and females, particularly on weekends-
Saturdays and Sundays. Despite the *Tafsir* has metamorphosed into public lectures, it remained a religious activity where issues relating to Islam and Muslims in Nigeria and world at large were given priority over others. For instance, the issue of unity and peaceful co-existence among the people of scriptures was extensively discussed. For instance, he quoted as followed “

_O People of the Scripture! Come to an agreement between us and you’ that we shall worship none but Allah, and that we shall ascribe no partner unto Him, and that none of us shall take others for lords beside Allah. And if they turn away, then say: Bear witness that we are they who have surrendered (unto Him). Q. 3:64_

Likewise, in 1985, during the Military reign of General Muhammad Buhari and Tunde Ibi-Agbon, “War Against Indiscipline” (WAI) was introduced as a mechanism to checkmate the indiscipline in the society. Shaykh Adam supported the administration and its ideology. He devoted his Tafsir session for public enlightenment and awareness on the rationale behind the concept WAI from Islamic perspective. As a social critic, he prayed, encouraged and advised the government, at all levels local; local, state and federal, whenever he noticed anything right or wrong. He referred to the following Qur’an verse:

“Surely Allah enjoins justice, kindness and the doing of good to kith and kin, and forbids all that is shameful, evil and oppressive. He exhorts you so that you may be mindful” Q.16:90

Sanni (2017), quotes John Hunwick (1936-2015), referred to Shaykh Adam as one of the legends and authorities on the intellectual heritage of Sudanic Africa and indeed of Nigeria.” So, an ample testimony to this assertion was his *Tafsir*. Due to the quality and educative nature of his *Tafsir*, it became public appeared in electronic media, like Radio and Television for public consumption. At the early stage, Shaykh Adam frowned at all mass media to record his *Tafsir*, but, later in the eighties, permission was granted to Alhaji Yahya Salam-who was a Radio Lagos staff-to record the *Tafsir*. It is from Yahya Salam, the *Tafsir* became public hearing by using it during the Islamic programmes, particularly on *Friday, Mawlid Nabiyyi* and festivals like *‘Id al-Fitr and Adhā*. After a while, the programme stopped and needed sponsorship. In this vain, Alhaji Abdul Ghaniiy Mogaji (d.2006) took the responsibility for a while. Later, Alhaji Abdul Wahabi Iyanda Folawuyo (d.2008) continued with the sponsorship when he was alive and sustain till today by his families. The *Tafsir* comes-up on air every Friday by 8.30.pm-9.00pm. All the recorded *Tafsir* are still available in Alhaji Yahya Salam’s archive. (Yayah Salam, Personal Communication, 3rd May 2019).

In addition, Chief Moshood Kashimawo Olawale Abiola (MKO) (d. 1998), who was a Muslim philanthropist in Yorubaland started sponsorship of the *Tafsir* on Television particularly in Nigeria Television Authority (NTA) during the Ramadan till his death. Later, his son, Lateef Abiola took up the sponsorship for a while. The *Markaz*, under the current Rector, Muhammad Habeebullah Adam Abdullah al-Ilory took the challenge, with assistance from well-meaning Muslim of Nigeria. The *Tafsir* got back to the television particularly Murtin International Television (MITV). (Abubakr Abdul-Ghaniy Apaftira, Personal Communication, 2nd Feb. 2019)

There are many students of school of *Tafsir* of Shaykh Adam scattered all over the places, holding sway in virtually all fields of human endeavors in Nigeria and outside Nigeria. Among them are University lecturers, Imams of various mosques, Islamic associations, proprietors of Arabic and Islamic schools. Some of these peoples have established their own *Tafsir* sessions very similar in nature and style to that of their teacher and mentor. Typical example of them in Lagos include, Shaykh Mutapha Zughlul as-Sanusi, Shaykh Yahya Agboola, Shaykh Mashood Jubril Ramadān, Shaykh Abdul-Wahab Zubair al-Ghamawi, Shaykh Saeed Olawunmi, Shaykh Misbahudeen Zubayr al-Saytunni, Shaykh Sulaimān Farūq Onikijipa, and host of others. Aside from students of *Markaz*, other students and Imams of various mosques or societies attended the *Tafsir* session. Likewise, other ‘Ulama’ of reputable mosques and associations who preferred shifting their own *Tafsir* to other time, in order to attend Shaykh Adam’s *Tafsir* in the morning.

After the death of Shaykh Adam, the *Tafsir* continued in *Markaz*, but on rotational system between his two children; Muhammad Habibullah Adam Abdullah and Muhammad Thawbân Adam ‘Abdullah and one of Shaykh Adam disciples, Shaykh Masshhūd Jubrīl Ramdan-who was the head of teachers by then. However, after the crises among the Shaykh Adam’s children and some staffs, which led to the exit of the two among the three that are in charge of *Tafsir*, they are Shaykh Masshhūd Jubrīl, and Shaykh Muhammad Thowban Adam Abdullah. Therefore, the only person that keeping the flag fly is Shaykh Muhammad Ḥabībullah Adam Abdullah
since he mounted the leadership of the Markaz in 1998.

It is instructive to note that Shaykh Habibullah Adam Abdullah retains Shaykh Adam’s style of Tafsir. He started his Tafsir without much digression, but later diverted to the public enlightenment on some misconception and misunderstanding issues in Islam such as, Hijab and fabricated Hadith in Šahīh al-Bukhārī.

(f) Translation of the Meaning of the Qur’ān.

The emergence of the translation of the Qur’ān into another language is not a new phenomenon in any given society, it started right from the time immemorial. Several efforts had been made by scholars to translate the Qur’ān into various languages of the world for people to understand the message of Allah, and Yoruba speaking people of Nigeria was no exception. According to Ogunbiyi (1988), the first noticeable attempt in this regard was credited to a Christian missionary, Reverend M.S. Cole. The work was published by the Church Missionary Society in Lagos in 1924. Another attempt was from Reverend A.K. Akinlade under the title of: “Imuto al-Kuran Li Ede Yoruba” (Meaning of the Qur’ān in Yoruba Language). It was printed by Caxton Press West Africa Ltd in Ibadan in 1965. However, the two Reverends had no knowledge of Arabic language, which is the original language of Qur’ān, but solidly depended on English translated version of Qur’ān. Ogunbiyi (1988) further observes during oral interview with Reverend Akinlade;

“His translation of the Qur’ān was motivated by what he described as a desire to fill the vacuum created by the absence of a complete Yoruba translation. He claimed that his translation was meant for every Yoruba reader interested in a knowledge of the content of the Qur’ān. He admitted that he knew no Arabic at all and that he relied mainly on English translation of the Qur’ān, especially the translation by Marmaduku Pickthall titled “The Meaning of the Glorious Koran” and translation of N.J. Dawood titled “The Koran” (p.95)

The next version was an effort of an individual Muslims, such as translation of Alhaji Usama Kuta titled “Odidi Kurani ni Ede Yoruba” (A Complete Qur’ān in Yoruba language). It was printed in Iwo town, Osun state. Also, the translation of Ahamediyah Muslim Mission started with only one Juz’ (volume) by Basheer al-Dīn Mahmūd Khalifin Ghuslam Ahmad. Later, ten men committee under the leadership of Alhaji B.B Balogun was commissioned to complete the remaining translation in 1967. The work was titled “Al-Kuran Mimo Ni Ede Yoruba Ati Larubawa” (Holy Qur’an in Yoruba and Arabic Languages. (Abdul-Azeez 2015)

Later, the Muslim Council of Nigeria spearheaded another translation at the instance of his eminence Sir Ahmadu Bello, with support from the World Muslim Leagues (WML) and the King Khalid bn Abdul-Azeez of Saudi-Arabia. The translation passed through three various stages.

I. The first stage was a committee that started the work 1962, which included Imam Jamilu, Muhammad- Awwal Augusto, Ahmad Tijani. Akani, Hasani Yusau Dindey among others. The work completed with the supervision of Sir Ahmadu Bello and Ustaz Kamulu Sharif.

II. The second stage was the committee that proof-read the work in 1972. It was a committee of four undergraduate Nigeria students of Arabic and Islamic studies at the Islamic University of Madina and Al-Azhar University, they were; Abdul Latif Ahmad from Al-Azhar University, while Abdul Wahab Sanusi, Khidr Mustapha and Isā Ade Bello were from Islamic University of Madina.37

III. In 1973, the work passed through the third committee of erudite Yoruba Muslim scholars, for final editing, correction and assessment. They included; Shaykh Kamaludin al-Adabi, Shakh Burhanudin Sanusi Alaka, Shaykh Adam Abdullah al-Illory, Alhaji Abdul Rahman Salahudin al-Adabi, Alhaji Muhammad Raji Sulaiman El-Illm and Alhaji Musa Ali Ajetunmobi al-Adabi. The work was titled “Al-Quran Ti A Tumo ni Ede Yoruba”. (Ogunbiyi, 1988, Olawale 2015, Bakah 2018)

The final edited copy was published by Dāar al-Arabia, Beirut with financial assistance of King Faysal bn Abdul-‘Aziz of Saudi Arabia. The work was published in two volumes; volume one starts from chapter one to seventeen which contains 379 pages, while the second volume starts from chapter eighteen to one hundred and fourteen with 380 pages. The work has been printed more than three times. It was distributed during the reign of King Faysal bn ‘Abdul-Aziz of Saudi Arabia freely for pilgrims.

A fact worth of admitting is that, under this committee, Shaykh Adam al-Illory played remarkable roles. He was the secretary throughout the period,
between 1962-1973. He was also the custodian of all information regarding the task before the committee.

In 2004, the translation went through another review by the two Nigeria Students at the Islamic University in Madinah-Late Ibrahim Abdul-Baqi and Abdur-Razaq Abdul Majid Alaro. When there is need to reproduce the work, by Saudi Arabia Kingdom. The title was amended as “Al-Qur’ān Alaponle Pelu itumo Re ni Ede Yoruba”

Another translation that is worth of mentioning in this category was the translation of Professor Y.A Quadir called “Al-Kur’an Alaponle Itumo si Ede Yoruba”. Also the translation of an Indian Scholar, Basheer Ahmad Muhydin in 2003 called “Al-Kur’an Oro Abemi Tooto Ododo Oro Ayeraye”. Other individual efforts that translated portion of the Qur’ān into Yoruba, include, “Al-Qur’ān Totobi Esu Meta Pelu Itumo” by Abdul-‘Aziz Lahol. “Al-Kurani Alaponle Esu Kan Ti Atu Si Ede Yoruba” by Solihu Bamidele Alukuran Esu Marun ati Itumo by K. Ade Bello. (Ali-Again 2017, Bakah 2018)

5. ANALYSIS OF THE APPROACH OF SHAYKH ADAM TO THE TEACHING OF THE QUR’ĀN

It is important to emphasize here that the methodology adopted by Shaykh Adam in teaching Qur’anic for beginners was quite different from others, particularly in Northern part of Nigeria. The method is very similar to the Andalusia (Spain) method. The Qur’anic recitation at the initial stage was combine with other subjects, such as Arabic grammar, morphology, Arabic reading, Arabic literature, Arabic Poetry, Islamic history, Fiqh e.t.c. Hopping that the style would assist students to have basic knowledge that enable them to understand the meaning of what they are reading to a certain extent. Al-Ilory (2013) made his position known while quoted Ibn Khalidūn;

“There are different methods of learning of the Qur’ān in Islamic world. Some of these methods were replicated in Africa at large and in Nigeria in particular. In Morocco and some part of West Africa, like Bornu, Senegal and Hausa, much concentration is on the recitation and memorization alone, without study any other subjects at the initial stage. However, the reverse is the case in Africa, West Africa and Andalusia, where focus is given to other subjects related to Arabic language and Islamic studies such Hadith, Fiqh, Arabic poetry when student are learning Qur’anic. (p.36-38) al-Ilory elucidated the reason behind choosing his position.

“If Ibn al-‘Arabi could criticized this method among the Arab children who were assisted in comprehending the meaning of Qur’ān due to their native speaker’s knowledge of Arabic by demonstrating their inability to grasp the meaning of what they read. Dear reader, what do you thing who has not been brought up with Arabic (breast) milk. Why should we impose on them the reading of the Qur’ān in parotica-like manner without understanding a single word there” (p. 38)

6. CONCLUSION

In foregoing study, we have discussed the contributions of Shaykh Adam al-Ilory at different perspective to the Qur’anic scholarship in post-colonial era of Lagos of Southwest of Nigeria. The study shows that he was well versed in all aspects of the Qur’anic studies; Tafsīr of the Qur’ān, Arabic language, condition of revelation of the Qur’ān, rhetoric, alongside, he was a historian, couple with history of Islam in Africa in general and Nigeria in particular. He was also an orator with a great power of presentation. Through his Tafsīr he could be called a poet, a preacher, a social commentator and jurist of note. His work on Qur’anic Tafsīr at Markaz and pubic still enjoys continuous relevance and referrals to date. The study reveals that the instructional materials recommended and used to teach students gave solid foundation for the student of which they can independently continue on Qur’anic education.

RECOMMENDATIONS

It is pertinent now, based on our findings, to make some suggestions and recommendations for improvement of the Quranic scholarship;

I. Qur’an recitation at early state must be handled by an expert Ustadh who had special training on the Qur’ān.

II. Using modern instructional materials like audio-visual to teach beginners on place and manner of articulation of the Arabic alphabet.

III. Regular training or refreshing courses for teachers within and outside the country.

IV. Reviewing all subjects relating to the Qur’ānic studies at all levels.

V. Focus must be given to practical aspect of Tafsīr in the class, since Tafsīr in the Ramaḍān has turned to the public lecture.

VI. Different aspects of Tafsīr must be taught in the class, such as moral social and political
themes in order to guide the student at the larger life after their school life.

VII. Contribution of non-Muslims to the field of Qur’anic studies must be given consideration in the school curriculum to appreciate the non-Muslim scholars of Qur’ān.

VIII. Proper documentation and preservation of Tafsīr for future purpose must be encouraged.

ABOUT THE AUTHOR(S)

Daud Oniyide, a Nigerian, author and researcher. He has B.A, M.A and PhD degree in Arabic (literary and textual study of Quran) from Lags State University. He joined the academic staff of Lagos State University, Department of Foreign Languages in 2007. His research focuses, literary appreciation, comparative literature and Quranic studies. He has to his credit many publications in both Arabic and English in learned journals. He is a member of Nigeria Association of Teacher of Arabic and Islamic Studies (NATAIS) and Academic Society of Arabic Language and Literature of Nigeria (ASSLLN). Alongside the university teaching and research, Oniyide is a member of National Mission Board of a formidable Islamic Organization worldwide (Nasru-l-Lahi-L-Fathi).

REFERENCES


This article distributes a psychological reading of William Somerset Maugham’s *Of Human Bondage* according to Donald Winnicott, one of the eminent figures in object relations theory. Maugham’s works depict the life of people who are struggling with their destructive relationship. This might refer to their childhood lack of holding environment or it may be caused by shaping false self as the loss of play. Although, Maugham leads his novels’ characters toward success, they are entrapped in their incomplete childhood prototypes and consequently they choose inappropriate partners. Philip Carey is the protagonist of the novel who is orphan and he is sensitive because he has lost his parents and he is born with a club foot. These made him sad and alienated from others and led him toward proving himself as a successful person; while actually he is not. Incomplete childhood prototypes and lack of confidence result in wrong decisions and inappropriate accompanying. Object relations theory helps finding the hidden reasons behind the protagonist’s actions, feeling and what he chooses in his life.

### KEYWORDS
William Somerset Maugham, Donald Winnicott, Object Relations Theory, Holding Environment, False Self, Play

---

1. INTRODUCTION

Family plays a key role in psychological analysis because each individual has been grown as a part in family union. For object relations theory parents are the first objects who the child distinguishes and the main character of the novel *Of Human Bondage* has experienced his parents’ death. Although the study of object relations theory would have to begin with Freud and concepts such as mourning and melancholia, Freud pointed at the importance of different erotogenic regions in the developing personality structure. In object relations theory, the shift is toward an emphasis on the object; all libidinal strivings are seen as the seeking of an object and the infant’s desire is for the mother or mother’s substitutes. Object relations theory is rather a body of theory that has been developed by many analysts which the focus is on the significance of the understanding of the earliest beginnings of life that lead them to important connections between childhood prototypes and adulthood relationships. The answer to the question “how wrong patterns in childhood can influence future relationships?” has been well put by Winnicott (Winnicott, 1980, 37-40)

William Somerset Maugham, novelist, playwright, short story writer and essayist, was the highest paid author among all his contemporary writers. In spite of the influence of the Modernist movement and many writers as Joseph Conrad, Marcel Proust, Dorothy Richardson, D. H. Lawrence, James Joyce, William Faulkner, E. M. Forster and later on Virginia Woolf who mostly used the stream-of-consciousness technique, Maugham did not do the same. Maugham was under influence of modern themes and eventually his works are filled with different sorts of characters searching for love, meaning of life, fulfillment and many questions about the meaning of their existence. At the same time, they encounter with new social mores and smaller families and truly different relationships in comparison with the past. Maugham’s works embody male characters more than female figures because it is said that he might tend to be a homo-social person.
Somerset Maugham in his works draws attention to the complicated relationships between couples. He practices a realist method of writing to highlight sufferings from and rejecting by a beloved whose entirely cold emotions have been displayed. To be interested in these sorts of love and to insist on staying in these associations might be a result of protagonists’ childhood lacks which Maugham has attempted to verify. Even though they think that their relationships are not normal, they are entrapped by destructive loops of undone parental caring.

After the success of *Liza of Lambeth* (1897), he tried to bring more novels, plays and short stories. His great work is, semi-biographical novel, *Of Human Bondage*, which was read all around the world. Before that, he published successful novels such as *Mrs. Cradock* and *The Magician* and during this time he had the manuscript of his masterpiece *Of Human Bondage*. It is said that the difficult life of Maugham has affected his novel *Of Human Bondage*. At the same time, the complex signs of relationships between couples and similarly in parental relationships and even employee/employer affiliations are clear in the novel and cannot be rejected.

Maugham found his literary role models in Dryden, Addison, Swift and Cardinal Newman. He had adopted the form of the *Bildungsroman* and Goethe’s *Wilhelm Meister*. In *Of Human Bondage* he used French language and Cockney speech for some of the characters. The style is realistic and the story is whatever the reader can believe. He had used a certain type of heroines such as in his previous works; immoral and untrustworthy. In this way, he introduces the theme of love as a bondage and Philip’s clubfoot as his main bondage.

In addition, the story is about many obsessions Maugham himself had such as the loss of his mother, his stammer transposed into a clubfoot, the happy times in Heidelberg and Paris, medical school and so forth. Eventually, he published the novel by Heinemann in England on August 13 and by George H. Doran in America on August 12 in 1915. Even though he was contemporaneous to authors like Virginia Woolf and Henry James, he went further from them when his book became highly sold out and he was known as a best seller author; He achieved success more that feminist authors like Violet Hunt who was quite famous at the time. During his lifetime, gaining money looked so much important to him that it is said he was called stingy because he used to go everywhere by bus while he had a great deal of money. Finally, he declared that he had the phobia of lack of money because he had grown up by the fear of losing all the money he inherited.

There exist famous critical essays and articles about this masterpiece that the most important one belongs to Theodore Dreiser published in the *New Republic* (1915). He admired the novel and called it a work of genius. He compared it to a Beethoven symphony, whose “bud notes and flower tones were filling the air with their elusive message, fluttering and dying (Morgan, 1980, 198).

### 2. LITERATURE REVIEW

The novel *Of Human Bondage* (1973) points toward life of an orphan boy who is grown up by his cold paternal uncle. He is interested in books and wants to be a doctor but there exist many issues and events that stopping him from insisting on gaining his goal. Through all these happenings and an unsuccessful love he even loses his goals and money. He searches for real love and meaning of life.

*Maugham* (1980) by Ted Morgan is the first complete biography of W. Somerset Maugham, and it examines the real life of Maugham from the beginning till his death. It includes mostly Maugham’s letters to his friend and although he tried to destroy them but Morgan has collected everything in detail. This book is called like a background for the novel *Of Human Bondage* and maybe the best over Somerset Maugham’s extraordinary writing career.

Anthony Curtis and John Whitehead have collected a great deal of information about Maugham in a book named *W. Somerset Maugham* (2013). This book brings subjects about Maugham’s style of writing, the background of his works and history of his life as an interesting biography. These two authors mention critical passages regarding Maugham’s works too.

The next main work which is used as one of the basic references in this research is *Holding and Interpretation: Fragment Of An Analysis* (1989) by Donald Winnicott. This book develops a line of

2 The second novel by Johann Wolfgang von Goethe in four volumes and published in 1795–96. It can be called this novel has been written through the encouragement of Goethe’s close friend, Friedrich Schiller, a German philosopher. The novel demonstrates the ideal self-education, development of intellect and individual’s role in society in the 18th century.
reasoning as a groundwork for explaining various psychological conditions related to the concept of holding. These conditions result from powerful internal tensions. The book deals with the foundations of health which are laid down in the ordinary caring by normal mother. The infant finds itself simultaneously engaged in the body of the mother (or her substitutes) as the place wherein one securely lives and whenever this caring be undone or incomplete, issues will appear. Winnicott has attempted to prove that mother’s technique of holding, bathing or feeding does an important role in infant’s future feelings.

The next important work used in this exploration by Winnicott is an article “Ego distortion in terms of true and false self” published in the book The Maturational Processes and the Facilitating Environment (1990) in London. It describes humans as struggling between two opposing selves: true self and false self. This is a process of pressures that environment and people around make person’s feelings changed. False self could be the consequence of lack of protection and acts like a defense against an unsafe environment.

Winnicott (1988) is a book written by Adam Philips which has gathered summaries about Donald Winnicott’s life and his main concepts in psychoanalysis. The historical theme of psychology community to the talking cure of Winnicott have been included in this new book.

3. OBJECTIVE OF THE STUDY
Maugham wrote most of his works in favor of complicated interrupted relationships and he maintained this idea through happenings of life of the characters who were tied in their past and particularly traumatized childhood. Behavioral disorders and damages done by parental objects have mutual relationship which may exacerbate destructive relationships. Maugham in Of Human Bondage displayed these motifs through associations and relationships between protagonist, Philip Carey, and his partners. In order to be more palpable, Maugham has chosen characters close to reality and even based on his friends’ experiences. It does not only influence the way the story is understood, but also increases enjoyment. This research attempts to explore such characters conscious and unconscious actions, relationships, thoughts and behaviors based on theories of one pole of object relations, Winnicott. What distinguishes Somerset Maugham from his contemporary authors is while others were rarely writing about childhood sufferings, memories and their effects in adulthood life, by modern techniques, he indicated the significant role of objects in the life of the subjects and their interrelation through his simple language and such narrating the story which is comprehended easily.

From this point of view, the theories of Winnicott can be traced in and applied to W. Somerset Maugham’s characters. This theoretician has been selected for the purpose of this research because of the psychological analysis which he has done. Whenever there exists one person who does everything and does not care about its consequences, it directly shows self-destructive behavior. Sandore Ferenczi in his paper “The Confusion of Tongues” describes self-destruction as bellow:

The trauma victim, the child, the mentally-ill person reflects back to the aggressor a caricatured image of himself, thus expressing simultaneously his own suffering and protest and also those truths which the aggressor is striving to evade. Then, little by little, the traumatized person becomes so caught up by his own scenario that he closes for himself an avenue for escape (Introduction XVIII–XX).

This self-destruction might lead toward wrong decisions and choices as well. It can be found in Winnicott’s false self concept which shapes in an inappropriate holding environment and it is made when the kid has a lack of reasonably attuned caregiving. Later on by this lack, false self plays its roles as a defense and acts like a mask to please others rather than express his/her own emotions and thoughts. This sort of personality tries to present him/herself a polite and mannered person in public and it may result being in a wrong relationship; a repetition of a wrong prototype of childhood relationships. Main character of the novel Of Human Bondage is involved with this sort of behavioral disorders which will eventuate failure in relationships and loneliness in life.

In psychological reading of the novel Of Human Bondage the reader is facing with main character who is suffering from lack of his parents. Because Philip has lost them when he was a kid; consequently, it has traumatized him. This juxtaposition of trauma and lack and items of wrong prototypes of childhood would result behavioral disorders that repeat the old patterns. This application takes different theories of Winnicott to explore the process of object relations between the person and people around and how the childhood relationships can be duplicated in maturity.

This study attempts to find the way how the novel depicts the parent-child relationships and its impact on adult social life or what psychological symptoms and disorders can be discerned in main character’s behaviors. The article also tries to find links between
object relations theory and development of destructive relationships of Philip Carey and how Winnicott’s key concepts such as holding environment and false self can elaborate more about problematic behavior of the key character of the novel Of Human Bondage.

4. METHODOLOGY
Donald Winnicott, 19th century theoretician, helped develop the Middle Group of the British Psychoanalytic Institute, carving a niche between Anna Freud’s focus on the ego and Klein’s attention to unconscious fantasy. He articulated the individual’s separation through dependence to a personal way of being, and the hazards of environmental failure. Theory, for Winnicott, was useful to the extent that it illuminated the patient’s world (Shapiro 421). He believed that “cure, at its roots means care” (Phillips, 1988, 12).

Winnicott was influenced by Darwin. Similarities between Darwin and Winnicott may be from two aspects; First, Winnicott would always observe children very carefully, just as Darwin had done with the different species. Second, Winnicott, like Darwin, could tolerate not knowing an essential attribute for a psychotherapist who might have to wait many long years before patients would reveal their inner secrets (Brett Kahr, 1996, 24). Thus, he believed in a natural way of living as common people live their lives. He always let his patients find out about their problems themselves and also allowed children to do their activities freely. He never took leadership over his patients and rather followed their lead all along the way. And according to this view and Freud’s theories, the life is a combination of id, ego and superego; Therefore, Winnicott combined the basic subjects of Klein and Anna Freud and a normal way of living. Meaning that, a person not only follows his/her instincts, but also thinks and decides what is the best to do in a society and this is exactly the combination of id and ego. But after a while, Winnicott continued doing his job opposing Darwin’s ideas.

As Darwin wrote about whatever he had found even with many gaps about fossils, Winnicott believed that not knowing the whole history of a patient does not scare him and he could collect the necessary information through the course of therapy and observation and afterwards, this led him toward a basic concept named “transitional space” or “space in-between”. Transitional space is that space of experiencing, between the inner and outer worlds, and contributed to by both, in which primary creativity (illusion) exists and can develop (Winnicott, 1954, 2). This happens when the child recognizes the objects as “not-me” and in order to keep his inner world in correspondence with the outside world, he/she chooses a transitional object and in Winnicott’s words: this is the initiation of an affectionate type of object-relation. The transitional space is something “in-between” the subject and the object which is merged with the mother and which is outside and separate from the infant/mother world. This can be a symbolic manifestation of how an infant creates illusions inevitably by experiencing loss and it is the gradual establishment of ego which in Winnicott’s words happens when the child experiences loss of good-enough mothering” (Winnicott, 1980, 7) of the mother and he calls it “an intermediate area of experiencing” (Winnicott, 1980, 183). This third area may be a moment of illusory of outer world by experience and replacement of the loved object with another one which leads the child to real world. As an illustration, a child who feels his/her mother’s absence might try to suck his/her thumb instead of the mother’s breast. Next transitional objects in future may be blankets, teddy bears, and so forth.

Although he saw the baby and the mother as one, in his article “The Maturational Processes and the Facilitating Environment: Studies in the Theory of Emotional Development” he says that “There is no such thing as a baby, there is a baby and someone.” (Winnicott, 1980, 29-36). He considered the baby and his/her mother’s relationship which seems impressive to shape the future character of the infant. He was not only a doctor who took care of children physically, but also a psychologist whose theories helped children reveal their inner hidden emotions and desires. Winnicott introduced concepts such as holding environment, true and false self and insisted on importance of playing in children’s development. Attentive to both detail and context, he grasped that any bit of behavior reflects the whole interactive system. According to his beliefs, all stages of a person’s life are linked and affective on each other. For instance, the childhood experience of being raped, would result a person who enjoys abusing other people sexually. The new events are just an alerted type of person’s unconscious memories.

Winnicott considers that, in early life of an infant, instincts are not clearly internalized. “The instincts can be as much external as can a clap of thunder or a hit.” (Winnicott, 1990, 2). He believes that, in this phase, the infant cannot distinguish between his needs and the environmental events because there is no distinction between the self and environment for him. Whenever the infant sees his demands alongside the environmental happenings, the self has is not developed because demand is not an internal part of the infant. But the more ego recognizes infant’s id-satisfaction, the more he internalizes his needs and demands and the concept of the self is shaped and formed up. “When this development occurs, the id-satisfaction becomes a very important strengthener of
the ego” and it is felt as something internal (Winnicott, 1990, 2). True self is the result of the process of internalizing id’s needs and id-satisfactions by the ego and when the infant’s self feels objects factual and internalized.

Winnicott’s concepts are interrelated; but there is a concept which can be called as the background for all his introduced concepts: the holding environment. The theory of holding includes both bodily and emotional features and promotes the infant’s ego-incorporation, his/her aptitude for object relation, and ultimately his/her ability for object usage. Winnicott describes the holding environment as a developmental stage in which the child and mother are one entity, as yet undifferentiated in the infant’s consciousness. The core purpose of “holding” is to allow the child to be completely unconscious of his requirement for a separate individual: “It is axiomatic in these matters of maternal care of the holding variety that when things go well the infant has no means of knowing what is being properly provided and what is being prevented.” (Winnicott, 1980, 52). The holding environment facilitates the child’s transition to autonomy. Failure on the Mother’s part to provide an adequate holding environment results in a “false self disorder” (The Institute of Contemporary Psychoanalysis 2018).

Winnicott’s idea of holding also focuses on the emotional aspects of this developmental process as he describes the mother’s total attunement to her child is based upon her empathy with the child; this encompasses the holding purpose and allows the infant’s ego to integrate and his instincts to be fulfilled (Winnicott, 1960, 590). The holding environment results in the situation of “playing’ for the child directly. Because the child would examine the environment by his/her act of playing. At the same time, the capacity for being - the ability to feel genuinely alive inside, which Winnicott saw as essential to the maintenance of a true self - was supported in his view by the practice of childhood play.

The next important concept of Winnicott is playing. He considered playing as a key to make the child creative and confident so much so that in his book Playing and Reality (72) said: “It is in playing, and perhaps only in playing, that the child is free to be creative”. He also added that: “It is in playing and only in playing that the individual child or adult is able to be creative and to use the whole personality, and it is only in being creative that the individual discovers the self”. By introducing this concept, he changed the psychological point of view to playing and had different ideas concerning playing in comparison with Melanie Klein’s method of playing. But what does a normal child really consist of? Winnicott explains as follows:

What is a normal child like? Does he just eat and grow and smile sweetly? No, that is not what he is like. The normal child, if he has confidence in mother and father, pulls out all the stops. In the course of time, he tries out his power to disrupt, to destroy, to frighten, to wear down, to waste, to wangle, and to appropriate . . . At the start he absolutely needs to live in a circle of love and strength (with consequent tolerance) if he is not to be too fearful of his own thoughts and of his imaginings to make progress in his emotional development. (Winnicott and Cadwel and Taylor, 2017, 143)

In Winnicott’s point of view, playing is the key to emotional and psychological well-being. By “playing”, he meant not only the ways that children play, but also the way adults "play" through living their personal and social life. At any age, he called play as crucial to the development of a reliable self-hood, because when people play, they feel real and alive and show their real character, and they are interested in what they are doing. In this way, Schiller had the same thought about playing and considered it as an important part of the life of human beings.

Schiller believes, human beings have two drives: sense drive and form drive. The first represents man’s materialistic dimension and the second represents intellectual and moral dimension. But there is a third drive, the play drive, with which Schiller tries to solve the problem of contrast between matter and form or sense and reason. Winnicott said that it was only in and through the act of playing that people are completely their true selves; Therefore, for psychoanalysis the very act of playing seems necessary. (Shiller, 2005, 126)

The next part that playing can be observed in is to choose a “transitional object”. Winnicott said that this “object” itself is not important because it can be an old blanket, a teddy bear or whatever the infant is attracted to and keeps it. But the importance of transitional object is that this status is something between the infant’s imagination and what he/she feels is the real world outside. When an infant grows older and becomes a child, he/she communicates with others much more than he/she was younger and this communication is materialized through the act of playing. This relationship is necessary for the child, but if the environment does not respond a good reaction or the child feels unsafe, he/she would show
his/her “false self”. Playing with a transitional object can be an important early bridge between self and other, which helps a child develop the capacity to be genuine in his/her future relationships.

Winnicott borrowed the term “self” from Freud theories but he considered it as the combination of id and ego. He called the self as an important part of mental and emotional well-being which plays a vital role in creativity (Winnicott, 1971, 72–3). He believed that people are born without a developed self and they must search for an authentic sense of it as they grow up. According to Winnicott, to feel real would result in being creative and feeling alive. Winnicott thought that the “True Self” begins to develop in infancy, in the relationship between the baby and its primary caregiver, in better words, the mother. This relationship is a welcoming response to the infant’s spontaneous expressions, feelings, and initiatives. Consequently, the baby finds him/herself confident and powerful because the mother’s behavior is not problematic or dangerous for him/her and the reactions of the mother are not preventive. Winnicott considered “true self” as the self which helps the person be creative and feel alive and real. On the other hand, there exists another self named “false self” which is mistaken by true self frequently. (Schiller, 2005, 126)

In Winnicott’s writings, the “False Self” is a defense, a kind of mask of behavior that complies with others’ expectations. Winnicott thought that in health, a False Self was what allowed one to present a “polite and mannered attitude in public” (Winnicott, 1990, 142). He thought that false self begins to develop in infancy, when the infant feels unsafe or overwhelmed because of a bad response or even lack of a response from parents or caregiver. Donald Winnicott called the attention the infant needs just an “ordinary devoted” or “good enough” attention to protect the baby. The child has to show his/her spontaneous feelings in a normal way but when the baby is not in a good situation, he/she wants to please the mother, father or caregiver in order to make them normal to pay attention to him/her. False Self is so powerful that can be seen in most parts of an adult’s life and when he/she gets a success or gains whatever he/she wished before, there is no sign of happiness because he/she sees the situation as an unreal one. In Winnicott’s terms, the healthy False Self feels that it is still being true to the True Self, while the unhealthy one cannot be recognized as an obvious False Self too. It means that the False Self does not have a healthy side because it is basically unhealthy even in its healthy mood. It occurs when a person feels unsafe and it is called a sort of mask. Therefore, False Self cannot be called healthy in each situation because it is not real. The real self is True Self without any mask or impurity. (Winnicott, 1990, 208)

As it was mentioned in previous paragraph, the true self is whatever is real in a person’s characteristic while the false self is a mask for people to protect themselves from threats they feel around themselves. But when a person shows his/her false self and keeps doing that, it can be mistaken by his/her true self whereas the true self is spontaneously real and does not need to be shown or proved to others. The true self is the person himself without any change and the false self is an artificial personality.

Donald Winnicott thought that in playing the child (or adult) would reveal his/her fears, desires, hidden feelings, and all things that he/she is concerned about may show up. He has two famous methods of playing named the squiggle game and the spatula game. Winnicott called play such as “dreams which serves the function of self-realization” (Winnicott, 1971, 73).

The child needs a trustful environment; therefore, he/she examines the parents by playfulness. Reactions and consequences of this being playful would shape the child’s self step by step. It may give him/her confidence and would teach social standards of communication. As Winnicott said “there is for many a poverty of play”, lack of play might result in false self disorder for the baby. True self would be shaped and shown in a trustful environment by a good enough mother through playing that links these concepts together.

Winnicott believed that children have a kind of anxiety which is shown by signs but he called these signs kind of defenses for children, which are not pathological, but the way that children use these signs can be harmful. For instance, a child was wetting her bed at night and did not like to talk to her parents and friends. Winnicott realized that she had lost her little brother some weeks ago and when he started talking to her, he told her it is obvious that how much she loves her brother and how much sad she is now because of her loss. After a while, the girl cried and admitted Winnicott’s words, and then stopped behaving as an anti-social and bed-wetting girl. The signs would be parts of child’s way to work on his/her life’s inevitable problems; he/she will send his/her message to the environment by applying these signs. Therefore, the sign’s background and history seems important to Winnicott and in opposition to Klein, gaining the exact history of how the signs were shaped can be a key to the cure (Minsky, 1996, 114).

According to Winnicott’s theory, children need to be understood and he believed that in order to manage an anxious child, the psychologist should do inactive observation without being entrapped into anxiety himself. Later on, he called this action “appreciative understanding” (Phillips, 1988, 52) which would fulfill patient’s need by appropriate action or studied inaction. Considering Freud’s theories about the
psychologist and his patient, Winnicott said that all answers are in patient’s hands. It is possible to lead him/her to realize what he/she has experienced and accept it. In addition to these ideas, Winnicott introduced new concepts such as holding environment, playing, sense of being real, illusion and disillusion, true and false selves and transitional object. Using a lot of verbal nouns proves that Winnicott’s mind was focused on the process rather than the result (Philips, 1988, 38). The most important thing is that how a child has experienced a safe and trustful environment at first and was his/her mother a “good-enough” or not. A good-enough mother takes care of her child by bathing, feeding, loving, holding and whatever the mother does for her child. Consequently, this safe environment is called a “holding environment” for a child that Winnicott saw as a key to healthy development "the continuation of reliable holding in terms of the ever-widening circle of family and school and social life”. (Winnicott, Brazelton, Greenspan and Spock, 2002, 238)

5. RESULTS AND DISCUSSION

Winnicott has brought the concepts that Klein talked about as something else and analyzed them from his point of view. According to Winnicott, “holding environment” seems important and impressive to him. Holding environment is whatever makes an infant happy and satisfied and finally, would make the separation process between the child and the mother or caregiver easy. A “good-enough mother” plays her role in this phase. And if this holding environment is not ready and the mother cannot be called a good-enough one, the true self of the child would not be revealed and he/she may show the false self instead.

Philip Carey has been held in his mother’s arms in the beginning of the novel but his mother is not a good-enough one. Because she dies and she cannot take care of her son and at the same time Philip loses his caregiver too. He is moved to the Vicar’s house and he is obliged to live in a small room in a different stair, bathing himself and taking care of himself. Thus, there is no sign of being loved, being taken care, being bathed, no empathy and the most importantly that the separation has not been successfully carried out. Under these circumstances, Philip’s relationships are all finished in failure and ended in tears. Although Aunt Louisa always reminds him “I’ve tried to be like a mother to you. I’ve loved you as if you were my own son” (Maugham, 1973, 165) he looks for a safe holding environment in order to fill the mother’s absence, but all these friendships are the repetition of his first relationship with parents, caregiver and also the Vicar and his wife. There is always the sense of shyness, fear of loss, fear of not to be loved and so forth. To demonstrate the situation, Philip’s relationships would help to get the point. Miss Wilkinson is a middle-aged woman who seems such as Philip’s mother as Norah is. They both take care of him whether he passes his exams or not, when he is sick they make soup and insist that he rest, etc. Miss Price makes the holding environment by taking care of how good can Philip paint and teaching him how to do his job when he was in Paris. Even Sally notices him when his clothes are wet and warns him about getting cold. But most of these environments were not trustful and finished soon. Mildred’s story is different because not only she makes a safe environment ready, but also obliges Philip to show his “false self” in order to be saved from her bad attitudes. His false self express hatred toward Mildred and her inappropriate relationships with other men and the rejecting personality of her, and he only attempts to keep his relationship with Mildred. He covers his hatred with a mask in order not to be left and rejected and specially not to be the object of Mildred’s anger.

Throughout his life Philip thinks “I’m not lucky with women.” (Maugham, 1973, 753). Norah, Mildred and Sally are the next women who Philip is in relationship with. All women in his life have the same characteristics in different situations. For instance, Norah, Sally and Aunt Louisa seem all the same; they are in-born mothers and give Philip whatever they think is better for him. On the other hand, Miss Price and Mildred are who reject his love on the surface and enjoy bothering and manipulating him. Even their appearance looks alike and their faces features remind the reader Philip’s mother’s last picture details. They just play the role of replacements for Philip to fill his mother’s loss by choosing sort of women who are aged, thin with yellow skin, lonely and whoever is weak and her love is poisonous for him. Philip’s own mother and Miss Wilkinson remain as unknown women to the reader and him and as if he avoids being faced with the truth of the reality of their lives (the age of Miss Wilkinson and his mother’s religious beliefs and not to be called as a good mother). Therefore, these women roles remind the reader the same images in the mirror. They are aged and weak such as Miss Wilkinson; or they are struggling with poverty like Norah and Miss Price; They may love him in a destructive way such the way Mildred and Fanny Price did; Or they prefer not to be forgotten by him like Emily Wilkinson and Miss Price who wrote a great deal of letters to him; They looke alike his mother by having yellow skin thin in face which sadness and loneliness is the first thing in their eyes.

According to object relations theory, this replacement follows the inadequate care and love of parents for a
child that has a deep influence on his future relationships with others. The person would rather repair his bad experience in childhood by replacing parental roles by new partners who are examples of his parents. This replacement not only does not solve the problem, but also makes everything worse. Because this is the same loop of relationship. Fragility and vulnerability of these women that are modeled on Philip’s mother’s last photo and ending state of being and as recorded in last picture. In other words it is clear that those final moments of his mother and her early tragic end which nonetheless apparently has had and everlasting impact on Philip and all the fragility, vulnerability, loneliness and solitude of his mother which lurk behind the story of those final picture of her have come to perpetuate a curious sense of motivation in him to find a replacement for her nonexistent empty place by trying to replace her with similar cases and women with perplexingly similar attitude apparition and features. All in all, these feeble feminine figures that seemingly attract him all over again are sort of shadows of his long gone mother from whom he only has got a weak and vague memory plus an old packed photo which suggest a world of hurt, pain and brokenness.

In the Vicar’s house, where is not a good holding environment in Winnicott’s words, Philip cannot play freely and whenever he wants. Because his aunt has warned him not to make noise when the Vicar is asleep or is reading religious books, or even when he is writing his speeches. Consequently, Philip’s main sense of childhood which is playing is stopped and accordingly, his false self starts to grow in order to keep safe. He shows the unreal reactions to the others because he does not want to be in danger or in lonely. Particularly, he does so because he has the fears loss. He shows his false self and express his love to Mildred many times while actually he hates her. He does that in order not to lose her and her company. He tolerates the middle-aged women because he is scared of not being in a relationship. He thinks that if he is not in a relationship, it would mean that no one likes him because of his club foot. These all result in destructive relationships whose main motive and reason in compensating with the incomplete early relationships with parents and caregivers. Curtis and Whitehead (2013) answer the question of why does Philip Carey loved Mildred? “critics frequently answer the question by vague references to an alleged feeling of inferiority caused by his club foot”. These authors say that “Philip hates himself and that his love for Mildred is an attempt at self-annihilation” (Curtis and Whitehead, 2013, 121)

The ability to play is an achievement in Winnicott’s theory of emotional development. “In playing, the infant/child/adult bridges the inner world with the outer world within and through the transitional space” (Abram, 2007, 246). Transitional space or the third and intermediate area is the area which is neither the infant him/herself and the inner world nor the outer world. Winnicott brought the term “playing” from the early years of his work and developed it till his last years of life and he called playing “a feature of his consultative technique” (Winnicott, Caldwell, Taylor, 2017, 299). Somerset Maugham expressed Of Human Bondage protagonist, Philip, a boy who likes to play but is not allowed to do so. Significantly, when he wanted to choose painting to free himself from all his life rules instead of being an accountant his uncle blamed him and said “painting wasn’t a serious profession; it was Bohemian, disreputable, immoral. And then Paris!” (Maugham, 1973, 340). To do play or not to do it has consequences which Winnicott believed would manifest themselves in adulthood friendships, relationships and all self-experiencing throughout life.

As Winnicott sees playing important for children, he claims that this ability shows itself as “choice of words, in the inflections of the voice, and indeed in the sense of humor” for adults (Winnicott, Caldwell, Taylor, 2017, 300-1). Philip cannot play when he is at the Vicar’s house because his uncle directs his home with strict rules. Additionally, he is unable to play when is sent to school because of his club foot. Other students tease him and he prefers not to play and talks to them in a way they bother. Philip’s characteristics analysis proves that even when he grows up, he cannot make normal relationships and friendships with others which Winnicott calls it the result of not playing in a trustful environment that does not reflect bad feelings to the child.

Donald Winnicott considers that when a child plays, he/she would show his/her aggression, anxiety, anger or every bad feelings among other emotions. He sees playing as a tool to gain self-experiencing and get the ability how to make friendships and relationships. For instance, children understand the aggression as “some bad substance that could be got rid of” (Winnicott, Caldwell, Taylor, 2017, 150). Philip wants to get rid of his aggression and anxiety of unconscious loss of his parents and caregiver by play as other children do, but playing is forbidden for him because of mentioned reasons. Therefore, his normal way of development remains incomplete and demonstrates itself as creativity in loneliness such as painting, studying in order to get best result and furthermore, as bitter words in adulthood and being unable to make friendship with others. As an illustration, when Mildred leaves him for the first time, he makes friendship with Norah and attempts to get best marks at university but at the same time because he feels insecure, he bothers Norah and his male friends with his jealousy and bitter words.
There exists another side of Philip’s character which might not be clear in the story; The fact that either he succeeds in finding a replacement for the lost playfulness of his childhood or that he suffers its lack. Examples would help the reader to find the best answers. For instance, when Philip goes to France to become a famous artist and he chooses painting may be an example of replacement because in this way he would get rid of his unpleasant feelings of losing his parents specially his mother by painting naked female figures. He might want to show his hatred toward his uncle by replacing art instead of religious thoughts. At first, he was interested to religion and faith and now he did not know “what had happened to him when first he was seized by the religious emotion” (Maugham, 1973, 134) and at the end he quits painting too. But he is not successful and his teacher reminds him that he would never become a famous artist. Nevertheless, he keeps all his paintings and quits painting. At the same time, Philip still suffers the lack of playing because he not only cannot find a replacement for it, but also he loses all his paintings when Mildred sets fire to all of those beloved nude paintings. This is the starting point of Philip’s way of living to find a new job, new lover and new life. It can be said that he is always searching for replacements for his lack of playing and at the same time he is suffered by its lack.

The first time that Philip sees a naked model who looks like his mother, Mildred and Miss Price is interesting:

… He did not know how to begin. He had never seen a naked woman before. She was not young and her breasts were shrivelled. She had colourless, fair hair that fell over her forehead untidily, and her face was covered with large freckles. … to Philip’s eyes the figure looked strangely distorted. (Maugham, 1973, 354)

Afterwards, Philip just keeps these kinds of nude paintings for himself and hangs them on the wall of his house. The reason behind this act might be that he gets passionate playfulness by painting and looking at these women and this is the way that he shows his suffering from lack of play, parents and the destructive result of losing all having been woven into his adult life.

Philip obviously finds art a tool to satisfy himself and a person exacerbates this process, Cronshaw. Cronshaw is an artist who can be called as Philip’s father; because he has a deep impression on this orphan boy till his death. Even though Cronshaw is a poor man and has destructive relationships with street women who leave him after stealing his little money, Philip praises his philosophical points of view. Cronshaw feels that Philip is different from other young men too. And gives him an Iranian carpet in which he believes Philip can find the the meaning of life. Young Carey keeps it till his thirties and finds the philosophy of it in the simplicity of life.

One day Philip is in a meeting accompanying Cronshaw, he thinks that art is the most important thing in the world but Cronshaw rejects it and his answer seems interesting when Philip asks so why we have gathered in an artistic place:

… What you’re here for I don’t know. It is no business of mine. But art is a luxury. Men attach importance only to self-preservation and the propagation of their species. It is only when these instincts are satisfied that they consent to occupy themselves with the entertainment which is provided for them by writers, painters, and poets. (Maugham, 1973, 382)

Cronshaw does not see art a significant part of a person’s life and at the same time he calls art a luxury which would be attractive after self-preservation and when basic instincts are satisfied and re-production is done. Not only does he want to keep Philip away from art, but also reminds the reader of the Vicar’s role in Philip’s life when he warned him against the playful and liberating effects of art. This tendency toward art may resemble the notion of play and playfulness which now Philip is prohibited from both.

It is obvious that Philip searches for new experiences but what is the real reason behind his decisions? Creativity, liveliness and the sense of feeling real are the hallmarks of the healthy individual and as concepts of Winnicott’s work. In his article “Why Children Play”, Winnicott (2016) says that “the child gains experience in play” and “just as the personalities of adults develop through their experience in living, so those of children develop through their own play, and through the play inventions of other children and of adults” (168). Reaching self-discovery, children gradually get the capacity to accept the outer world and understand the real world. For Philip, because he could not play in his childhood, his tries to become experienced as soon as he can but the result is always failure. Because his childhood patterns have not been completed and there are gaps in his development. He goes to school and wants to be a teacher at a famous church, he goes to Germany to work and study, he decides to go to London to work as an accountant and get a good salary, he chooses painting and goes to France to see the lovers’ city, and so other wrong decisions which show that he is unsure about what he wants exactly in his life. According to Winnicott, if a child does not get to play enough and have a playful
childhood, they may try to compensate for it with trying new things and going after new experiences as does Philip in this novel.

Winnicott saw playing as the “gateway to the unconscious” (Abram, 2007, 253). Apart from the repressed part that must be kept hidden, Winnicott believes, each individual wants to know more about the rest of his unconscious, and play, like dreams, serves the function of self-revelation (Winnicott, Caldwell and Taylor, 2017, 170). Philip attempts to take risks in his life many times and he just wants to know himself more. When for the first time Miss Wilkinson suggested him to go to Paris and study art he did not care but when he failed in London, remembered what she told him about his talent in art. He had no fear of a second disillusion; he yearned for romance and beauty and love, and Paris seemed to offer them all. He had a passion for pictures, and why should he not be able to paint as well as anybody else? … Philip saw it (Paris and living there) with eyes blinded with illusion, … “If I’m going in for painting I must do it thoroughly, and it’s only in Paris that you can get the real thing.” (Maugham, 1973, 333-343)

In fact, loss of the parents and beloved caregiver and lack of play are the repressed and hidden parts of Philip’s unconscious. But his desire to know more about life and people demonstrates his wish to understand the different aspects of his character but because his early prototypes had not been shaped completely, he cannot link his life’s chain of events. He goes to France to fulfill gaps made by lack of playfulness and he sees painting the only tool to gain his wish. As Winnicott say that play, such as dreams, serves the function of self-revelation, therefore, Philip follows his dream about painting in Paris. This dream might become true by finding a French mistress or being a famous artist. He faces difficulties in affording costs of living in Paris, painting nude models and complicated people like Fanny Price but these all experiences cannot fill gaps made by loss of playfulness as he guessed at first. It is said that he does not have any talent to become a painter or he is not successful in being Miss Price’s love. The result is that he reaches failure again. The key is that in each failure Philip tries to find a replacement quickly and satisfy himself. For example, when he come back from Paris, the Vicar asks him are those two years regarded as wasted time? But Philip’s answer seems quite interesting:

I learned to look at hands, which I’d never looked at before. And instead of just looking at houses and trees I learned to look at houses and trees against the sky. And I learned also that shadows are not black but coloured. (Maugham, 1973, 515)

As it is discussed, Philip is repeatedly involved in destructive relationships. He experiences his incomplete childhood pattern again and again. He has lost his parents and cannot reach them anymore, he has not had a good relationship with his paternal uncle and even his kind wife, he always wears his false self mask to get attraction of who are rejecting him all the time and at the same time to keep himself safe from what can hurt him. Others are hurting him from outside view, but he himself chooses destructive relationships to be irritated.

6. CONCLUSION

In overall according to the object relation theory the way that the child establishes a relationship with or attachment to the initial object of desire that he/she chooses will be impressive in future life. He/she might encounter at the earliest state of childhood with all its failures, despairs, dis-satisfactions and losses or quit the contrary all the fulfillment, commitment success love and care that it could set forth will constitute an attachment or relational model. This model determines the intensity success/failure manner mode and direction of any tentative future emotional and relational connection that the person develops with other people as an adult.

This means that the failure and success in the mode of attachment to the primary objects in childhood which is naturally either the parents themselves or the immediate caregivers is reflected upon adult relationships and played the role of decisive factor in the future relationships and connections that a person will experience with same degree of success or failure which is remodeled unconsciously in someone adult choices of friends and partners.

Now with regard to Somerset Maugham life’s itself, since his novels are mostly autobiographical, and that of his main character or protagonist Philip in novels Of Human Bondage. We can clearly trace a trajectory of the same nature which starts up with certain failed attachment with the primary object in the lives of these figures and then is developed into relational models intricately doom to fail at the time of adulthood. In case of Somerset Maugham himself the fact that despite his extreme need for relationship with his mother we clearly see that the untimely death of her establishes the deeply rooted dysfunctional model of emotional attachment and relationship in his unconscious so much. Therefore, he keeps entering relationships that are not emotionally reciprocated supportive and built upon respect and trust with the
future women he meets and steps into relationship with.

In other words, it is quite clear that the abundant sense of loss and emotional hunger that Maugham as a child had to go through given the tragic loss of his mother as overshadowed more or less all of his future life and also amounted to an overflowing an overarching sense of need for getting an idealized emotional feedback from rejecting characters who are not psychologically and characteristically capable of giving which means a reiterated model of getting into failure bound relationships again and again causing him a great deal of emotional suffer in face of continuous failed relationships throughout his adult time with various women. It could be said that protagonist keeps looking for love, respect and care in places in which such things are doomed not to be found and thus on the bases of the primordial sense of loss he continues failed relationships in which any desire attachment ends up with raptures and traumatic separations. Philip is entrapped into his childhood traumatic relationships and he repeats it again and again.

In addition to the traumatic and unsettling effects of this early separation from the mother that results in the sense of loss, detachment, and an eminent incapability of relating to others in form of a well-established emotional bond, we clearly see that Phillip, as a fictional character in the novel called Of Human Bondage, and Maugham, in the reality of his life, goes through a complicated and troubling relationship with his father, and then, in time, the substitutive male-caregivers, which can be interpreted as a juxtaposition of contradictory and often mutually exclusive feelings that would range from dissatisfaction, anger, sadness, hopeless attachment, unsuccessful connection, envy and the like to indifference and a bleak detached state in terms of emotions. This lack of a perpetually nourishing relationship based on a sense of equilibrium and balance, later in the life of both figures, that is, the fictional one and the author himself, results in a state of perplexed homo-social bonds with other male figures among the peer age. This bond is, again, a reflection and reminiscence of the problematic relationship and attachment to the fatherly figures of their earlier phases of development. In the fictional world of the novel, however, this homo-social bond is translated into a series of challenging and demanding relationships with other male figures such as Phillip's German-dwelling time friend, Hayward, and his classmate Rose, or Cranshaw, the man who advises him about finding the meaning of life in the aesthetic patterns of Persian carpets with a distinct philosophical taste and a similarly tragic end and demise. These bonds are all, as far as the object relation theory is concerned, reiterations or reenactments of that primordial failed relationship with the fatherly figure or figures at the earliest stages of his life.

It is obvious that there is a mixing pot of varying and even often contradictory feelings involved here from seeking to find a role model and a supportive and guiding male figure to trying to create and emotional bond that would function on the basis of such feelings as fraternity, trust, and unconditional friendship and care. However, the author himself, as far as his documented biography is concerned, develops this actually homo-social bond into an unexpressed and not out of the closet homosexual desire which here and there interferes with his heterosexual and then normative relationships with his wife or other mistresses in time. These developments, that is, the fictional homo-social and actual homosexual bonds, both and in each in their own right represent the mode and manner of the primary problematic object relations that the author and his created and imagined personality in the novel experienced during their childhood in terms of the relationship they had with either the father himself or his later replacements.

Philip has lost his parents. In order to forget or fill their absence, the protagonist tries to find replacements. He has lost his mother and he finds women who looks like her and rejects being in relationship with him. But these people have rejecting personalities and protagonist insists on remaining in his relationships because he is in the wrong circle of his childhood traits and lacks. As object relation theory mentions, all incomplete relationships throughout childhood would reveal themselves in the adulthood’s life specially in destructive relationships and friendships. The protagonist tries to fix the problems but he is in the unconscious loop of childhood lacks. He is searching for destructive relationships with rejecting partners who tend to leave him.

In this manner, according to Winnicott’s concept of holding environment which includes good-enough mothering in a safe environment in the child development process. If there was holding environment provided, true self would shape and the child grows in a healthy status. But if the child feels insecure, he/she would show his/her false self in order to keep him/herself in a trustful situation. False self is such a mask for the child whenever he/she feels in danger. Therefore, it works like a defense. Philip has not been in a safe holding environment because he has lost his mother. The protagonist shows his false self soon because Philip lives in a place with strict rules (the Vicar’s house, boarding school, etc). Consequently, the reader faces false self of the protagonist instead of his true self in
order to keep himself away from others anger or because of not losing them.

The last point is that according to object relation theory, incomplete relationships traits in the childhood will directly have impacts on the future life of children. Fear, anger, loss, abandonment, punishment and whatever gives the baby sense of insecure would transforms itself to something else that leads toward unpredictable results that one simple example is destructive relationship made upon incomplete childhood relationships. Philip seems a successful man but he cannot be called grown-up; influenced by incomplete childhood prototypes, he can never find his own place in relationships and he always chooses to be the child of his partner instead of having a mutual relationship.

ABOUT THE AUTHORS

Hoda Shabrang (PhD), Assistance Professor of English Language and Literature, Faculty Member, English Department, Khatam University, Tehran, Iran. Dr. Hoda Shabrang is a university lecturer in BA, MA and PhD of English Literature in Tehran Azad University, Ershad Damavand University and Khatam University since 2013. She received her PhD from Putra University, Malaysia. She has published a number of books, articles and papers on several literary texts and films.

Mahsa Razh received her B.A. in computer engineering from P.N.U University, Tehran, Iran. She is an M.A. student in English literature and language in Ershad Damavand Institute since 2016 because of her strong passion for English literature. She is the translator of psychological articles too (part-time job).

REFERENCES

Asuahm Adade-Yeboah¹ & Edward Owusu, PhD²

¹Senior Lecturer of Language & English Literature, & Head, Department of Communication Studies, Christian Service University College, Kumasi, Ghana
²Senior Lecturer of English Language, Department of Communication Studies, & Acting Director, Quality Assurance and Academic Planning Directorate, Sunyani Technical University, Sunyani, Ghana

Corresponding Author: Dr Edward Owusu, E-mail: edwardowusu@minister.com

ARTICLE INFO

Received: October 18, 2019
Accepted: November 23, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.20

KEYWORDS

Appendages, tragic traditions, anti-hero, tragedy, dual personality, pessimism

ABSTRACT

It is very clear that there is a foundation for cultural dimensions in modern tragedy. This is because the tragic hero differs from culture to culture in the modern society. As a result of this, it is crucial to point out that whereas the modern tragic hero in the Western culture is an anti-hero, in cultures such as Asia and Africa, the tragic hero holds onto some traits of the Greek heroic figure. This paper, therefore, fulfills an identified need to study these two tragic traditions by juxtaposing the appendages of the traits of the Greek classical tragic hero in the African concept alongside with the unique personal characteristics of the European concept to present a new hero, whose personal lack of order does not present a deviation from the system, but confirms a dislocation in the system itself (Adade-Yeboah & Owusu, 2013a). The study provides extracts from the works of Beckett’s, Miller, Achebe and Rotmi as supporting texts to present the two tragic traditions in the two modern periods.

1. INTRODUCTION

African tragedy believes in the cyclical structure where an action is reversible and because of this reason, the hero is community-oriented. The traditions of Africa have a stubborn believe in life after death which begins with the ancestors via the living and to the yet unborn. This belief makes it possible for the practitioners of this culture to situate conjoint experiences of life with their ancestors.

There was a dearth of tragedy in Europe in the 18th and 19th centuries when comedy became the major dramatic form. The 20th century being a complex age with an environment of crises where the value of the Biblical authority was questioned. Disorder, confusion and anxiety became the order of the day. Modern faith in the individual was, thus, relegated to the background by both poets and dramatists. It was rather upheld that at least some sort of crucial authority needs to be sought for. The plays of these modern writers were considered as social plays in which the ordinary person is made the hero, contrary to the classical era. In these circumstances, the heroes are victims of an image that is blamed at the societal prejudices or values. This makes the tragic hero a complex character. The tragic situation is, therefore, difficult to understand because it is either structural or thematic.

What is more the tragic concept has been put in context of the perspective of the classical period, which defined and delineated its tragic hero on action-oriented and the tragic situation as context-oriented.

The centre of the African concept of tragedy has its underlying belief in the reversal of the calamity. At the centre of changing the fate of a person is associated with the institution of divination. To Adade-Yeboah & Owusu, (2013b), “The African concept is based on the assumption that through divination, fate can be realigned. The significance of the divination is concisely authorized in traditional folklore, where it is said that a man by his maker to render his account of life which has been a fruitful and joyful”

In this analysis, it is worthwhile to mention that the concept of African tragic mishap is not interpreted as

1.1 Approach
Hammerseley (2008) believes that, “the task of writers of any work of Art is not just to produce a reading of a particular ‘text’ but also to use it to illuminate general issues about man’s life”. For a credible comparison, the textual analysis will be used for effective delineation of the two heroes. Atkins (1993) reiterates the use of textual analysis when he says, “almost every literary work is attended by lots of outside circumstances which, once we expose and explore them, suffice it with additional meaning”. The justification of this close reading approach is that there is enormous positive influences on scholars to understand and have a fair view on “the way in which tests upheld the moral issues and codes of behaviours (and) “teach” readers about life and human nature” (Termizi & Ching, 2012).

2. ANALYSIS AND DISCUSSION
2.1 Modern European Concept of the Tragic Hero
The 20th century works of art portray great innovations in the works of Thomas Beckett’s “Waiting for Godot” and “Endgame”. In his works, Beckett questions for formal structure which playwrights had felt obliged to respect the previous traditions. He believes that formal structure constitutes or mimeses or representation of a reality that upholds and inscribes the formlessness of existence without attempting to make it fit any model. Beckett (1961) posited:

“… That is why the form itself becomes a preoccupation, because it exists as a problem separate from the material it accommodates”.

Thomas Beckett’s “Waiting for Godot” (1961) reveals a pessimistic vision of a man struggling to find a purpose and to have control of his fate. So characters like Pozzo, Lucky, Vladimir and Estragon have the feeling of hopelessness, bewilderedness and anxiety. Two lost creatures who play the role of tramps spend days waiting without clearly knowing whom they are waiting for and whether, the object of the waiting will be a reality. In the plays of Beckett’s: “Endgame” and “Waiting for Godot”, the characters are grouped in symmetrical pairs. For example, in “Waiting for Godot” Hamm, a blind old man sits in a wheel chair.

Hamm is paralyzed and can no longer stand. His servant, Clov, is unable to sit down. In two ash-cans that stand by the wall are Hamm’s legless parents, Nagg and Nell.

2.2 The Modern African Writer and Tragedy
The modern African writer has close links with the modern world. As a result, it makes it difficult for this writer to disassociate himself from the influences of Western literary forms and traditions. Consequently, writers like Soyinka, Ngugi and Achebe in the bid to rationalize African myths and legends in their tragic situations are, inadvertently, caught up in the webs of post-classical renaissance beliefs. Most African writers tend to conform to the requirements of the Renaissance which beliefs that the hero must be of eminent status cast in the mould of Macbeth, and King Lear. We therefore see characters like Okonkwo, Ezeulu in “Things Fall Apart” and Amanu in “Kurumi”.

2.3 The European Hero and his Diverse Character Traits vis-a-vis the African Heroic and Legendary Statue of a Hero
One of the principal characteristic features of the 20th century hero is his diverse character traits. A typical example is seen in “Waiting for Godot” where there is no action. Characters are seen engaging themselves in nothingness. Two grotesque tramps waiting by a wretched tree on a deserted country road for the arrival of apparently important man called Godot. The two tramps are told that Mr. Godot cannot come until the next day. On hearing this, they both agree to leave yet their decision is not carried out.

Estragon: Vladimir
Well, shall we go? Yes, let’s go
(two tramp do not move)

There are always consistencies in their thinking process. For example, when Pozzo and Luckey first appear, neither Vladimir nor Estragon seems to recognize them. But when Pozzo and Lucky had left, we are surprised at Vladimir when he says the two people have changed. Estragon insists that he does not know them, while Vladimir claims otherwise:

Vladimir: Yes you do know them,
No, I don’t.

Estragon: Know them not the same.
Why didn’t they recognize us then?
Vladimir: This means nothing. I too pretended
Similarly, in Endgame, Hamm tells Clov: “I don’t need you anymore” Yet, Hamm cannot do without Clov who serves him sincerely.

Each time, the two tramps in Waiting for Godot move as a pair, yet under deferring circumstances. An instance that, in each act, Vladimir and Estragon attempt suicide and fail for differing reasons.

It is Estragon who suggests suicide but asks Vladimir to try it first. Vladimir refuses on the grounds that he is heavier than Estragon. Estragon argues that if he dies, Vladimir will be lonely.

Estragon : Let us hung ourselves immediately
Vladimir : Go ahead
Estragon : After you

Interestingly, even though Lucky is the servant of Pozzo, he is a great teacher. He teaches Pozzo all the higher values of life:

Beauty, grace, and truth of the first water.

Hence these pairs of characters represent the relationship between body and mind, the material as the spiritual sides of man, with the intellect being subordinates to the body. The diverse nature of their characteristics as analyzed makes it difficult to determine their characters.

On the other hand, the tragic hero Okonkwo in “Things Fall Apart” rises from a humble beginning to become a prominent elder who is given the honour with titles in the land of Umuofia. He, therefore, satisfies the requirement of eminent status. Virtue of his high social standard which is narrated in the opening lines of Achebe’s “Things Fall Apart”.

Okonkwo was well known throughout the nine villages and even beyond.

His fame rested on his personal achievement.

As a young man of eighteen, he had brought honour to his village

by throwing Amanlize the Cat (1958, 91)

It is a known fact that at such an age, most young men would rather be idling within the homestead. But on the contrary, Okonkwo has already become almost an equal of the ancestral heroes and gods. The description of Okonkwo below suggests his heroic and legendary stature:

Unoka was an ill-fated man.
He had a bad chi or personal god, an evil fortune followed him to the grave or rather to his death, for had no grave (p. 13)

Similarly, it can be seen from the account of Okonkwo’s success that the individual will is superior to the dictates of fate.

At an early age he had achieved fame as the greatest wrestler in the land. That was no luck… Okonkow said yes very strongly; so his chi agreed. (p. 19)

Yes, later accidental shooting brings to ruin all that Okonkwo has been building up:

His life had been ruled by a great passion to become one of the lords of the clan… then everything had been broken. He had been cast out of his clan like a fish onto the dry, sandy beach, panting (p. 19)

This reversal of events as seen from the above quotation can be traced down to Okonkwo’s own character traits. His fear of failure serves as a spring board from which his tragic sufferings spring.
The other heroes like Shaw’s Joan, Miller’s Proctor (1957a) and Willy Lowman (1949), are examples of the modern tragic heroes of the 20th century. St. Joan (1924), a dramatic representation of the clash of ideas and forces within the society, is a remarkable play which represents Joan as a character who has an ethereal force behind her and speaks with an unwavering authority. The heroine, Joan, struggles as a young maid to assert her spiritual call to see to the return of France into the hands of the French.

Her resolute and brave character is seen in the play even till her death is suggested of martyrdom.

The European heroes, especially of Beckett’s, are very creative. “Waiting for Godot” is structured on the promise of an arrival that never occurs, just as “Endgame” is structured on of a departure that never happens. This will seem to imply that these characters look forwards to the future, yet if there is no past, there can be neither present nor future. In order to be able to project onto what cannot be located and is perhaps a non-existent future the characters “invent” a past for themselves. They do this by investing stories (Worton, 2001).

In ‘Endgame’, Hamm says “she was bonny once like a flower of the field”. Another example is, Hamm tells a story of a madman who thought the end of the world had come. These invented pasts are invariably remembered with nostalgia. In these plays we are confronted with characters who powerfully express the sense of deadness, of laden heaviness and hopelessness as suggested by (Adade-Yeboah & Owusu, 2013a).

The experience expressed in Beckett’s plays is of a profound and fundamental nature. The plays reveal not only the experience and the sense of the tragic difficulties of becoming aware of one’s own self in the merciless process of renovation and destruction that occur with change of time but also the difficulty of communication between human beings the unending quest for reality in a world in which everything is uncertain including the self-deception of friendship (Esslin, 2007).

Adade-Yeboah & Owusu (2013a) cited Esslin (2007): “What happens in these plays are not events with a beginning and an end, but types of situations that will never repeat themselves.”

The blindness of Pozzo as well as the dumbness of Lucky are symbolic of human predicaments in their sinful modern world. As a result: “these characters assume their own unique character traits and are not easily focalized (Adade-Yeboah & Owusu, 2013a).” It is in the light of this, that these anti-heroes fit the tragic-comic genre of modern literature.

3. THE TRAGIC SOURCE OF THE TWO HEROES

Okonkwo’s, actions as the tragic hero in “Things fall Apart” (1958) cannot be taken as being motivated by mere wickedness but should be seen on as actions on his personal principles. The tragic course of the hero could be debited on his sense of guilt.

Much like his Renaissance hero, Okonkwo’s tragic source is his emotions. It is therefore appropriate when Achebe says:

“Okonkwo’s punishment meted out to him on the occasion of his accidental shooting of his kinsman, is unfortunate”

One cannot but feel that, Okonkwo has many a time been circumspect in his reaction to situations. His fear-motivated career leads him to go to the extremes.

Okonkwo, therefore, deliberately suppresses any feeling that might betray his humanness for the simple reason that, to be a man is to be tough. His wish to be the strong man of society is deceptive in itself. In his obsession he decides to do away with the fact that, a man does have five feeling; and that a show of coarse dealings does not in the end make a man, but a beast.

In addition to this, Okonkwo’s wealth makes him a bully and arrogant who treats unsuccessful men with contempt. Hence, Okonkwo calls a man without a title “a woman” in a clan meeting without the least provocation. This is perhaps a reflection of his father, Unoka’s image in every unsuccessful man.

It is for this same reason Okonkwo descends heavily on his son, Nwoye’s neck whenever Okonkwo sees as “feminine” character or Unoka (his father) tendencies. He is portrayed as a symbol of the warrior spirit of the traditional Ibo society and a vector of the cultural values of that society.

Yet, there is still something of an irony in the relationship between Okonkwo and his people. Even though he is an embodiment of the cultural values of the society, he ironically has an intermittent conflict with the very society because of some of his actions which is a repulsion of the values he embodies.

One of his tragic sources is his fury which dictates his actions (Adade-Yeboah & Owusu, 2013b). This is evidenced in his speech when he was in exile at Mbanta when he hears of the arrival of the missionaries. He says:

If a man comes into my hut and defecates on the
Tragedy as a tradition has been problematic in terms of definition because of the shift in the nature of the tragic hero. But it does not undermine the authentic posture of the tragic tradition. The fact that pain and suffering give pleasure is paradoxical. Nevertheless, this paradox is explained by the fact that this aesthetic experience is achieved through the beauty and excellence emanating from the work of art rather than by the subject matter. The denouement may not always bring satisfaction to the audience and readers, but it clearly generates a lively human sympathy.

The 20th century plays are molded in the use of myths to delineate at a deep level, the outcome of passion and the very nature of suffering. Beckett’s, Shaw’s and Miller’s handling of their plot and structure as modern writers of the European concept is much unlike the African concept. There is an underlying cultural dimension in modern tragedy in that, the tragic hero or heroine is portrayed differently from one culture to another. This has implication for understanding the tragic hero in different cultural contexts.

ABOUT THE AUTHORS

Asuamah Adade-Yeboah is a renowned academic in Ghana. Currently, he is a Senior Lecturer of Language and English Literature, and the Head of Department of Communication Studies, Christian Service University College, Kumasi, Ghana. His areas of research interests are Literature, Academic Writing, Writing Skills, Communication Skills, Grammar, Media Studies, Essay Writing, Creative and Expository Writing. He has published about 13 research works in peer-reviewed indexed journals. He has written a book, and attended several conferences and workshops. He is a member of the Linguistics Association of Ghana (LAG). Presently, he is a doctoral candidate of Universidad Empresarial de Costa Rica.

Dr Edward Owusu is a Senior Lecturer of English language in the Department of Communication Studies, and the Acting Director of Quality Assurance and Academic Planning, Sunyani Technical University. He does research in Literature-in-English, Sociolinguistics, Essay Writing, Linguistics, Communication Skills, Business Communication, Grammar and Corrective Feedback Techniques. He is a member of the Linguistics Association of Ghana (LAG). He has published more than 13 research works in some peer-reviewed indexed journals. He has written 3 books, and attended several local and international conferences and workshops.

REFERENCES


The Shift of Illocutionary Force as the Impact as the Translation Technique Used
Ninda Martiyani1* & M. R. Nababan2 & Djatmika3
1Student, Sebelas Maret University, Indonesia
2Lecturer, Sebelas Maret University, Indonesia
3Lecturer, Sebelas Maret University, Indonesia
Corresponding Author: Ninda Martiyani, E-mail: mujahidah0393@ymail.com

ARTICLE INFO
Received: October 22, 2019
Accepted: November 15, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.21

ABSTRACT
This study aims to explain the shift in speech illocution as a result of applying certain translation techniques. This research is descriptive qualitative research with an embedded-case study research design. To collect the data, this research used the descriptive qualitative method by content data analysis and Focused Group Discussion (FGD). The data were compiled from the Indonesian and English language version of novel Fifty Shades of Grey. The data are speeches that appeared in the situation of lovemaking, and then the data are validated by 3 raters through FGD (Focused Group Discussion). From this study, there were 13 translation techniques applied in translating 250 speeches, all of which were categorized into 112 utterances in directive, 76 utterances in expressive, 47 utterances in assertive and 15 utterances in commissive speeches. From 250 data, there are three data whose illocutionary meanings shifted after being translated. The translation techniques applied to the three data are two literal techniques and one data applied paraphrase technique. Those three data are shifted from the expressive category to directed category after being translated. The application of translation techniques will also ultimately affect translation not only at the micro level but can also affect aspects of accuracy, acceptability and legibility of translation.

KEYWORDS
translation technique, shifting, illocutionary act

1.INTRODUCTION
Translating literary works are one of the ways of studying foreign cultures. In the process, translating is not easy, because there are differences in the system and structure of the language of the source language and target language. In translating, translators need to understand not only the culture of the source language but also the culture of the target language. Fokkema and Ibsch (1977: 1) stated that literary works as referred to as intercultural communication. Then Schneider (2007: 15-16) in Kuswarini (2008) argued that the equivalence of meaning is a must to be considered in translating two languages because equivalence is also the direction of communication between two cultures. Therefore, the translation also requires the equivalence of meaning.

But the language of texts in literary works is not the same as the text in general, so when practicing the equivalent of meaning, there will still be a shift even if only in structure form. This is caused by gaps or differences in language and cultural systems between the source language and the target language, particularly in translating literary works, not only structure but also the amount of speeches that must be well translated by considering the cultural context. The differences in the culture both of language become an obstacle for translators in transferring meaning and messages from the source language. The message contained in the source language must be conveyed again in the target language without reducing its meaning. Therefore, translating a literary work requires the choice of certain translation techniques because it influences the equivalence between the source language that later will be called as SL and the target language that next will be called as TL. The translation of speech in literary works also does not diminish its pragmatic meaning when translated. Molina and Albir (2002: 509) provided an explanation that translation techniques are procedures in analyzing and classifying how equivalence is obtained and applied in translation. In other words, choosing the right translation technique has a highly
important role in producing a translation that has good quality.

This research seeks to analyze the influence of translation technique implementation toward illocutionary acts shift. The data is taken from utterances in making love speech event on the novel Fifty Shades of Grey. There are some previous researches related to this topic. There are several studies on the impact of translation technique, the first is from Ardi (2017) who explore translation techniques impact toward the quality of translation in case study on social text, then still from Ardi (2018) who wrote the impact of translation technique on politeness strategies in giving advice. Both of researches explore the impact of translation. Another one is from Sari (2018) studied about politeness strategy on translation of directive illocutionary acts in the movie. This research explores the shifting in translating politeness as a strategy to produce naturalness expression. Based on previous studies, researcher has a few gaps. The goal in this research is to find out the shifting in speech illocution as a result of applying certain translation techniques.

2. LITERATURE REVIEW

Translation
Translating is the activity of transferring messages and information from one language to another language. This is in line with Cattford (1974: 20) who defined "the replacement of textual of material in one language (SL) by an equivalent in another language (TL)." to the TL instead of the concept of meaning. Another expert, Newmark, sees translation as "rendering the meaning of text into another language in the way that the author intended the text". This opinion sees the translation side as a process for translating a meaning into another language. This definition is reinforced again by Nababan (2003) stated that translation not only diverts the message but also the form of the language. Thus, both translators of literary works and non-literary translators need to consider not only the content of the SL message but also the form of language in the translation because in essence every domain of science has a style of language in expressing its message. Therefore, it can be concluded that translation is an attempt to reach an ideal level of equivalence between the SL and the TL. Therefore, the author views translation as an activity of transferring the meaning of the SL to the TL with the equivalent as close as possible without ignoring the message.

Translation Technique
Translation technique means how to divert messages from the SL to the TL to achieve equivalence and can be applied with lingual unit. Nababan (2008: 52) argues that “the translation technique can be referred to as the realization of the decision-making process, the result if which can be identified in the work of translation.” According to Molina and Albir (2002: 509) classified some of the techniques used in translating as the following explanation:

Adaptation: Adaptation technique has an aim to change the cultural elements of the SL to TL.
Amplification: This amplification technique expresses messages explicitly or paraphrases implicit information from SL to TL.
Borrowing: Borrowing technique is carried out when the translator borrows words or phrases from SL, both as pure borrowing and naturalized borrowing.
Calque: Calque translation technique is a literal translation of both words and phrase from SL to TL.
Compensation: This translation technique is translation technique in which the translator introduces information messages element or the influence of SL text at another location in the TL text.
Description: Description translation technique is applied to interchange a term phrase with a description in form and in function.
Discursive Creation: This technique is used when it displays temporary unexpected or out of context. This translation technique is usually used to translate book titles and film titles.
Established Equivalent: This common matching technique is more likely to use familiar or expressions (good in a dictionary or in daily language use). This technique is similar to the literal technique.
Generalization: This generalization technique is used to convert a term or expression that is more commonly known or more neutral.
Linguistic Amplification: This technique is usually used to add elements of in the target text. This technique is used in consecutive interpreting (transfer or language in consecutive) or dubbing (voiceover).
Linguistic Compression: This linguistic compression technique is a translation technique by means of the linguistic elements in the TL text which translators tend to apply in the simultaneous transfer of language and translating film script texts.
Literal Translation: It is said literal translation technique because this technique is used to transfer the meaning as it is from SL to the TL. This technique is usually done mainly at the level of simple words, phrases or clauses.
Modulation: Modulation technique is a technique where the translator changes the perspective and cognitive categories in relation to the SL.
Particularization: This particularization technique is applied by using more specific, more concrete terms in the TL text to replace more general terms in the SL text.
**Reduction**: Reduction technique focuses on compaction of the text SL to TL. This technique is the opposite of the amplification technique.

**Substitution**: The substitution technique is usually used in oral translation. This technique replaces linguistic elements into paralinguistic (which are associated with intonation and body cues).

**Transposition**: This transposition technique converts the grammatical category from SL to TL. In other words, there is a grammatical shift; it can be occurred in form of word class category, plurality in the use of the use of this translation technique, for example, the active to passive.

**Variation**: This variation technique is a translation technique that changes linguistics and paralinguistic elements that affect linguistic variation, textual changes in tone, style of language, dialect of language and also geographical dialect usually these techniques are applied in drama translation.

**Speech Act**

The speech act is included in linguistics in pragmatic studies which have close links with communication activities. Speech act is the utterance of a sentence to state that a purpose of the conversation is known to the listener (Kridalaksana, 1984: 154). This means that when someone utters information in a particular sentence to the speech partner or interlocutor, there will be the intention of the speaker to do something like an action. Speech acts are influenced by the context in which the speech is uttered, and who the speaker and speech partner are. There are three types of speech acts that occur simultaneously when utterances are spoken. The three types according to Austin (1965: 121) are acts of locution, illocutionary acts, and the third is acts of perlocution. Sulistyo (2013: 7) states that locus speech acts are speeches delivered to speech partners or speech acts that refer to acts of utterance that semantically have meaning. While perlocution speech act means a message that must be interpreted by the speech partner or in other words that the speech act refers to the act of uttering speech in addition to having a semantic meaning, and having me (which is based on the intent of the speech) also has an impact on the speech partner. Then there is also an explanation of the illocutionary speech acts. Sulistyo (2013: 7) explained that illocution is what utterances to be conveyed to speech partners or speech acts referring to the act of issuing speeches that besides having semantic meaning also have meaning of speech or the purpose of speech. Furthermore, Searle (1979) in Tarigan (1984: 42-43) classifies five types of illocutionary speech acts, namely assertive, directive, expressive, commissive and declarative.

Assertive speech act is illocutionary speech acts that inform or direct the speaker to reveal the truth of an idea he believes in. While expressive speech is a speech act that states something that is felt by the speaker. The directive speech act is used by the speaker to get someone else to do something, or in other words can influence the speech partner to do what the speaker says. The commissive speech act in short is to involve the speaker in a number of upcoming actions. Declarative speech acts are speech acts that demand a match between the content of the utterance and the reality that occurs.

**Shifting in Translation**

Catford (1965: 73) stated that the shift’s translation is shifting from formal correspondence in the process of moving text from the SL to the TL so that the translation is acceptable, while Newmark (1988: 26 & 85) used the term "transposition" to achieve "naturalness" certain efforts in producing translations that can achieve acceptance. The translation shift theory is a theory that was first introduced by John Catford in his book A Linguistic Theory of Translation (1965). Catford explained that a change occurred in the translation’s process so that a structural order shift was formed. This happens due to systemic differences between the SL and the TL.

**3. METHODOLOGY**

This research is included in the translation study on speech using a qualitative descriptive approach because the data used are the SL and TL texts. As Sutopo said in his book that in research with a qualitative approach, the data collected is mainly in the form of words, sentences or images that have meaning, meaning and are able to spur the emergence of a more tangible understanding than merely serving numbers or frequencies (Sutopo, 2002: 40 ). This study also describes and explains the impact of the application of translation techniques on the shift caused by translation technique implementation. The data is taken from utterances in making love speech event on the novel Fifty Shades of Grey. After the sample data was collected, the researcher determined the data collection technique as revealed by Santosa (2017: 59) who revealed "data collection technique by obtaining the data". After that the data validated by 3 raters in FGD (Focused Group Discussion). In collecting the data, in practice, researchers use documentation analysis techniques. Data from the novel are collected based on data categories, each data category is coded and then ready to be analyzed. Analysis of this
The shift of Illocutionary Force as The Impact of Translation Technique Used

documentation is used to collect data from non-human sources (Syamsuddin, 2006: 108).

4. RESULTS AND DISCUSSION

Translation techniques applied by the translator as the first finding

1. Established Equivalent
   Established equivalent is the most dominant technique applied in translating the speech acts.
   FSG/053
   SL: Keep still.
   TL: Jangan bergerak.
   The “keep still” utterance in the SL is translated as “jangan bergerak” in the TL by using established equivalent technique. This translation has its respective equivalent so that the translation of speech in the data does not experience a shift in meaning.

2. Variation
   The variation translation technique is the second most dominant technique used after the established equivalent translation technique. Look at the data below:
   FSG/042
   SL: You are asking me if you hurt me?
   TL: Kau bertanya padaku apa kau menyakiti ku?
   The word “you” in the SL is translated into the TL into “kau” by using variation translation technique. Variation translation technique in this utterance also exist in the word “me” the SL that is translated in the TL into “ku”.

3. Borrowing Translation
   This translation technique still maintains the exact SL of the TL text.
   FSG/198
   SL: You taste so fine, Miss Steele
   TL: Kau terasa begitu halus, Miss Steele
   The sample data displayed above is one of example data of utterances that is translated using borrowing translation technique. The word on SL which is translated in TL by applying borrowing translation techniques is “Miss Steele”. The nickname “Miss Steele” is not translated on the TL culture into “Nona” or anything like that. The words Miss Steele remains “Miss Steele” when translated by translators. This show the words apply borrowing translation technique.

4. Implicitation
   Implicitation translation technique is the technique that presence of words or information in the SL that is implied after being translated into the TL.
   FSG/011
   SL: Don’t be coy, Ana, show me.
   TL: Jangan malu-malu, Ana, tunjukkan.
   The data above implied implicitation technique. It shows on word “show me” which is then translated into TL to just “tunjukkan”. The word “me” in SL is implicitly translated in TL.

5. Explicitation
   This technique is the opposite of the implicitation translation technique. The explicitation translation technique is the technique that presence the word or information in the TL after being translated although that word absence in SL.
   FSG/ 016
   SL: I don’t.
   TL: Aku tak tahu.
   The implementation of explicitation translation technique in this utterance is in the word “don’t” in SL, and when it translated in TL into “aku tak tahu”. The words “tahu” in TL is translated by using explicitation technique.

6. Modulation
   Modulation technique is translating technique by changing the perspective the SL.
   FSG/ 018
   SL: Keep still.
   TL: Jangan bergerak.
   This technique is a translation technique where the perfected or focus in the SL changes after being translated into the TL. The word “keep still” in data above is translated as “jangan bergerak” in the TL. The point of view and focus on the SL is changed from commanding to prohibiting.

7. Literal translation
   Literal translation technique is done by translating words or phrases of the SL into the TL.
   FSG/063
   SL: See how you taste.
   TL: Lihat bagaimana kau rasanya.
   The translation of the utterance above applied literal translation technique which is translated by translating word for word. The utterance “see how you taste” is translated to “lihat bagaimana kau rasanya” by translating level per word.
8. **Compensation**

Compensation technique introduces information elements or the stylistic influence of the SL text into the TL. See the example analysis data below:

FSG/ 213
SL: You, on top ... that’s what we need to do.
TL: Kau, di atasku ... itu yang perlu kita lakukan.
Example of data analysis above is the implementation of compensation technique that use more specific terms. The data uses compensation translation technique and no meaning is distorted in the TL text and the message is also well conveyed.

9. **Particularization**

Particularization technique uses more specific terms in the TL.

FSG/ 233
SL: Lift your legs, baby, wrap them round me.
TL: Angkat kakimu, sayang, belitkan pada pinggangku.
Example of data analysis above is the application of particularization techniques that use more specific terms. The application of this technique is in translating “round me” into “belitkan pada pinggangku”.

10. **Paraphrase**

This technique applies a method by paraphrasing information when it translated to TL.

FSG/ 087
SL: You can sit down now
TL: Kau bisa masuk bak mandi sekarang
The application of paraphrase technique in data above is by adding information or paraphrasing information more than the structure in the SL. The sentences in the SL “you can sit down now” translated “kau bisa masuk bak mandi sekarang” is more clearly.

11. **Discursive Creation**

This translation uses equivalent that are out of context.

FSG/145
SL: Thank fuck.
TL: Terima ini.
This data applies discursive creation translation technique to translate “thank fuck” into “terima ini”. The application of this technique causes a change of context in the TL. This context change causes the meaning of the translation to be different from the SL even though its purpose makes it more acceptable.

12. **Reduction**

This translation technique is applied by reducing the SL information when it is translated into the TL.

FSG/ 166
SL: Oh dear, Anastasia, you moved.
TL: Oh, Anastasia, kau bergerak.
Reduction is a translation technique compressing information in the SL. In the TL, the word “dear” is translated by using reduction technique.

13. **Generalization**

This translation technique uses more general terms in the TL.

FSG/214
SL: Pinch the top and then roll it down. You don’t know any water in the end of that sucker.
TL: Jepit bagian atas lalu gulung ke bawah. Kau tak ingin ada udara disana.
This generalization translation technique is used to substitute a term or phrase that is more generally known in the TL. The implementation of this translation technique showed when “in the end of that” translated to “disana”.

---

**The impact of translation techniques toward shifting in illocutionary force.**

The method chosen by the translator to overcome a problem at the micro level is realized as a translation technique (Molina Albir, 2012). The selection of translation techniques is something that must be considered by translators in translation process. This is because translation techniques will affect the translation’s equivalence. There are three data from 250 data whose speech illocution power shifts after being translated.

SL: “Oh... please,” I whisper.
TL: "Oh ...Tolonglah," bisikku.

Illocutionary speech acts that exist in the sample data above are speeches with the situation of making love. The utterance was uttered by a female character. The language of the source of the speech has the illocution of expressing feelings of pain when viewed well in the speech situation context. In other words, speech acts in the SL contain expressive focus. However, when translated in the TL, the speech shifts no longer to the same illocutionary power as in the TL. In the TL, the translation of speech in the sample data is included in
the requesting category and is included in the directive speech act, no longer in the expressive form.

Speech in the example data above uses literal translation technique, namely translation technique that transfer meaning as it is from the SL text to the TL. This technique is usually done mainly at the level of simple words, phrases or clauses, and is translated out of context. Translation cannot be released by technique; it is used in its translation. In translating a speech act, the illocution that exists in the SL and in the TL must have the same pragmatic meaning. Therefore, in the translation of a speech act is not merely translated literally but there is a specific purpose that must be conveyed in the TL. The application of translation techniques can influence pragmatic meaning. Examples of other data whose power of focus changes after being translated:

SL: “You have such a captivating, sexy ass, Anastasia Steele. What I’d like to do to it.”

TL: “Kau memiliki pantat seksi menawan, Anastasia Steele. Apa yang ingin kulakukan untuk pantatmu”

In translating activities, the word selection also influences pragmatic meaning. In the example data shown, there is a speech uttered by male figures in the situation of making love. In the SL, if you look back at the context of the speech situation, the speech in the sample data has an illocutionary expression to express admiration in a teasing tone. So in other quarters, the speech in the SL is included in the expressive speech act category. But after the speech is translated, the illocution’s meaning is changes. Speech translation is still categorized as a directive speech act and the form of translation becomes a question, no longer in statement form as in the SL. In the sample data above, a structural shift is occurred, i.e. shifting from statement to question in the TL.

Speech in the sample data is translated by applying paraphrase translation techniques, which are techniques used by translators to transform information by paraphrasing information implicitly in the SL into the TL. With this translation technique, translators are actually trying to convey ideas and messages in the SL to be more common with different languages, that is, those that are appropriate to the TL. The application of paraphrase translation techniques in this speech resulted in a shift in the illocutionary meaning of the SL and TL. The meaning of illocution in the SL and the TL is not the same. This is why the application of certain techniques can alter the illocution’s meaning in speech. When it should be in translation, equivalence also becomes one of the important items in it.

Each language has its own unique system and structure, so that the determination of translation techniques can be determined and word selection as much as possible will not reduce the meaning of the SL to the TL. The application of translation techniques will have an impact not only on the micro units of the text but will also affect the results of the translation. In other words, translation techniques have functional properties. In the data shown above, the word “please” in the SL is translated by literal translation technique into “kumohon”. These utterances are the utterances spoken by the female characters in the story. The utterances are utterances in the speech event of the sex love situation. Similar to the previous data, this speech is a speech that informs groaning and feeling pain of the speaker. This utterance is included in the expressive category because it shows the psychological statement the speaker. The translation technique applied is the literal translation technique which transfers a word-for-word expression but the structure has followed the rules in the TL. With the application of this translation technique, speech in the SL has shifted after being translated into the TL. In the SL, the speech is still in the expressive speech category, whereas after being translated with literal translation techniques, the speech becomes pleading speech which is categorized in directive speech acts. This shows that the application of translation techniques will also ultimately affect the translation either in the aspects of accuracy, acceptance or readability.

5. CONCLUSION

Based on research from 250 speeches that appear in the situation of love speech taken from the novel Fifty Shades of Gray, there are four categories of speech acts found, such as directive, expressive, assertive and commissive. From this study, there were found 13 translation techniques applied in translating 250 speeches, all of which were categorized into 112 utterances in directive, 76 utterances in expressive, 47 utterances in assertive and 15 utterances in commissive speeches. From 250 utterances, there are 3 data were found whose illocution shifted after being translated. Three types of illocution that shift are expressive speech acts to directive. All three shifted due to the application of certain translation techniques. The translation technique that affects this shift is one data using paraphrase translation technique and two other data applying literal translation techniques. This shift is the impact of applying translation techniques.
ABOUT THE AUTHOR(S)

Ninda Martiyani is a student in post graduate program on translation studies at Sebelas Maret University, Surakarta, Indonesia. She is interested in pragmatics and translation field. She has not had journal paper published internationally. Mangatur R. Nababan and Djatmika are professors and lecturers of Linguistics Translation Program at Sebelas Maret University, Surakarta, Indonesia. Their guidance, motivation and knowledge are very helpful to complete her study.

REFERENCES


Communicative and Contextual English Instruction Material for Seventh Grade
Rohana Abdullah
Faculty of Education, Universitas Negeri Makassar, Makassar, Indonesia
Corresponding Author: Rohana Abdullah, E-mail: rohana@unm.ac.id

ARTICLE INFO
ABSTRACT

Received: October 11, 2019
Accepted: November 15, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.22

KEYWORDS
Communicative, contextual, instructional, seventh grade

English textbooks are one of the crucial components in the English classroom which makes it particularly essential to assess the textbooks used in schools repeatedly so it can develop their pedagogical contributions towards the teaching and learning pleasures. This research focused on the products of English instructional models by implementing a communicative and contextual approach for seventh Grades of Junior High School. The primary problem in this study is how to develop instructional material for seventh grade using communicative and contextual approach. Questionnaires, observations and a test have been used to collect the required data. The researcher analyzed the data through qualitative and quantitative methods. Limited trials were conducted on 12 students and the larger trials run on 25 students in VII grades. The proceeds in the development were as follows 1) all the learning tools based on the expert judgments are in the very valid category, 2) the practical English instruction is efficient.

1. INTRODUCTION
There are four skills in learning English as a foreign language: speaking, listening, reading and writing. Learning English as a foreign language is difficult for Indonesian students. Teachers need to understand the problem that students face in learning English. “One of the major problems for students of English as a Foreign Language (EFL) is their lack of listening and reading comprehension skills (Carrier, 2003). Writing is one of the four components in language skills; writing, reading, listening and speaking, that grouped into two skills, namely receptive and productive skills” (Nidya Indrilla, 2018: 405). Khan (2011) states that it is possible to improve the students writing, speaking, reading and listening skill by using communicative and contextual approach. In this study, the researcher investigated whether using ADDIE model can help to improve writing, speaking, reading and listening skills for seventh grades in English. Robert Maribe (2018) stated that ADDIE is an acronym for Analyze, Design, Develop, Implement, and test. ADDIE is a product development concept (Khadimally, 2015).

Statement of the Problem
The major problem of EFL students is their lack of speaking, listening, writing and reading comprehension skills. The reading and listening are called receptive and passive skills, while speaking and writing are regarded as productive or active skills (Wendy Hiew, 2012). The problem investigated in this study comes from the obvious weakness in the basic stages of gaining English language skills. Indrilla (2018) stated that the language teachers still deal with each skill separately, identifying the errors committed. Chen (2017) stated that the problem is that the students are less able to use four English language skills because the teacher neglects to improve students ‘English language skills. The lessons are only monotonous, do not actively involve students so that they feel bored and unwilling to learn English (Yang, 2018). Another problem is the unavailability of English books that suit the needs of students, the student environment and student characteristics. So, it is necessary to design books that fit the needs of students. The researcher designed English books using the ADDIE model, where learners can use a communicative and contextual approach.

Study Question
How to develop English instructional material for seventh grade using communicative and contextual approach?
2. LITERATURE REVIEW
Many teachers still follow the traditional approach. They have a leading part than students. The students just show the description and represent the practices of their teachers. As a result, the students are unwilling to attend the studying process. As the impact on some experiences, they change the students in their ways by studying a game or they have the chitchat with the other friends.

According to Acquisition (2012), the teachers appear not to have the students’ perception, they cannot improve them. Because of the reasons above, the teachers should engage in the procedure or method that can provide the students’ enthusiasm during the develop-learning process. The teachers should use the procedures that can explore the interest of the students so that they can be able them to take part or be active in class. (Mohlabi-Tlaka, de Jager and Engelbrecht, 2017).

Teaching and Learning: Strategy of Contextual Teaching and Learning
According to Nasir et al., (2017), the treatment of contextual learning is the action itself. There are five strategies implied by Crawford. They are relating, experiencing, applying, cooperating, and transferring. It analyzes the remarkable abbreviation that REACTED. Experiencing means the past strategy involving the appearance of students to relate the previous and current knowledge. It prepares them to support problem-solving activities. Cooperating means working together. The students meet with their colleagues for improvement. The task which is done in groups will have considerable progress than when it is done individually. When students are alone, they can become confused. However, when students support each other in a small group, they can take part in complex disputes with limited comfort.

Contextual Teaching and Learning in Practice
It means to apply contextual teaching and learning as an approach in some language skills such as Speaking, writing, reading, and listening, and to investigate whether it can improve the students’ process and let them be active learners throughout the learning process by asking questions, building and exploring their knowledge, exchanging ideas, and having mutual interaction.

There are two types of learning approaches based on the student-centered approach: scientific approach and the Contextual Teaching and Learning (CTL) approach (Tuma, J. M., & Pratt, J. M., 1982). Clinical child psychology practice and training: A survey. Idots of Clinical Child & Adolescent Psychology, 137(August 2012) et al., 1997) and According to (Rojas-barreto and Artunduaga-cuellar, 2018). There are some benefits of using a contextual approach. First, students can understand the lesson well. Second, students can see direct examples of objects that are concrete. Third, students can feel and see shapes or feel objects. Fourth, students can have experience and record in their brains. Last, students can get meaningful learning that leaves an imprint on their mind.

Communicative Approach
Falk-Ross (2000) states that communicative approach gives priority to the actual meaning of the grammatical order, functional communication activities and social interactions that are interrelated, oriented to learning to get communicative competence and grammatical accuracy (understanding practical aspects in everyday life).

There are some benefits of the communicative approach. First, students are motivated to develop language skills after knowing that they have something to do with their use in daily life. Second, students will find it easier to communicate and interact in their social lives, and students not only know the language but also have the competence to apply it in everyday life (Barrios Vargas and Manyoma Ledesma, 2012)

Functional textbooks
There are several functions, objectives and benefits of textbooks. First, they are a reference material for students. Second, they are an evaluation material. Third, they are a tool for educators in implementing the curriculum. Last, they are teaching methods or techniques that educators will use during the teaching process.

According to Albakrawi (2013), the purposes of textbooks are: to facilitate educators in delivering learning material, enable students to repeat lessons or learning new lessons, and provide interesting learning materials for students. The benefits or use of textbooks are: 1) they help students in implementing the curriculum because it is prepared based on the applicable curriculum, 2) they serve as a teacher guide in determining teaching methods, 3) they provid opportunities for students to repeat lessons or learn new material, and 4) they provide knowledge for students and educators.

3. METHOD
This study used qualitative and quantitative research methods that integrated or mixed methods. It used ADDIE as a systematic instructional design model comprising five phases: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and evaluation.
Techniques
Observation, Test Results Learning English List
Check Model Validation to the construct of the model- and Needs-based English learning device, Control student.

Data Analysis Techniques
The data analyzed in the study are 1) data identification of students’ needs, 2) expert test data, 3) legibility test data for English material models developed, and 4) data on conformity test of English material models with applied in the class.

Place and Time of the Research
The research was conducted in South Sulawesi, at Junior High School 33 Makassar

Research Instruments
1. Validation of learning instruments and devices
   a. Recapitulate the results of expert assessment into a table that includes aspects (1) (Ai), (2) Criteria (Ki), and (3) the results of the Validator (V ij) assessment
   b. Look for the average value of expert assessment results for each criterion with the formula:

   \[ K_i = \frac{\sum_{j=1}^{n} V_{ij}}{n} \]

   With Ki - the average criteria for \(-i\)
   Vij = the score of the research results on the criteria to \(-i\) by the researcher to \(-j\)
   n - number of assessors
   a. look for the average of each aspect with the formula

   \[ \bar{A}_i = \frac{\sum_{j=1}^{n} K_{ij}}{n} \]

   With
   \(\bar{A}_i = \) the average aspect of Ki
   Kij = average for the the aspect of the criteria
   n = number of criteria in aspects
   b. total search for an average (X) by the following formula

   \[ X = \frac{\sum_{j=1}^{N} \bar{A}_i}{n} \]

   X = total average
   \(\bar{A}_i\); the average aspect to \(-i\)
   N = number of aspects
   c. Determine the category of validity used in the validity category quoted from the following

   \[
   \begin{align*}
   &3.5 \leq M \leq 4 \text{ (very Valid)} \\
   &2.5 \leq M \leq 3.5 \text{ (Valid)} \\
   &1.5 \leq M \leq 2.5 \text{ (Valid enough)} \\
   &M \leq 1.5 \text{ (Invalid)}
   \end{align*}
   \]

2. Descriptive Statistic Analysis
   Test data on students’ English learning outcomes were analyzed descriptively. Data obtained from the results of the pretest and post-test were analyzed to determine the improvement in learning outcomes.
   The general abilities of students are grouped as standardized categories as follows:
   a) The ability of 85% -100% or a score of 85-100 is very high
   b) Ability 65% -84% or score 65-84 high
   c) Ability 55% -64% or score 55-64 moderate
   d) Ability 35% -54% or score 35-54 low
   e) The ability of 0% -35% or score 0-34 is very low

3. Effectiveness Analysis
   a. Analysis of an increase in learning outcomes after the treatment
   b. Analysis of observation list
   c. Analyzing student responses to teaching materials and learning devices

4. Analysis of the practicality of learning device data.
   a. To observe the practicality of teaching materials and learning devices
   b. Analyzing the observation of the practicality of cooperative learning type groups for the implementation of aspects in the plan for implementing learning using observation sheets.

4. FINDING AND DISCUSSION
   The results of the research at each stage of the developing of the learning model are

1. Analysis Phase
   The analysis at this stage requires getting data on learning English in Class VII and reviewing the learning mechanism used.
   a) Based on observations about the learning process, the results revealed that 1) students are less enthusiastic about learning English, 2)
students are less interested in learning English in
the learning process, 3) students are not
interested in the material presented, 4) students
were not actively involved in the learning
process, 5) students lack the confidence to speak
English, and 6) students sometimes make
mistakes in the pronunciation of words, intonation, and writing sentences.

b) Based on observations about the learning
mechanism of how to teach teachers using the
lecture method, the results revealed that 1) less
students were actively working in groups, 2)
students only take notes and listen to the
instructi on of the teacher, 3) learning is
monotonous, 4) teachers provide fewer
opportunities for students to practice speaking,
writing exercises, and reading exercises, and
listening exercise and 5) the teacher is active in
learning while students only listen and take
notes.

2. Design

The designing teaching materials included (a)
tests used to measure effectiveness, (b) designing
learning tools (c) and research mechanisms.

The systematic instructional design model
comprises five phases: Analysis - Design -
Development - Implementation - Evaluation

3. Development stage

The development phase produces English
material designs that are used to test seventh-
grade students of junior high school. This stages
included: (a) tests used to measure effectiveness,
containing 10 multiple-choice questions and 10
essay questions (b) the design of teaching
materials, (c) and the design of research
instruments, such as observation sheets,
questionnaires

4. Implantation stage

At this stage, a broader experiment was
conducted on 25 seventh grade junior high
school students.

In learning process, the researcher used
communicative and contextual approaches that
were designed with three stages of activities,
namely learning to open, the core activities of the
teaching and learning process and closing
learning. This stage focused on the following
aspects:

a. Expert assessment of learning tools, such as a)
learning plans, b) teaching worksheets, c) test
questions, 4) observation sheets and 6) questionnaires shown in a very valid category

b. Description of the results of limited trials and
trials of teaching materials and broader learning
tools.

1) Practical analysis to measure the
practicality of English learning tools,
receive teacher observation sheets and
student observation sheets. In this trial,
each activity was collected in an
observation sheet based on the syntax of
communicative and contextual learning
model implementation Each activity
footprint includes a yes and no statement
by giving sign (v) analysis with columns.

2) Data about the practicality of learning
devices.

<table>
<thead>
<tr>
<th>Table 4.1. Observation results of student activities in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meetin</strong></td>
</tr>
<tr>
<td>ng 1</td>
</tr>
<tr>
<td>Percenta</td>
</tr>
<tr>
<td>ge %</td>
</tr>
<tr>
<td>Categories</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the percentage has increased
from 43,73% to 92,34%, from low to the highest
categories. This is an indication that learning devices
used by the teacher have developed which include,
lesson plans, teaching materials, media, worksheets,
assessment for instruments.

<table>
<thead>
<tr>
<th>Table 4.2. effectiveness and the practicality of learning devices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meetin</strong></td>
</tr>
<tr>
<td>ng 1</td>
</tr>
<tr>
<td>Percenta</td>
</tr>
<tr>
<td>ge %</td>
</tr>
<tr>
<td>Categories</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.2 indicates the effectiveness and the
practicality of learning devices percentage has
increased from 57,89% to 91,23%.
Table 4.3 Gain classification Normalized Learning Outcomes

<table>
<thead>
<tr>
<th>Coo-affection normalizes gain</th>
<th>classification</th>
<th>frequency</th>
<th>presents</th>
</tr>
</thead>
<tbody>
<tr>
<td>g &lt; 0.3</td>
<td>low</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>0.3 ≤ g &lt; 0.7</td>
<td>medium</td>
<td>23</td>
<td>92%</td>
</tr>
<tr>
<td>g ≥ 0.7</td>
<td>high</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.3 shows that the increase is evident in learning outcomes of the medium category. Based on the criteria for success in learning English, the frequency distribution at the pretest and posttest is based on achievement of general scores. With intervals of 1-65, 20 people got this score at the pretest and 5 people got a value of 66-100 at the pretest, while at the post-test the score is very high for all students.

Table 4.4 the frequency of the Pretest and Posttest values

<table>
<thead>
<tr>
<th>Interval Score</th>
<th>Pret est</th>
<th>Postt est</th>
<th>Pret est %</th>
<th>Postt est %</th>
<th>Categor ies</th>
<th>Ket</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-65</td>
<td>23</td>
<td>0</td>
<td>100%</td>
<td>0%</td>
<td>less</td>
<td></td>
</tr>
<tr>
<td>66-100</td>
<td>3</td>
<td>25</td>
<td>12%</td>
<td>100%</td>
<td>highest</td>
<td></td>
</tr>
</tbody>
</table>

In learning the observer sees the activities of students by filling the observation sheet with a checkmark (v) while observing student activities during the learning process, this is done to measure the effectiveness of the English learning devices that is developed. In this activity, the data is obtained as follows in table 4.5.

Table 4.5 Observation Results Activities 4 meetings During English learning

<table>
<thead>
<tr>
<th>categories</th>
<th>First Meeting</th>
<th>Category achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Indicatrix</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>%</td>
<td>57,89</td>
<td>Medium</td>
</tr>
<tr>
<td>Second meeting</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>%</td>
<td>66,66</td>
<td>High</td>
</tr>
<tr>
<td>Third meeting</td>
<td>36</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>87,72</td>
<td>Highest</td>
</tr>
</tbody>
</table>

As per table 4.5, student activities and activities showed an increase in each meeting from a 1st meeting in the medium category, the 2nd meeting in the high category and at the 3rd and 4th meetings in the categorical category very high.

Table 4.6 Description of the results of responses through a questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Description of statement</th>
<th>like</th>
<th>dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The availability of material, worksheets, test results, learning atmosphere, how to teach instructors/lecturers.</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>the renewal of the learning device.</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Students’ interest in learning English.</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>4</td>
<td>Understanding of the material English language</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>The ability to answer questions to the English language material</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>6</td>
<td>Students’ interest in the English text book design</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>7</td>
<td>Progress towards learning achievement in English</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>Views of students on the concept of English content</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>9</td>
<td>Students’ views on the essay exercises</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>10</td>
<td>the students’ use of developed English teaching materials.</td>
<td>97%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 4.5 shows that students who gave a positive response were 81.3% while those who gave statements were less 17.7%. This reveals the effectiveness of the ingredients used.

5. Evaluation Stage
This stage has shown the effectiveness tool as shown by the data that there was a significant increase in learning outcomes measured from learning outcomes for 4 meetings which increased at the meeting 1 in the low category, the second meeting in the sufficient category, at the 3rd meeting in the very category high, and the 4th meeting in the very high category. This shows the increased completeness of learning in each meeting, and there is a positive response.

5. DISCUSSION
1. Achievement in research

a. validity

Based on the results of the validation from the validity/expert, we can conclude that learning devices and teaching materials in English have fulfilled the validity criteria.

b. Practicality

Theoretically, the results of the expert team’s assessment of the English learning devices revealed that it is useful for teachers to use learning resources in classrooms. Empirically, during the learning process, students and educators have shown a positive response.

The developed learning devices have met the criteria of effectiveness, namely the completeness of learning outcomes which increased in each meeting. Students’ activities also increased in every meeting, and students’ responses to learning devices were very good. Therefore, the developed learning devices were effective.

2. Findings

The data collected in this study that the application of developed English learning devices increased the learning achievement of class VII junior high school, especially reading aspects. They learned how to pronounce English Vocabulary correctly, students pay attention to intonation, vocabulary pronunciation words, mastery of words which, increases verb, noun, adjective, and translates sentences and paragraphs. Then students make good progress in speaking and writing skills. However, there are still obstacles in listening skills, because students do not use language laboratories maximally, because of the limitations of communication equipment in language laboratories.

6. CONCLUSION

Based on the results of the discussion of this study and testing of learning devices, it can be concluded that the development of English learning device models for class VII junior high school is effective. All the learning tools based on the expert judgments are very valid. The practical English instruction is a good category and effective. This research also resulted in the production of six units of communicative and contextual English instruction material for seventh grades.

The teacher can apply communicative and contextual approaches as an alternative learning to improve student learning outcomes. 2. Teachers should always provide learning that can activate students. 3. Researchers are advised to continue their research by applying communicative and contextual approaches.

REFERENCES


HUMAN SOCIAL SCIENCE Challenges of Teaching/Learning English and Management Challenges of Teaching/Learning English and Management’, GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE.


An Overview of Norms, Policies and Audience Perception in Audiovisual Translation with Reference to the Arab World

Dr. Zakia A. Deeb
The Libyan Academy for Postgraduate Studies, Tripoli, Libya
Corresponding Author: Dr. Zakia A. Deeb, E-mail: zakia.deeb@academy.edu.ly

ARTICLE INFO
Received: October 19, 2019
Accepted: November 20, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.23

ABSTRACT
This paper addresses the three concepts of Audiovisual Translation: norms, policies and audience perception that are related to the three pillars of the industry at large: producers, stakeholders and consumers consecutively with a focus on the situation in the Arab world, but in a global context. It relies in its investigation on previous research and works executed mainly in dubbing and subtitling. Findings reached from the study in this context show that a substantial effort has been exerted in the area with regard to screen translating from English into Arabic, though much less vice versa, but a lot of work still has to be done. With regard to norms, apart from the global agreed norms, there is inconsistency between producers’ companies, agencies and so on. Moreover, policies seem to be governed by ideologies rather than by norms. In terms of audience perception, little has been done and more research using advanced techniques has to be carried out.

1. INTRODUCTION
With audiovisual culture sweeping the Arab world following the trend worldwide, “we are now in a fast shifting technical audiovisual society”, as emphasized by Orero (2004, p. XI), the amount of work for on-screen translation is overwhelming. Screen translation is another name for audiovisual translation (AVT). Results from surveying a number of works show that despite the “tremendous volume of translated audiovisual texts” (Bartrina, 2004, p.164) and the enormous social impact of audiovisual translated products (Díaz Cintas, 2003, p. 289 quoted in Espasa, 2004, p. 183), research in AVT, however, is still in its infancy “with a boom in audiovisual translation publishing at the turn of the millennium” Espasa (2004, p. 184). Research on documentaries in particular according to Renov (1993: 1-2 quoted in Espasa, 2004, p. 183) has witnessed a rise. Having said that, Orero (2004, p. v) emphasizes that little is known and much is to be done “to put Screen Translation, Multimedia Translation or the wider field of Audiovisual Translation on par with other fields within Translation Studies”. Furthermore, as stated by Bartrina (2004, p. 158), “research in audiovisual translation is faced with specific empiric difficulties. The first is the inaccessibility of the original screenplay, the translated screenplay, the adapted screenplay, the postproduction script”.

After more than a decade since Orero, Bartrina, Díaz Cintas and Espasa expressed their early views, a lot has been done in audiovisual translation and more is recently known in the field. In Díaz Cintas’s and Neve’s (2015, p. 2) words “it is clear that AVT has come a very long way since it started gaining academic acknowledgement in the mid-1990s” despite the fact that “it may well be that AVT is still a long way away from becoming a separate discipline” (ibid.). For an overview of the turns (the descriptive, the cultural, the sociological and the cognitive turns) audiovisual translation has so far taken, see Chaume (2018).

Recently, in the Arab world, following the rest of the world, AVT has been thriving although Gamal, as recent as 2014, still refers to it as only an “emerging field” in the Arab world. Nonetheless, he emphasizes that in recent years the industry started to take shape and witnessed a boom in dubbed and subtitled productions, mainly into Arabic rather than from Arabic into other languages. What remains to be investigated is whether such productions are following certain norms and governed by agreed upon policies that take into consideration audience perception. This will be discussed in detail later after the two main forms of AVT are introduced. The study adopts a descriptive approach while reviewing works done in
the area of AVT in the Arab world. Measuring by areas of success in the field of translation into and from Arabic in different disciplines, the study is also prescriptive.

2. SCREEN TRANSLATION: SUBTITLING VS. DUBBING

The terms 'Audiovisual translation' and 'screen translation' are used interchangeably to refer mainly to subtitling and revoicing (dubbing and voice-over) of films, soaps, plays, etc. Gambier (1994) lists the following most common audiovisual language transfer methods: "(a) subtitling, (b) simultaneous, (c) dubbing, (d) interpreting (pre-recorded and consecutive), (e) voice-over, (f) narration, (g) commentary, (h) multilingual broadcast, (i) surtitles and superatitles, and (j) simultaneous translation" (p. 277). Delabastita (1989) considers 'audiovisual translation' as 'adaptation' rather than translation (as cited in Karamitroglou, 1998, p. 11). According to Bartrina (2004: 57) with reference to an audiovisual text: "we receive via two channels, the visual and the acoustic. Essential to understanding is the synchrony between verbal and non-verbal messages". Historically, both forms of audiovisual translation originated in Europe and can be traced back to the first talking films in the 1930s (Luyken, 1991, p. 29). They were introduced to overcome the language barrier by reproducing the same production in the target language.

The first subtitled film in the UK, and probably in the world, was the German feature film “Der Student von Prague” [“The Student from Prague”] broadcast by the BBC in 1938 (Minchinton, 1993, p. 14; Giles, 1997, p. 47, as cited in Karamitroglou, 1998, p. 9) though Luyken et al. (1991) trace subtitling back to 1933 when chemical subtitling was invented in Sweden and Hungary (p. 31). As for lip-sync in dubbing, according to Luyken et al. (ibid.), it “appears to have originated in the United States and came to Europe in 1936". The first fully dubbed film was the US production “All Quiet on the Western Front”, dubbed into German in 1938 (Karamitroglou, 1998, p. 9).

In terms of preference, some stress that “long narrative or action scenes work well with a dubbed track” whereas “long personal exchanges are difficult to communicate with dubbing” (TV world X/5, 1987, p. 38, cf. Adler, 1995, p. 24 as cited in Karamitroglou, 1998, p. 149). In other words, as stated by Luyken et al. (1991, p. 130), when:

A play, film or series attempts to portray life in a particular country, the language of the country is an essential part of that cultural experience and it should be preserved: in such cases subtitling might be the more appropriate form of language transfer.

On the other hand, as emphasized by Gottlieb (1994a, p. 103) “whenever the soundtrack contains discourse of an informative nature, revoicing should be considered”. With regard to authenticity, subtitling is preferable:

When we talk about human interest stories, TV fiction and feature films, that is expressive genres focusing on people, as opposed to objects or abstract phenomena, only subtitling will provide the authenticity needed (ibid).

In 'audiovisual translation', the term 'language transfer' according to Luyken et al. (1991) is used to describe:

The means by which a film or television programme is made understandable to target audiences who are unfamiliar with the source language in which the original was produced. Language transfer can be either visual, in which case text is superimposed onto the picture in a process known as subtitling, or aural, in which case the original voice track of the film or programme is actually replaced by a new one (p. 11).

In this paper, the focus is on videotape subtitling and video dubbing in which translation adheres to the medium of video (video subtitling and dubbing means here TV subtitling and dubbing too). For the difference between videotape subtitling and cinema film subtitling, see Luyken et al (1991, pp. 60-61). In both areas of AVT, major advances have been achieved. For example, “optical and chemical processes for creating subtitles on film are now outdated and are being replaced by electronic methods of subtitle creation”, Luyken et al (1991, p. 90) and “multi-track recording and digitalized electronic and communication equipment is becoming standard in dubbing”, (ibid. 96).

2.1 Subtitling

Subtitling is defined by Delabastita (1989, p. 200), Gottlieb (1994a, p. 104) and Gottlieb (1998, p. 247) as “the translation of the spoken or written source text of an audiovisual product into a written target text which is added onto the images of the original product, usually at the bottom of the screen”. Gottlieb (2004) refines his definition of subtitling as follows:

The rendering in a different language of verbal messages in filmic media, in the shape of one or more lines of written
text, presented on screen in sync with the original verbal message (p. 86).

'Subtitle' is different to 'caption' in that the latter "is used to describe on-screen textual information usually inserted by the programme maker to identify names, places or dates relevant to the story line", (Luyken et al., 1991, p. 31). However, in America the two terms are used interchangeably (ibid. footnote). Historically, "subtitling grew out of the 'intertitles' used to express dialogue in the silent movies" (ibid.). 'Interlingual' subtitling translating within the same language as translating from old English to today's English, for example, whereas 'intralingual' subtitling is translating from one language into another. For different types of subtitling, see Gottlieb (1994a, 1998).

2.2 Dubbing
Dubbing is given different definitions which do not differ in essence. For Dries (1995, p. 9) "dubbing can be best described as the technique of covering the original voice in an audiovisual production by another voice". Luyken et al. (1991) offer a more elaborate definition to dubbing as "the replacement of the original speech by a voice track which attempts to follow as closely as possible the timing, phrasing and lip movement of the original dialogue" (p. 31). They add "the aim is to create the illusion that the on-screen characters are speaking in the target language i.e., the language of the audience" (ibid. p. 73).

In 'lip-sync, unlike 'revoicing' such as 'narration', 'voice-over' or 'free commentary', dubbing', the spoken source text ST is entirely covered with the target text TT which is adjusted to fit the visible lip movement of the original utterances (Fodor, 1976, p. 9; Luyken et al., 1991, p. 31; Dries, 1995a, p. 9). For different methods of revoicing, see Dries (1995) and for voice over, see Pageon (2007).

3.CONSTRAINTS OF AUDIOVISUAL TRANSLATION (SUBTITLING AND DUBBING)
Translation in its broader socio-cultural dimension, according to Karamitroglou (1998), is "inevitably and constantly subjected to various constraints of several types and degrees of intensity" (p. 15). In audiovisual translation, aural and visual backgrounds add more constraints which determine the choice of vocabulary and length of utterances in the translation. According to Toury (1995):

These constraints often extend beyond the texts and the languages involved in the act of translation, and even beyond the possibilities and limitations of cognitive apparatus of the translator as a mediator; cognition itself is modified by sociocultural factors (54).

According to O'Shea (1996), top chief among these constraints are: "a) temporal constraints in revoicing, b) spatiotemporal constraints in subtitling, c) the accompanying visual source-culture elements in both revoicing and subtitling, d) the accompanying aural source-language elements in subtitling, e) the lip-sync imperative in dubbing, f) the cross-semiotic nature of subtitling, and g) the inability of backtracking (with the exception of video) in both subtitling and revoicing" (as cited in Karamitroglou, 1998, p. 10). Fortunately, the burden of many of the inherited technical problems related to audiovisual translation have been reduced by the advance of technology.

Apart from the fact that any language transfer will inevitably interfere with the original film, the way to minimize the degree of such interference in subtitling is different from that in dubbing. In other words, subtitling needs editorial skills different from those needed in lip-sync dubbing which involves a performance element. Moreover, while revoicing has the extra advantage of the performance element represented in the visual style and skill of the actors (revoicers) which add more emphasis on the message to be conveyed, dubbing requires more adaptation of the translation to synchronize with actors lip movement. In subtitling the volume of speech and density of wording has to be taken into consideration. In the production of both types of audiovisual translation (subtitling or revoicing), besides the translators, however, a number of people are involved: spotters, time-coders, adapters, dubbing directors, dubbing actors, sound technicians, video experts, proof-reading post-editors, translation commissioners and film distributors (Luyken et al., 199, pp. 92 and 97; Dries, 1995a, pp. 12 and 27; Pageon, 2007, pp. 60-69).

4.AUDIOVISUAL TRANSLATION IN THE ARAB WORLD
The cliché that "the world is a small village" cannot be more exact than in the context of today's globalization phenomenon. This leads to questioning the validity of the often-quoted statement: "while screen translation, have been well established in many countries worldwide, it is not given the same attention in the Arab world", since the industry is not restricted by
geographical boundaries. One needs no more than a click on Google to search for companies that offer audiovisual translation in Arabic in the world big cities only to find out that the number is overwhelming. What is still lacking, however, is extensive research that surveys within what norms such companies work, studies on audience perception and reviews of policies’ guidelines that govern AVT practices in translating between Arabic and other languages. A noticeable remark on studies carried out on audiovisual translation in the Arab world is that they focus on semantic, cultural and linguistic issues and hardly on technical matters at an era of technology oriented thinking and digital-focused global mindset. Even those who addressed technical issues such as Thawabteh (2011) and Hussain and Khuddro (2016), they addressed them among linguistic and cultural problems. In the world of digital technology today, “the future of translation studies in Arabic”, as emphasized by (Gamal, 2014: 1), “is in screen and not print translation”. Issues such as euphemism as a potential strategy of politeness in subtitling to save face is investigated by Al-Adwan (2009 and 2015) and Thawabteh (2012). Alabbasi (2009) studies and investigates the significance of audiovisual translation in promoting cultural understanding among nations. Al-Dabbagh (2017) studies the advantage of teaching subtitling in the curriculum of teaching language in the Jordanian universities, for example. For studies on dubbing, see Athamneh and Zitawi (1999); Zitawi (2003) and (2008) and on subtitling, see Khuddro (2000); Mazid (2006); Gamal (2009); and Thawabteh (2010, 2011a, 2011b). Gamal (2005, 2007 and 2014) extensively addresses the situation of AVT in the Arab world as a whole and Gamal (2008) addresses individual Arab countries separately. Gamal (2014) emphasizes that such type of research “is linguistically-based, focusing on translation proper to the exclusion of other relevant issues in audiovisual translation” (p. 6). He draws the attention to the fact that the basics of audiovisual translation in the Arab world lack “a clear, concise and comprehensive definition” (ibid. p. 2). Gamal (2007) also points at the problem of non-standardization of AVT terminology in the Arab world. From another perspective, he reports that while documentaries were narrated in Arabic, the voice-over was not widely used and there was no teletext on most Arab televisions (ibid. p. 81).

When surveying the situation and looking at the landscape of audiovisual translation in the Arab world, what seems to be the case is that the situation can neither be addressed individually by country nor as a whole but rather by bloc divisions: Levantine region, Gulf countries, the Magrib States and Egypt. Such a division is based on the trend of product selection and language orientation. What might be useful, however, is carrying out studies similar to those carried out elsewhere in the world such as Sokoli (2009): “Subtitling Norms in Greece and Spain”, Mukherjee (2003): “Audio-visual Policies and International Trade: The Case of India” to compare between norms adopted between pairs of countries or even blocs to find out the tendency whether they follow similar or distinct norms.

On a wider scale, Hasuria Che Omar (2009) and Gamal (2014) address the issue of audiovisual translation in the whole of the Muslim world and both agree that subtitling and dubbing have not been given adequate attention in the Muslim world. In the context of benefits of audiovisual translation in the whole of the Muslim world, Gamal states that “audiovisual translation must develop its own theoretical framework, research priorities and mechanisms and not copy or import them en masse from the west”, (https://www.academia.edu/13202340/Audiovisual_Translation_in_the_Muslim_world)

Before Gamal, Maluf (2006) draws a picture of the situation and notes that in the Arab world, apart from cinema production in Egypt, which, according to Gamal (2008, p. 2), started as early as 1930s, there is no what we might call ‘cinematic traditions’; hence no significant dubbing and subtitling industries are established Maluf (2006, p. 207). From a historical viewpoint in the context of AVT, he notes that:

In the Arab world, possibly the first, production houses to dub media programs into Arabic was the Beirut-based independent Al Ittihad al Fanni, originally developed as a radio production house by the late Ghanem Dajjani, Sobhi Abou Loghd and Abed El Majid Abou Laban in 1963, (ibid.).

For a survey of the introduction and development of AVT in the Arab world, see (Altahri, 2013).

More recently, with the advent of television and the multiplication of channels broadcasting via satellites and in the framework of globalization, audiovisual translation became quite different and many are becoming aware of the scale of shortage of scholarly work in both methods of screen translation, namely subtitling, and dubbing. One of many outrages regarding the state of screen translation in the Arab world concerning subtitling is expressed by Al-Adwan (2009). With dubbing, similar remarks are made by Maluf (2006).

To verify the above claim by Maluf, one only needs to check the variant productions dubbed and subitled
into Arabic to find out that such a claim is no longer valid. Internationally recognized productions such as Harry Potter movies, Friends series, Disney animated cartoons, talk shows, and many others have been translated into Arabic and transmitted in different Arabic speaking channels. Even productions in Indian, Korean and Japanese have been dubbed and subtitled into Arabic. With regard to directionality, there is an agreement that is only a few audiovisual productions are translated from Arabic into English but most of the audiovisual translations are made from English into Arabic (Hasuria Che Omar, 2009, Alabbasi 2009 and Gamal 2014). In the context of subtitling from Arabic into other languages, Gamal (2014) states that “no known studies have examined the activity of subtitling Arabic language films into foreign languages” (p. 6) despite the fact, according to him, that “this is a significant issue as it pertains to two big industries; cinema and tourism” (ibid.). Among the few studies on subtitling films from Arabic into English, however, is Thawabteh (2010): “The Translatability of Interjections: A Case Study of Arabic-English Subtitling”, Al-Kharabshah and Yassin (2017): handling of issues related to translating colloquialism in the Arabic-into-English subtitled film, The Duples and Gamal himself (2015) studied the subtitling of eleven Egyptian classic films starred by the legend Omar Sharif: “Omar’s Eleven: Challenges in Subtitling Classic Egyptian Films”. Also, on translating from Arabic into English is the prize winning research, Moll (2017): “Subtitling Islam: Translation, Mediation, Critique”.

With regard to preference, as far as dubbing or subtitling is concerned, there are no available studies or statistics similar to those available in West Europe. In other words, Language transfer methods used within each type of audiovisual translation, which show whether Arabs prefer using their hearing sense (dubbing) or their vision (subtitling) do not exist. With the high rate of illiteracy among several segments of the population in the Arab world, however, dubbing would probably be the most favored option but the dilemma remains as the cost of dubbing is much higher than the cost of subtitling due to the fact, as stated by Luyken et al. (1991), that “lip-sync dubbing added greatly to costs” (p. 32). There is, however, something to be learnt from Europe as in the case of Spain and Portugal: “to subtitle films of minority appeal and dub those expected to be box office successes” (ibid.). For Ivarsson (1992), what determines the choice of the type of audiovisual translation is “what the audience is used to rather than rational arguments” (p. 20).

With regard to strategies, measuring on translating film titles in Egypt (Gamal, 2014), for example, the tendency would almost certainly be to “domesticate” rather than to “foreignize”. Gamal notes that Egyptian film titles translated into English are translated literally while in contrast Hollywood film titles are translated liberally into Arabic (ibid. p. 8). Gamal’s explanation is that “the subtitler feels authorized or empowered to domesticate the foreign title into Arabic” (ibid.), see also (Gamal 2018). This leads us to discuss the issues of ‘norms’ and ‘policies’ of subtitling and dubbing in the Arab world.

5. NORMS AND POLICIES OF SUBTITLING AND DUBBING IN THE ARAB WORLD

In addition to the commonly acknowledged technical constraints of audiovisual translation, which are influenced by factors such as time, space on the screen and speed of dialogue among others, audiovisual translation from English into Arabic is further constrained by other impediments such as socio-cultural factors. Socio-cultural constraints are more apparent in translating foreign films whose ideas and settings are distant from those of the recipient culture (Deeb, 2018). In this context, Agost (2004) raises the question: what happens when a television or cinematographic product in which the cultural references are very different from those of the target culture is to be translated? (pp. 69-70). One apparent example to answer this question in translating from English into Arabic is the subtitling of Harry Potter. For translation strategies to subtitle cultural references in Harry Potter into Arabic, see Al-Tahri (2013). Agost notes that “this subject has been explored innumerable times in studies carried out on translation for dubbing, yet it is rather difficult to come to a conclusion” (ibid. p. 70). As agreed by many, the reason seems to be very much related to the difficulty of identifying the norms that govern perception of certain concepts in the target culture.

Translation norms as defined by Toury (1995) are:

The translation of general values or ideas shared by a certain community—as to what is right and wrong, adequate and inadequate into specific performance instructions appropriate for and applicable to specifying what is proscribed and forbidden as well as what is tolerated and permitted in certain behavioral dimension (p. 55).

With the above definition of ‘norms’, Toury (1978) puts the condition of “providing they are not (yet) formulated as laws” (pp. 83-84) to call them ‘norms’. For a more elaborate definition of ‘norms’, see Hermans (1999, p. 80). For a detailed discussion on
norms and other related terms, see Hermans (1996). In Translation Studies TS, Pedersen (2018) refers to two types of translation norms: prescriptive and descriptive:

Prescriptive norms are based on an authority who decrees or offers advice on how to translate; in other words, such norms prescribe what translation should be like. Descriptive norms describe actual practices, based on observation of translations and translators; in other words, such norms describe what translation is like (p. 82).

In practical terms, Chesterman (1993) differentiates between three types of norms: social, ethical and technical. In AVT, technical norms are more or less global regardless of the occasional localization factors to respect local norms. National norms, however, are inevitably affected by socio-cultural factors. For technical norms in subtitling, for example, see Pedersen (2018). In subtitling, Zabalbeascoa (2005) refers to “an explicit and implicit norm in subtitling” (p. 36). In AVT in general, in addition to the above mentioned types of norms, there are also institutional and state norms. Having said that, all decisions in the translation process, as noted by Schäffner (1999), “are thus primarily governed by such norms, and not by the two language systems involved” (p. 5).

The above discussion leads to the fact that norms are set or exist to manipulate ST so that TT meets the requirements dictated by such norms. Hermans (1985) claims that translation in the first place implies “a degree of manipulation of the source text for a certain purpose” (p. 11). Despite the fact that some, as Moll (2017), for example, look at the term “manipulation” in the context of AVT as “a euphemism for lying” (p. 334) and suggest other alternatives such as ‘adapting’ and modifying, such a purpose would be served within the set norms that entail resorting to specific strategies to achieve the purpose (ibid.). In this context, Hermans (1985) uses the concept of norms to inquire into the translator’s choices. With regard to strategies, the choice would differ in accordance to the purpose whether to amuse, to inform or to persuade, for instance. According to O’Sullivan (2013), areas that fall under adaptation according to local norms are such as “suspension dots; treatment of dialect; treatment of swearing; treatment of pragmatic elements”.

According to the above, norms have to be backed by policies that set guidelines to implement them. For example, see Netflix (the worldwide influential subtitling company) Timed Text Style Guide: General Requirements at, https://partnerhelp.netflixstudios.com/hc/en-us/articles/215758617-Timed-Text-Style-Guide-General-Requirements.

Regardless of which path the commissioning takes, all subtitlers are required to use their guidelines, which they call Timed Text Style Guides (TTSGs), whether they work for Netflix directly or for an intermediary. It can therefore be argued that the Netflix guidelines exert a great deal of pressure on the subtitlers’ behaviour and are thus expressions of strong norms. Since Netflix is such an influential stakeholder in the VOD world and since these norms are expressed prescriptively in the TTSGs, an investigation of these may provide a good example of strong subtitling norms in the age of VOD, even though other companies may employ (and enforce) other norms (p. 87).

For Netflix Arabic Timed Text Style Guide, see:

The problem is that when norms are conflicting, see Zabalbeascoa (2005) or governed by ideologies. Lefevere (2001) defines ideology as:

Conceptual grid that consists of opinions and attitudes deemed acceptable in a certain society at a certain time, and through which readers and translators approach texts (p. 48).

Policy, in its broad concept, is a group of measures agreed upon by “stake holders”, usually a government or a regulatory authority, to serve and protect the interests of the country, the party, the institution or other bodies whether individual or otherwise. In AVT, a distinction is often drawn between governmental and non-governmental policies. At the governmental level,
policies include regulations of license issuing, customs product release, script approval with concern of national security and public interest. Among the few scholars who addressed ‘audiovisual policies in the Arab world’ is Gamal (2014). Gamal describes the media scene in most Arab countries as “fragmented and unregulated. At the institutional level, they include marketing policies, audience considerations and the institution’s ideology. With regard to ideology’s impact on strategy choices in the context of dubbing, Rishah (2013) found in a comparison between two companies that dubbed the children animated cartoon Disney into Arabic, namely Venus and Disney, that company’s ideology plays a great role in ‘what’ and ‘how’ to dub. In her words, “while censorship and manipulation are practiced on the ST” by both companies (ibid.: p. 110), “these two companies have different ideologies in relation to the selection of texts to be translated and the treatment of the social and cultural content in the original” (ibid.). Among the findings emerged from investigating dubbing Disney, as pointed out by Rishah (ibid), is the fact that:

Venus uses naturalization as a translation strategy to adapt the entire English children work to meet the needs of the Arab children and their way of living, values and religion. They use this strategy especially when dealing with controversial translation such as religious issues or taboos (p. 9).

According to Rishah (2013) “Venus translates with great liberty. Its translators are able to play with the source text in various ways by changing, bridging it or by deleting or adding to it” (p. 111), see also Zitawi (2008) with regard to Contextualizing Disney comics within the Arab culture). Disney, on the other hand, “always transfers the animated cartoons exactly as they are with the same plots, clothes and values” (ibid.). Such an inconsistency among dubbing agencies is also found elsewhere in parts of the Islamic world whose cultures would be expected to impose a type of manipulation of instances that appear to be in conflict with the host culture, see, for example, Kenevisi et al (2016) discussing the situation in Iran.

Hence, norms in this context are to adhere to audience perception and readership in the target culture acceptance. ‘Acceptance’ according to Gambier (2018) is related to “language norms, stylistic choices, rhetorical patterns and terminology”. In the absence of market research or audience surveys similar to the research carried out in Europe, however, dubbing and subtitling in the Arab world do not seem to be governed by agreed on definitive binding norms. The situation seems to be generally based on accepted conventions and audience expectations, rather than fixed and explicit criteria. The term ‘conventions’ is used here in the sense they are “neither explicit nor binding”, as used by Nord (1991a, p. 96), but “based on common knowledge and on the expectation of what others expect you to expect them (etc.) to do in a certain situation" (ibid.). In TS, “expectancy norms reflect the expectations of readers of a translation” Gambier (2018). Thus, to measure these two concepts, namely audience perception and acceptance is not a straightforward process as will be discussed below.

6. AUDIENCE PERCEPTION
Perception is looked at through reception studies and theories. Giovanni and Gambier (2018) offer a full detailed edited issue of 353 pages on that comprises reception studies and audiovisual translation. Theories on audience perception involve diverse issues related to psychology, sociology, philosophy and others which are beyond the scope of this study. In AVT, Gambier (2018) looks at ‘perception’ in relation to ‘reception’ as the following:

Perception could be defined as what is impressed on the eyes when watching a film and the way in which viewers represent the viewing act: how they think they watch a film, how they believe they apprehend the viewing process. Perception is made of opinions and impressions and varies over time. Studying reception means to investigate the way(s) in which AV products/performances are processed, consumed, absorbed, accepted, appreciated, interpreted, understood and remembered by the viewers, under specific contextual /socio cultural conditions and with their memories of their experience as cinema going, https://www.academia.edu/37064026/Translation_St udies_Audiovisual_Translation_and_Reception.

Among the studies that focus on audience acceptance in AVT are those that address “Politeness in Screen Translating”, see Hatim and Mason (1997).

In the context of AVT, Gambier (2018) also differentiates between the two terms: ‘audience’ and ‘viewers’. With regard to viewers reactions to deviations from subtitling standards, Gottlieb (1995) establishes a framework for a typology of subtitle reading strategies.
Looking at the situation in the Arab world, what seems to be lacking are studies to investigate audience perception of foreign productions translated into Arabic similar to those carried out in Italy, see Antonini (2005) and in Spain, see Fuentes (2001), cited in Antonini, (2005). What is discouraging, however, is a conclusion like the following reached by Antonini (ibid.) in the context of appreciating humor in subtitled foreign productions: “what clearly emerged from the analysis of the data is that although the majority of the respondents declared that they had understood, they actually hadn’t” (p. 217). This shows the difficulty of measuring audience perception. Such a difficulty is also emphasized by Gambier (2018).

For understanding, Gambier (ibid.) refers to two concepts within what he terms the “hermeneutic circle”: “I only understand something if I already know a part of it”, which the partial previous knowledge and “my horizon of knowledge”, which, in his words, “merges with the horizon of the sender/author” (ibid.). Such an equation explains too well the extent that common shared knowledge between participants in one culture has on understanding, not only ‘overt’ information but also ‘covert’, while the opposite is true.

Among the detailed and highly technical studies that analyzed fixation-based and pupillometric data gathered using the Eye-Tracking technique on viewers’ perception focusing on the effect of visual nonverbal cues in subtitled TV anime is Caffrey (2008). For more eye-tracking research focusing on cognitive issues such as reading speed, see also Jensena, (1998); Romero-Fresco (2015) and Sandford (2015). In the Arab world, studies like these would probably be more accurate to pinpoint the degree of audience involvement and appreciation of audiovisual productions. In the context of subtitling perception by Arab viewers, Gamal (2005) reports on general audience feedback in the media on language defects and technology flaws rather than on other sociocultural issues through empirical studies carried out under research conditions:

Although no formal surveys or studies of viewer perception of the quality on Arab television is known, public opinion on the quality of subtitling on Arab screens has been made public and accessible to all through the media. Quite often articles, comments, complaints and letters to the editor of Arabic newspapers and magazines deal with “translation” errors, subtitlers’ mistakes, poor linguistic command and most significantly technical complaints such as the font size, the colour of the subtitles and as is expected the erroneous spotting of subtitles. A large collection of these clippings has been examined for an analysis of the nature of viewer perception of the quality of subtitling, (https://www.tib.eu/en/search/id/BLCP%3ACN067122286/Issues-in-Arabic-subtitling/)

With regard to Arab audience, failure to address sociocultural issues could, as agreed by many, result in subtitling or dubbing to be seen as contrived. In support of this argument, as noted by Maluf (2006), is the case of the unpopularity of the dubbed American feature film, “Police Academy”, shown 1999 on MTV, the Lebanese satellite channel (p. 207). The film, in Maluf’s words, “was not well received” (ibid.). He adds “Being virtually ridiculed by the local press, the station discontinued what it had originally programmed as a weekly showing of a long U.S. feature film” (ibid.).

Having said that, one wonders what then made the significantly culturally modified dubbed version of the Simpsons’ series “did not fare very well and only 34 of the 52 adapted episodes aired”, (https://simpsons.fandom.com/wiki/Al-Shamshoon, accessed 28 March 2019). One guess could be that whether to modify culturally bound elements or not, what remains an added impediment in subtitling and dubbing foreign productions into Arabic is when cultural references bare rhetorical implications and extra associations in the original as the case of playing words, for instance:

MBC, the first independent Arabic satellite TV station, wanted to make a splash, so they presented a "culturally modified" and Arabic-dubbed version of The Simpsons in 2005. It premiered to criticism and some negative reviews, but it still makes for a fascinating cultural artifact, http://mentalfl f ess.com/article/57722/11-memories-arabic-version-simpsons.

In such cases, an inevitable translation loss is inescapable, see, for example, Alabbasi (2009) with regard to subtituting and dubbing proper names and cultural references that allude to literature, history and legends in Harry Potter into Arabic. Also see Abu Yaqoub (2016) with regard to the inevitable loss in translating culture and ideology in the dubbing and
subtitling of the Disney animated films into Arabic. For translation loss in translating between English and Arabic, see Dickins et al (2002). To test audience perception of screen translation and consequently their acceptance of translated products would not be valid without taking into consideration ‘audience types’. Among the studies that focused on ‘audience type’ with regard to age, level of literacy and cognitive development in the context of translating humor in TV shows from English into Arabic is Abu Ya’qoub (2013). Abu Ya’qoub found that:

Translators tend to add, omit, change, or euphemize the source text terms and references to get the intended humorous effect in the target audience in relation to their ages, cognition and culture, (ibid. p. ix).

For a detailed study of viewers types, see Gambier (2018).

One issue that touches on audience perception of AVT into Arabic is whether to translate into Standard Arabic or colloquial. This seems to be governed by the production type. Historical films proved to be well received in standard Arabic as in the case of The Messenger and Omar Mukhtar: lion of the desert, which proved to be not only informative but also thrilling and entertaining (Deeb, 2018). A good number of children cartoons in Standard Arabic also proved to be highly educational and well received. As for other productions, particularly humorous ones, the trend seems to go for colloquial; but the dilemma remains: in which dialect?

In the context of subtitling from Arabic into English, one example that shows giving great consideration to audience perception is the case of the world’s first self-declared Islamic satellite channel Iqraa. As stated by Moll (2017) “being a channel aimed to commend the virtues of Islam for a large audience” (p. 333), it seems it has implicit norms that cater for audience perception in the target language as the following statement indicates:

The main workflow at the center was divided between Egyptian translators, who were responsible for creating English subtitles of the original Arabic programs, and foreign editors, who were tasked with ensuring that these translations sounded “native” in English, (ibid.).

This is aimed at ensuring that the purpose of subtitling that cares of viewers’ perception is fulfilled:

Iqraa translators saw their task as twofold: to act as “cultural mediators” responsible for countering perceived Western stereotypes about Muslims through subtitles, on the one hand, and, on the other, to be “preachers by proxy,” transmitting correct and relevant religious knowledge to viewers … (ibid.).

All this, however, remains individual efforts that lack an overall vision that caters for the situation in the whole of the Arab world. In this context, see Gamal (2014) for what the Arab league and, particularly, the Arab League Education, Culture and Science Organization (ALECSO) ‘http://www.alecso.org’ can do in this respect

7. CONCLUSION
Despite the fact that the AVT industry in the Arab world has not gained the status it deserves; recent years have witnessed a boom in both AVT productions and AVT research. Accordingly, old claims in this context need to be further verified. In fact, there is an available bulk of exceptional work that can set the principles for investigating issues in the area between Arabic and other languages. For example, there is a substantial work done to investigate cultural, and linguistic issues but less to address technical matters. Even less work is done in studying norms, policies and audience perception. Available studies include films, series, cartoons and animations and talk shows but less to investigate documentaries. Moreover, most studies focus on subtitling and dubbing and less on other media of AVT.

With regard to policy-making, no doubt that independent agencies and self-declared channels would be more autonomous than governmental stakeholders. Accordingly, with regard to policies that govern AVT production in the Arab world, apart from some censorship measures that impose restrictions on what to be broadcasted and what not aimed at preserving the local culture, caring for public taste and protecting national security interests, there does not seem to be policies that impose minimum quotas for domestic production as against foreign productions. Moreover, there does not seem to be updated mandatory rules to secure copyrights in accordance with technological advances neither fund allocations
in governments’ budgets specifically for audiovisual translation projects or training programmes. Hence, at the official level, initiatives to encourage investment in AV are extremely limited.

Surveying the situation of AVT with regard to screen translation between Arabic and other languages, particularly the English language, we find that two things need to be addressed: the volume and variety of productions and the quality and diversity of scholarly research seriously addressing the topic.

Research done to investigate companies’ policies show inconsistency among subtitling and dubbing agencies with regard to audience perception. Policies seem to be governed by ideologies more than norms.

Last remark is that while translating the dialogues with no bearing to Arab reality could result in audience negative perception and the unpopularity of the production, the opposite does not, however, guarantee that the production would be well received. Accordingly, the situation is not a matter of either “domestication” or “foreignization” but it could be a mixture of both.

ABOUT THE AUTHOR(S)
Zakia Ali Deeb is a lecturer of Translation at Tripoli University/ Libya. She is the founder of the Translation Department at the Faculty of Languages 2008. She chaired it for five years. Currently she is the Dean of School of Languages and running the Translation Department at the Libyan Academy for Postgraduate Studies. She studied in the UK for her PhD in translation (University of Newcastle upon Tyne) and MA in applied linguistics and translation (Salford University). Her most recent publications are:

REFERENCES
Topics in Audiovisual Translation (pp. 157-167). Philadelphia: Benjamins.


An Overview of Norms, Policies and Audience Perception in Audiovisual Translation with Reference to the Arab World


[61] Pageon, D. (2007). The world of the voice-over: a journey that will take you from writing your own voice script to recording in your own studio: Actors world Production Ltd.


The Indirectness of Directive Speech by Prophet Muhammad in The Hadith of Bukhari
Wilda Zaki Alhamidi¹, Dwi Purmany², Djatmika³
¹Student, Linguistics Department, Sebelas Maret University, Surakarta, Indonesia
²Lecturer, Linguistics Department, Sebelas Maret University, Surakarta, Indonesia
Corresponding Author: Wilda Zaki Alhamidi, E-mail: zakidimik12@gmail.com

ABSTRACT
This research aims to describe the pattern of the indirectness speech of directive speech act used by the prophet Muhammad in the Hadith of Bukhari. Hadiths as a resource for Muslims are dominated by directive speech acts that have consequences to demand hearer (H) to do something, although there are also utterances that are delivered indirectly. This research tries to investigate the form of indirectness speech, so the language pattern would be found. This research is a descriptive research. The analysis method of this research used a pragmatic approach which has function to see the phenomenon of language completely because it noticed the context aspect in its analysis. The results of this study found that the indirectness used by the prophet Muhammad manifested in the domain of friends, families, and non-Muslims. The form of indirect speech happened because of the dissimilarity between the sentence mode with the intention of speech, such as the interrogative or declarative sentence mode which has the intention of commanding, ordering, or prohibiting. In addition, the form of indirectness can be seen because of the context of the speech. Indirect speech occurred due to various factors. The factors of the use of indirectness are the large imposition, the social distance, and the relative rights and obligations. Related to the function of the use of indirectness, it serves to guard H's face, to reduce his offense, to avoid H's discomfort, to preserve H's dignity or self-esteem, and to give options to H because the indirectness speech requires the interpretation to find the true meaning.

KEYWORDS

1. INTRODUCTION
Pragmatics is often called the waste-basket of linguistics (a waste-basket is usually for things that we do not want any longer) (Mey, 2001:19). It is also stated by Leech (1983) that pragmatics is treated more as errant, unexplained, and easily forgotten data storage baskets (1983:1).

Pragmatics as a language approach has developed rapidly. Studies on pragmatics, both general pragmatics and applied pragmatics, have been found on research sheets. Pragmatics begins to be considered and aligned with other branches of linguistics when researchers realize that in understanding the nature of language it cannot be abandoned as the implication that meaning will differ from one context to another.

Leech argued that pragmatics is the study of meaning in relation to word situations (1983:5-6). In other statement, pragmatics is a language study that investigates a language based on context (Kaswanti, 1993:14). Mey (2001) argued that context in relation to pragmatics is often used to analyze ambiguous sentences and it is often used to understand the factors that play a role in the production of a speech. Context relates to the understanding of every text and it is the most fundamental factor in pragmatic studies because it can produce a good understanding of speech in a language phenomenon (2001:13-14).

The use of pragmatic applications in understanding and resolving language problems has spread into all fields, one of them is the use of pragmatic approach in the religious field, both oral discourse and written discourse. Pragmatics as a linguistic approach can provide a comprehensive understanding because there is certainly a need for linguistic context in religious fields.

This research uses hadith as the objective of study and utilizes pragmatic approach to analyze it. The...
purpose of this study focuses on describing the indirectness of Prophet Muhammad in the Hadith of Bukhari.

In this study, only directive speech act was used as the objective of study because the directive speech was the most dominant speech act used by the prophet Muhammad. This was stated in Alhamidi (2019) that the directive speech act is very dominant in hadith because this speech can make hearer (H) does what is spoken by speaker (S). This is very relevant because Prophet Muhammad is the leader for all Muslims, including his disciples, who must obey all commands and must stay away from all his prohibitions. In addition, the speech of the Prophet Muhammad becomes a guide and source of teachings that must be obeyed and carried out after the Quran.

Hadith as the object research is chosen because it becomes one of the basic sources for Muslims in running their life and being believed in the existence and content of their teachings. Hadith related to *suna*, that is all words, deeds, and silence of Prophet Muhammad as a provision of life and is closely related to the revelation of the Quran (Taufiq, 2014:27). In addition, hadith obtains many responses in the form of interpretations by professionals. Furthermore, hadith as an object for this research is very interesting to study because many uses of languages listed in hadith are indirect and not straightforward.

Finally, the study of hadith using a pragmatic approach does not only enrich the treasure of knowledge related to the hadith, but also can help the reader, especially Muslims in understanding the hadith from other perspectives.

2. LITERATURE REVIEW

2.1 Previous Research

The first research related to the importance of using a pragmatics approach was carried out by Anzarudin (2015) who explored the book *Ibadat Haji*. He stated that the confusion of *Ibadat Haji* book was due to the misinterpretation of the meaning of the hadith. It is because the JBPP as an author did not involve pragmatics in the analysis of the hadith. Amina (2018) confirmed that in the hadith the knowledge of cultural background is very important in interpreting the figures of speech in the hadith. Furthermore, Fathurrosyid (2012), in his research, argued that if pragmatics theory is applied to the hadith, then the understanding is more flexible and more humanistic because it is more nuanced in context than the text that was born several centuries ago.

As for the directive speech act, Alhamidi (2019) stated that the directive speech act is very dominant in hadith because the speech of the Prophet Muhammad becomes a guide and source of teachings that must be obeyed and carried out after the Quran. Even in the domain of non-Muslims who have different beliefs and have an opposite ideological point of view to Prophet Muhammad, the dominance of the speech acts used by him is the type of directive speech acts.

Another research was conducted by Hardiansyah (2011) in which he explored the speech act in the Hadith of Bukhari Muslim. He stated that the most common speech acts found in the Hadith of Bukhari-Muslim are directive speech acts or command sentence because the other types of speech acts are only variations of command sentence, whereas directive speech acts are speech acts intended by the speaker for the hearers to do the order.

Another research related to the use of directives speech act was conducted by Delute (2019). He explored the directive speech act and its indirectness in the English major examinations collated from Batangas State University. The results revealed that there were 97 forms of directives embedded in the tests. In terms of power and directness, most directives were deemed firm and moderately direct. The directness of the teachers in writing can also be attributed to the common assumption that teachers do give directives all the time. Teachers belong to the groups that have special access to directives. Aside from written discourse, teachers also have other power resources, such as positions, access to force, and the authority derives from those mentioned.

Moreover, Mohammed (2018) did a research on the interrogative patterns in prophetic hadiths. The findings revealed that the use of indirect speech strategies, namely interrogative speech which can be used as a persuasive method in bringing hearer into the process of conversation spontaneously. Interrogative is a question sentence, but can be used to persuade or instruct the listener. It means that there are indirect speeches in the hadith, namely interrogative sentences that have semantic meaning ‘asking something’ and can be intended to invite or persuade hearers which have the same function with the directive speech acts.

Furthermore, Mujib (2016), who investigated *Kitab al-Bayan wa at-Ta’rif fi Ashab al-Wurud al-Hadis asy-Syarif* written by Ibnu Hamzah, stated that the commands and prohibitions speech acts have other meanings besides the original meaning, such as giving direction, equalizing, allowing, humiliating, threatening, praying, choosing one, affirming, insinuating, and denigrating in this *kitab*.
2.2 Speech Act Theory
Pragmatics is frequently conceptualized as the science of language use, the study of context-dependent meaning and the study of speaker-intended meaning, presupposing the existence of language, language user and context on the one hand, and context-independent meaning on the other (Ferzr, 2011: 24).

Pragmatics as a branch of linguistics has several interrelated sections of study. Yan Huang stated that pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. The central topics of inquiry of pragmatics include the implicature, presupposition, speech acts, and deixis (2007:2).

Austin originally used the term speech act to refer to an utterance and the total situation in which the utterance is issued (Thomas, 2013:51). Speech acts as part of pragmatic study are one's ability to use language to convey messages or the goals of the speaker to the speech partner (Sulistyo, 2013: 6).

Leech (1983) added that the right way to start a study of word-action verbs is to present the division of Austin's words, namely locutionary act, illocutionary act, and perlocutionary act. Locution is the actual words uttered. Illocution is the force or intention behind the words and perlocution is the effect of the illusion on the hearer. Leech added that illocution is the center of attention of the word acts theory of the other two categories, namely perlocution and locution. With regard to illocutionary acts, the experts divide the speech act into several types (1983: 317). Leech divided the types of speech acts into five types, namely representative or assertive, directive, commissive, expressive, and rogative (1983: 164).

2.3 Directive Speech Act
As mentioned above, the speech act is used as an object for the research is directive speech act which is contained in the Hadith of Bukhari. Directives are those kinds of speech acts that represent attempts by the speaker to get the addressee to do something. They express the speaker’s desire/wish for the addressee to do something. Paradigmatic cases include advice, commands, orders, questions, and requests. In using a directive, the speaker intends to elicit some future course of action on the part of the addressee, thus making the world match the words via the addressee (Huang, 2007:107). Leech added that this speech act also aims to produce an effect in the form of actions taken by H. (1983: 164).

2.4 Indirectness Theory
Thomas stated that indirectness occurs when the meaning expressed is not the same as the meaning implied. Indirectness speech is a universal phenomenon, as far as we know it occurs in all natural languages, a fact which in itself requires some explaining (2013: 119).

Indirectness occurs when there is a mismatch between the expressed meaning and the implied meaning. Thomas argued that the indirectness is a universal phenomenon: as far as we know it occurs in all natural languages, a fact which in itself requires some explaining (Thomas, 2013:119) If there is no direct relationship between a sentence type and an illocutionary force, we are faced with an indirect speech act. Thus, when an explicit performative verb is used to make a request, it functions as a direct speech act. By comparison, when an interrogative is used to make a request, it functions as an indirect speech act (Huang, 2007:110).

Indirectness is universal in the sense that it occurs to some degree in all (natural) languages, but that does not mean that it always employs in the same way. Individuals and cultures vary widely in how, when and why they use an indirect speech act in preference to a direct one. Nevertheless, there are a number of factors which appear to govern indirectness in all languages and cultures. The axes governing indirectness are 'universal' in that they capture the types of consideration likely to govern pragmatic choices in any language, but the way they are applied varies considerably from culture to culture. The main factors are listed below (Thomas, 2013: 130-131).

a. The relative power of the speaker over the hearer
b. The social distance between the speaker and the hearer
c. The degree to which X is rated an imposition in culture Y
d. Relative rights and obligations between the speaker and the hearer.

3. METHODOLOGY
Banister in Haris Herdiansyah (2012) stated that qualitative research is a method for capturing and giving a picture, exploring phenomena, and providing an explanation of a phenomenon under study (2012:8). In general, the data in this research are the form of dialogues or conversations containing directive speech acts of the Prophet Muhammad when speaking to his disciples, family, and non-Muslim in the Hadith of Bukhari. The dialogues are the conversation in the form of utterances between speaker and hearer with the context of speech that includes the conversation. The source for the data is
the Hadith of Bukhari through the application Lidwa Pusaka i-software-Book 9 Imam Hadith (www.lidwapusaka.com).

This study uses several analytical methods, namely Means-End methods and Heuristics techniques. The Means-End Strategy is a problem-solving strategy based on H. This analysis represents a problem and its solution in the form of an image that shows the initial and final state. The description of the Means-End method is contained in the following scheme.

This is a simple model for Means-End strategy. It can be interpreted that 1 is the initial state which S means that H understands power (P) through speech (Sp), then 2 is the final state, that is H understands S through Sp, G is the goal to reach 2 (second condition), and the symbol a is the act of saying Sp. In addition to Means-End strategy are heuristic strategies. This technique is a pragmatics analysis method initiated by Leech. Solving the problems faced by H in interpreting a speech can be called heuristic strategies. Heuristic strategies try to identify pragmatics power of a measure by formulating hypotheses and then testing them based on existing data. This heuristic method is used and implemented in the dialogue between Prophet Muhammad and his speech partners as hearers.

4. RESULTS AND DISCUSSION
4.1 The Indirectness in The Directive Speech Act
In this research, 123 hadiths were used as a sample to conduct the analysis. From these hadiths, 231 speeches of directive speech act were found. These directive speeches are spoken both directly and indirectly. The percentage of these utterances is illustrated in the following table.

<table>
<thead>
<tr>
<th>Directive Speech Act in The Hadith of Bukhari</th>
<th>(Kinds)</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Speech</td>
<td>164</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Indirect Speech</td>
<td>67</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table, it can be seen the dominance of the direct speech used by the Prophet Muhammad in the Hadith of Bukhari. This is very reasonable because the hadith is the source of Islam. In addition, if it was spoken indirectly it will cause the risk of misunderstanding the intent of the hadiths. Apart from that, it is found that the utterance used by Prophet Muhammad is indirect speeches. Based on the table above, it is found 67 indirect speeches. The following is an example of analysis of indirect speeches used by Prophet Muhammad when talked to his disciples, his families, and non-Muslim with the reasons to use it.

4.1.1 Disciple
Context:

Abu Dzar gave his slaves the same clothes he wore. This relates to an incident that Abu Dzar once insulted someone (in the history is Bilal bin Rabbah, the muezzin and at the same time he was adopted as a son by Abu Bakr) by insulting his mother. Then the Prophet gave an explanation and advice to Abu Dzar that the act was a jahiliyya and explained to him how he should treat a slave.

Utterance:

"O Abu Dzar, did you curse him by insulting his mother? Surely you still have the nature of jahiliyya nature. Your servants are your brothers whom Allah has placed under your responsibility. Therefore, whoever has a slave, (the slave) should be given food that is eaten and give clothes (those) that are used and do not burden them with something that is beyond their means. If you burden them, then help them!" (Hadith: 30).

There are 4 speeches in this hadith which are spoken by prophet Muhammad indirectly to the Abu Dzar as his disciple, which are as follows.

Data (1)

“Surely you still have the nature of jahiliyya nature.”

In this speech there is a word إنـ as nun ta'uid which serves to intensify, means that the speaker really believes the information conveyed. Prophet Muhammad as a speaker is bound to the truth of the proposition that insulting a slave by insulting his mother is jahiliyya act or ignorance behavior because a Muslim slave is also a brother to all Muslims. This is directive speech act with a prohibition sub-type. This speech means that prophet Muhammad forbids Abu Dzar to revile the mother of his slave. This speech is an indirect speech because of the inequality between the form of sentence and the intended speech. The sentence form of this speech is
declarative sentence which is marked by the absence of prohibition and questions markers. In the other hand, the intended speech is to prohibit or forbid something.

The indirect speech happened because of the large imposition and social distance between speaker (S) and hearer (H). The great degree of imposition can be seen in the form of prohibition which was told to the H. A large disruption happened when prophet Muhammad as a S had forbid H because H had done the action before, so if the prohibition is spoken directly it will be very offensive to the H. It is different and to the size of imposition when the prohibition is said before the action is carried out by H. Related to the social distance, Abu Dzar as a H is a respected disciple in the Arabs because he is a descendant of the Al-Ghifari tribe as a respectable descendant. Therefore, Prophet Muhammad used indirect speech to maintain respect and protect the honor of H who has been seen as an honorable man among the Arabs.

Data (2)

إِخْوَاهُ الْكَّافِرِينَ حَرَّمَ اللَّهُ أَنْ يَأْكُلُوا مَا عَطَاهُمُ اللَّهُ جَعَلَهُمُ اللَّهُ نَحْتَ أَيْدِيهِم

"Your servants are your brothers whom Allah has placed under your responsibility."

This utterance is a directive speech act with a sub-type of ordering although there is no order marker. Prophet Muhammad informed to the Abu Dzar that the slaves owned by a Muslim become the responsibility of their owner which must be treated well. This speech is delivered indirectly because the sentence form is a declarative, while the purpose of the speech is to order H to take care of his slaves. This speech is the next part from previous speech, namely after the Prophet Muhammad forbade the act of reviling slaves, he ordered Abu Dzar to treat them well.

The indirectness speech happened due to the degree of imposition and social distance between speaker (S) and hearer (H) as in the previous speech. A large disruption arised when prophet Muhammad as a S ordered H to treat the slaves well, so if the order is spoken directly it will be very offensive to the H. Furthermore, the indirectness speech is used because this utterance was not the first disruption from S, but it was a series of disturbances that happened before. Like the previous speech, the indirectness speech was used by prophet Muhammad because of the social distance. Abu Dzar as a H is a respected disciple in the Arabs because he is a descendant of the Al-Ghifari tribe as a respectable descendant.

Data (3)

فَلِيُطْمِعُنَّ مَا يُتْلَّم

“So, (the slave) should be given food that is eaten”

This speech is a type of directive speech act with a commanding function. There is a verb يُلِبِسُ (second-person command verb) as a lingual marker. This word has function to instruct or command people (Muslims) who have slaves to feed their slaves. This speech was addressed by Abu Dzr through a third person, namely that Abu Dzr should have treated his legal servants by giving them food and not insulting them. This utterance is spoken indirectly because of difference in the meaning of semantics with the intention of the illocution. The indirectness speech happened because of the size of imposition and social distance as in the previous speech.

Data (4)

وَلِيُطْمِعُنَّ مَا يُتْلَّم

“and (the slave) should be given clothes (those) that are used”

This utterance is the same as the third utterance. This speech is directive speech act with a commanding function. There is a word يُلِبِسُ as fi’il amar lil ghoib (third-person command verb) as a lingual marker. This marker has function to instruct people (Muslims) who have slaves to give clothes to their legal servants. This speech was addressed by Abu Dzar through a third person, so Abu Dzar should have treated his slaves by giving them the clothes. This utterance is spoken indirectly because the difference in semantic meaning and the illocution intention. The indirectness speech happened due to the degree of imposition and social distance between speaker (S) and hearer (H) as in the previous speech.

4.1.2 Family

Context:

One time, prophet Muhammad gathered with his wives without exception, then came his daughter Fatimah. He welcomed Fatimah and invited her to sit down. After that, prophet Muhammad whispered something to Fatimah in front of his wives, then Fatimah cried. Prophet Muhammad whispered a second time to Fatimah, then Fatimah smiled happily. After the meeting, Aisha, the wife of the prophet Muhammad, asked Fatimah what the Prophet whispered to her. Fatimah was reluctant to reveal the secret. Until prophet Muhammad died, Fatimah told what was prophet Muhammad told to her to Aisha.

Utterance:

أَمَّا حِينَ سَارَّنِي فِي الْمَرْحَلِ الْوَلٍّ فَإِنَّهُ أَخَ بَرَنِي أَنَّ جِبُرْيَلَ كَانَ يُعَارِضُهُ

Utterance:  
الْإِخْوَةُ لَيْلَةِ الْيَلِدٍ أَنَّ نُزُولَهَا لَيْلُ فَإِنَّهُمْ لَيْلَةُ الْيَلِدُ أَنَّهَا كَانَتْ بِالْقُلُوبِ كَانَتْ مَوْرَّةً عَلَى الْغَدِيرُ أَنَّ إِلَهَيْنَاهُمْ يَّمُرُّنَّ فَإِنَّهُمْ لَيْلَةُ الْيَلِدُ أَنَّهَا كَانَتْ بِالْقُلُوبِ كَانَتْ مَوْرَّةً عَلَى الْغَدِيرُ أَنَّ إِلَهَيْنَاهُمْ يَّمُرُّنَّ
There are 2 speeches in this hadith which are spoken by Prophet Muhammad indirectly to the Fatimah as his daughter (family), which are as follows.

Data (5)

"Surely your best predecessor is me"

In this speech there is a lingual marker or nun tautkid which serves to intensify, means that the speaker really believes the information conveyed. Prophet Muhammad as a speaker is bound by the truth of the proposition, namely that prophet Muhammad was the best predecessor to hearer. This speech is directive speech act with its function to order. Prophet Muhammad ordered Fatimah (his daughter) to always follow him with declarative sentence. Although the speech does not have an imperative marker, but based on the context that occurs the speech has the function to command H (Fatimah) to have to follow prophet Muhammad after his death. As a result, this speech is indirect speech because the speech delivered with declarative sentence, but the intention is to command.

The indirectness occurred because prophet Muhammad had given many disruptions to the H before. First is the form of sad news that he (Prophet Muhammad) would soon die. Second is the command to H for being fear to Allah after his death. Therefore, in order to reduce the offense that would disturb H in the sadness feeling, the speech was spoken indirectly.

Data (6)

"Hi Fatimah, do you not want to be the leader of the wives of muslims or to be the best woman of this people?"

There is the word \(/	ext{do you/} as a question marker. This speech is directive type with the function to command. This speech was intended ask Fatimah not to be sad anymore. This happened because H felt sad after she got information that prophet Muhammad would die soon. This utterance is clearly indirect speech type because the mode of sentence used is interrogative sentence, while the purpose of the speech is to command. In addition, this speech was spoken indirectly because there was no imperative marker, instead the form of an offer to H for being a leader of muslimah women in the world. The offer is an effort to relieve the sadness because of the death news.

The indirectness speech appeared because the large imposition. Many disturbances is uttered by S to H. These disturbances caused H became sad or disturbed. Moreover, to minimize the disruption this utterance is spoken indirectly. Furthermore, the indirect speech was used because the right and obligations in that culture. There is an agreement that the leaders will bequeath their leadership to their heirs. In Islam especially for Arab culture at that time, leadership would be continued by a man because women had strata below men. Therefore, Prophet Muhammad commanded indirectly to Fatimah to be calm and not sad because she would become a leader, although S stated that H would be a leader for all women not for all Muslims. It happened because the women could not become a leader in that era due to the rights and obligations.

4.1.3 Non-Muslim

Context:

Prophet Muhammad as the leader of the Medina state and also as the leader of the Muslims sent a letter to Heraclius as Roman king. At that time, Islam had begun to develop in various regions.

Utterance:

"Bismillahirrahmanirrahim. From Muhammad, the servant of Allah and His Messenger, to Heraclius, Roman king. Safety for those who follow the instructions. I invite you to the call of Islam; embrace to Islam, then you will be saved. Allah will reward you twice. Then, if you turn away, you bear the sins of your people, and: O people of the al-Kitab, come
There are 4 speeches in this hadith which are spoken by Prophet Muhammad indirectly to the Heraclius as non-Muslim, which are as follows.

Data (7)

"Then, if you turn away, you bear the sins of your people"

In this utterance, there is the word إن / if / which has function as a presupposition. Then continued with the lingual marker فـ / then / as a cause-and-effect entity, meaning that if H (Heraclius) did not want to accept the teachings of Islam from S (Prophet Muhammad), then he would bear the sins of his people. This speech takes the form of a directive with a threatening function. The actions expected is that H does not turn away or reject the ideas mentioned earlier in the form of teachings brought by S. This speech includes indirect speech because the sentence mode is in the form of declarative sentences or news sentences, whereas the purpose of the speech above is to threaten.

The indirectness speech happened because of the size of imposition and social distance between speaker (S) and hearer (H) as in the previous speech. This speech is the second imposition after the first disturbance, أَسْلِمْ /embrace to Islam/. Because the first disturbance that has been given is very large and there is a threat to the second imposition, this speech is spoken indirectly. In addition, the impulse given by S is related to faith or belief so the disturbances will make H offended. Therefore, to reduce offense and risk of speech that occurs, Prophet Muhammad as S used indirect speech. The indirectness speech also occurred because of the social distance between S and H, namely the relationship between leaders so there are the requirements must be obeyed or officially protocol norms that must be done. In addition, this speech came from an official letter sent by the Prophet Muhammad as the leader of Islam to Heraclius as the Roman king.

Data (8)

"that we do not worship except Allah"

There is the word لا /not/ as laa an-nafiyah which has function to negate something. The point is to negate the worship of God except only Allah. This speech is included in the type of directive speech act with the prohibition function even though there are no prohibition markers on this speech. Prophet Muhammad forbade H not to worship other than only Allah. This speech is an indirect speech because the mode of the sentence is not the same as the intention of the speech. Related to social distance, this utterance is expressed indirectly because of the social distance between S and H as in the previous speech.

Data (9)

"and we do not consider him (Allah) in ally with anything"

There is the word لا /not/ as laa an-nafiyah which has function to negate something. The intention is to eliminate the act of making allies with God. This speech is included in the type of directive speech act with the prohibition speech act sub-type, even though there are no prohibition markers on this speech. Prophet Muhammad forbade H not to associate Allah with anything. This speech is an indirect speech because the mode of the sentence is declarative sentence and the intention of the speech is to forbid.

The indirectness happened because of the large imposition and the social distance between S and H. This utterance is clearly a form of disturbance from previous disturbances. To reduce these disturbances, these utterances are spoken with indirect speech, which uses declarative sentences with the intention of prohibiting. The content of the imposition is quite large because it is related to the belief of H. In addition, the indirectness appeared because of the social distance between S and H, namely the relationship between Muslim and Non-Muslim which has implications for the use of speech that would be at risk.

Data (10)

"not (also) some of us make other God but Allah"

There is the word لا /not/ as laa an-nafiyah which has function to negate something. The point is to negate the act of making something as God besides Allah. This speech is directive speech act with the prohibition function, even though there are no prohibition markers on this speech. This speech means that Prophet Muhammad prohibit H from making something as God except Allah. This speech is an indirect speech because the mode of the sentence is declarative sentence which has function to give information, but the intention of the speech is to
The Indirectness of Directive Speech by Prophet Muhammad in The Hadith of Bukhari

The Hadith of Bukhari, indirectness also

mple data above (1

ave man
dred

uham
r and,
s
s

s

y

n


The Indirectness of Directive Speech by Prophet Muhammad in The Hadith of Bukhari

The Indirectness of Directive Speech by Prophet Muhammad in The Hadith of Bukhari

4.2 Factors and Functions of Using Indirectness

The indirectness is a common phenomenon that occurs in the world, although this does not mean that it always employs in the same way. Individuals and cultures vary widely in how, when, and why they use an indirect speech act in preference to a direct one. Nevertheless, there are a number of factors which appear to govern indirectness in all languages and cultures. The main factors are the power, the social distance, the imposition, and the relative rights and obligations (Thomas, 2013: 130-131).

From the sample data above (1-4), Prophet Muhammad spoke the indirectness speech to his disciples, even though the prophet Muhammad as S has the right to speak to his friend as H directly. It is reasonable because Prophet Muhammad is a respected community leader and he is a representative of God in preaching Islam religion. The indirectness used to his disciple because of the large factor of imposition and social distance. The great imposition occurred because in one context of the speech, the Prophet Muhammad gave many disturbances, so indirect speech is urgent to use, then H is not offended by the imposition. Another factor is the existence of social distance. For instance, there is a friend called Abu Dzar who has high social status in his tribe. To maintain the dignity of his disciple, prophet Muhammad choosen indirect speech.

Related to the family domain, the indirectness also occurred when prophet Muhammad talked to his families such as in the data above (5-6), even though the Prophet Muhammad as S has the right to speak to his families as H directly. The indirect speech was used by Prophet Muhammad because of the large factor of imposition and the relative rights and obligations. The large imposition arised because many disruptions are given by S, so indirectness is needed to reduce an offense. Another factor is the relative right and obligations. For example, to this situation are the data (5-6) above that there were the rights and obligations in that era which the leadership would bequeath to the male heir. In addition, Fatimah as Muhammad’s daughter could not be a leader because of this obligation. As a result, Prophet Muhammad said that she would become the leader for all muslimah.

The last domain is non-Muslim. Prophet Muhammad also spoke to the non-Muslim indirectly. It happened because of the large imposition and the social distance between S and H. Like the previous domain, there were also many disturbances directed at non-Muslims. Even one of the disruptions expressed was related to the belief of H. One example is the speeches of Prophet Muhammad to the Heraclius as a non-Muslim, he is the Roman leader at that time. Prophet Muhammad used the indirect form of Heraclius (H) as in the data (7-10) due to the amount of interference spoken. The series of disruptions makes the use of indirectness effective to be used so H does not feel threatened or offended. In addition to the large number of disorders spoken by S to H, the large disruptions are also the reason why the indirectness speech was arised. The large disturbance happened in the form of requests or commands related to H belief. Besides the indirectness speech was used due to social distance. The social distance between the speaker and hearer is very far, that is between a Muslim leader and a Non-Muslim leader. Returning to the purpose of the speech, the prophet Muhammad actually said the speec for preaching of Islam religion, eventually H deigned to accept Islam. In addition, S said indirectly to reduce the impositions directed at H.

The indirectness of directive speech acts used by Prophet Muhammad in the domains mentioned above has a function that can make good communication. The function of indirectness used generally is to keep communication conducive and run smoothly. The indirectness of directive speech acts used by the prophet Muhammad has a variety of functions, namely guarding H’s face, reducing his offense, avoiding H's discomfort, preserving H's dignity or self-esteem, and giving options to H because the indirectness requires interpretation to find the true meaning, so directive speech acts which incidentally demand an act from H and would threat him can be reduced.

5. CONCLUSION

From the analysis above, the use of the directive speech act and its indirectness in the hadith of Bukhari is found in the context of conversations to all types of H, namely friends, families, and non-Muslims. The form of indirectness speech is found due to differences in sentence mode used with the intention of the speech used, such as the interrogative or declarative sentence mode which has the intention of commanding, ordering, or prohibiting. Furthermore, indirect speech happened due to various factors. Those factors include the large imposition, the social distance, and the relative rights and obligations. Related to the function of the use of
indirectness, it can function to guard H’s face, to reduce his offense, to avoid H’s discomfort, to preserve H’s dignity or self-esteem, and to give options to H because the indirectness speech requires the interpretation to find the true meaning.

ABOUT THE AUTHOR(S)

Wilda Zaki Alhamidi was born in Surakarta, 12 July 1993. He is a postgraduate student in Sebelas Maret University, Surakarta, Indonesia. He also teaches at a secondary school in the city of Surakarta. He is interested in some linguistics researches such as semantics, sociolinguistics, and pragmatics. He has attended linguistics conferences, either as a speaker or participant. He has not had a journal paper published internationally. Dwi Purnanto and Djatmika are Lecturers of Linguistics Program at Sebelas Maret University. In this study, they help the author with their guidance and motivation in writing this article.

REFERENCES


Attitudes with Respect to the Teacher as a Role Model to Students in the Classroom in Morocco
Rym ASSERRAJI
Professor of English, The Moroccan School of the Sciences of the Engineer, EMSI, Morocco
Corresponding Author: Rym ASSERRAJI, E-mail: rymasserraji@yahoo.com

ARTICLE INFO

ABSTRACT
The purpose of this article is to evaluate the assumption about the fact that a teacher should reflect the image of the role model to his or her students in the classroom. Therefore, it endeavors to define particular key words; namely, professional development, teacher development and reflective teaching. In addition to this, it discusses the relevance of reflective teaching for teachers, students and the workplace as well as the characteristics of reflective practice while taking into consideration four major aspects; namely, ethics of caring, the constructivist approach to teaching, artistic problem solving and the teachers’ love of teaching. It also provides a sample of how a role model teacher should be like. As for the practical part, two different samples of questionnaires have been designed and handed in to both teachers and students in a number of public and private institutions in Morocco.

KEYWORDS
Professional Development; Reflective Teaching; The Ethics of Caring; The Constructivist Approach; The Love of Teaching

1. PROFESSIONAL DEVELOPMENT
As it is maintained by Wallace, (1991:7), a number of educators or policy makers still argue that professional development is irrelevant although there are considerable thoughts which urge the need for teacher training. The lack of students’ enrollment and the increasing rate of the budget is mainly due to professional development which has caused such an interruption. However, other researchers claimed that Professional development is still perceived as something which is unimportant and far from the nucleus activity of school. Moreover, according to Nejjari (2009:5), professional development is associated with the perception and the procedure of being a lifetime apprentice. It is not only a non-stop enlightenment of professional awareness and the development of professional proficiency all the way through an individual life’s vocation. But it is also an essential necessity for the sake of assuring a continuous existence and value in any occupation. Likewise, Wallace, (1991:7) argues that teacher training or teacher education is tool that could be provided by experts in the field of teaching; whereas, teacher development could be achieved by the teacher himself or herself.

2. TEACHER DEVELOPMENT
Teacher development is about coping with the requirements of the teacher in ways that fit him or her. It is not restricted to teaching nor language teaching. It is also about the development of a language and assistance competences, confidence-building, meditation, cultural expansion etc (Nejjari, 2009:15). However, if teachers do not take control of their teaching career, they could encounter pressure, become exhausted and they may even stagnate. For example, they experience stress particularly in their first years of teaching, or they burn-out especially at the moment when they are no more capable of being acquainted with internal or external demands as a reaction to chronic stress, or they stagnate. That is to say, they do not develop themselves professionally.

Besides, it is always argued that teaching is a challenging job in the sense that it demands an energy which ought to be physical, psychological and intellectual. Teaching is considered as an emotionally exhausting profession because students require GIVING from their teachers. However, it can also be worthwhile as long as teachers are eager to grow and expand their capacities, knowledge and going hand in hand to satisfy their students’ academic needs.

Consequently, as it is illustrated by Nejjiari, (2009:17-18), there are a number of steps that teachers ought to pursue so that they could improve themselves in a professional way. For example, teachers should arrange and chase a number of opportunities which could allow them boost their professional evolution.
They ought to learn from their colleagues through peer observation and work on their flaws if they have any. They ought to cooperate with other teachers of similar or different subjects so that they could learn others fields apart from their field of interest. Teachers also would learn a great deal through asking for their students’ feedback. Equally important, they ought to attend or take part in conferences or professional meetings since such settings would allow them to meet and get acquainted with experts, who could help them improve professionally. Teachers ought to be interested to read in other areas besides education. They ought to improve their teaching methodologies and use new materials or amend their old ones in their teachings (Nejjar, 2009: 17-18)

C. REFLECTIVE PRACTICE OR REFLECTIVE TEACHING

According to Farrell (2007:4), it refers to the moment when teachers begin to think about their work before teaching, at the moment when they teach and after they finish teaching in the classroom. It consists of ephemeral reflections which are centered on guesses and instincts or some actions which occurred in the classroom. It signifies more than momentary thoughts before, during or after a given lesson. It stands for assessing what a teacher does in the class and the reason behind doing it. In an attempt to get engaged in reflective practice, teachers ought to gather information about what occurs in their classroom, then they try to investigate and explore this information and after that they relate it to their basic statements and beliefs so that they can add suitable amendments and enhancements in their teaching.

2-CHARACTERISTICS OF REFLECTIVE PRACTICE

As it is maintained by Henderson (1992: 10), reflective teachers are regarded as expert teachers who are acquainted with their subject matter and they are capable of teaching it in an effective way. Those teachers are required to be experts in ‘time management, discipline, psychology, instructional methods, interpersonal communication and learning theory’

According to Henderson (1992:15), reflective teachers are expert teachers who know their subject matter and are able to teach it well. They must be experts in time management, discipline, psychology, instructional methods, interpersonal communication, and learning theory. They eagerly adopt their decision-making duties. They frequently think about the results of their actions. They are open to new skills and they frequently learn from their reflective experience.

As it is maintained by Henderson, (1992:15), there are a number of characteristics that teachers ought to adopt in their teaching process.

A. The Ethics of Caring

Teachers ought to care about their students and to appreciate them ethically. Ethics of caring may occur when a teacher takes time to listen and to support his or her students. This could be achieved through a dialogue. The latter is considered an effective tool where both teachers and students take part in a truthful and exposed communication since it is regarded as a decent and basic tool of learning. Ethics of caring could also exist when teachers and students work in a cooperative way. That is to say, teachers ought to act as advisors and counselors to their students in their subject of study.

B. The Constructivist Approach to Teaching

reflective teachers take into consideration the link between what he or she is attempting to teach and students’ backgrounds and individual interests in addition to vital skills and academic content. Students are regarded as vigorous participants throughout the learning process. Consequently, from a constructivist point of view, learning is a multifaceted interaction which involves the past experience of every student in addition to his or her personal objects and the necessities of the subject matter.

C- Artistic Problem Solving: It refers to reflective teachers’ ability to inquire regularly about adjusting the syllabus to students’ personal backgrounds, interests and requirements. Their capacity to look for new teaching methodologies to get students’ involvement. Their aptitude to continuously implement positive judgement on their students so that they could build a good quality education (Henderson, 1992:6-8). Their capability to find ways to promote an active and significant learning process.

D- The Love of Teaching

According to Zeichner and Liston (1996:6-8), teaching is a vocation which involves both thinking and feeling. It has to be regarded as a mission in which an individual is passionately committed to. They also state that good teachers discover the right methods so that they could combine their passion, conviction and judgment in their teaching.

3-THE IMPORTANCE OF REFLECTIVE PRACTICE

In the launching of reflective practice, Nejjar (2009:5), clarifies that teachers are dynamic members in their professional development. They have various opportunities so that they could enlarge their learning in
a variety of ways. For example, there are two ways of learning; namely, ‘inside out’ and ‘outside in’. The former takes place when teachers learn through their own reflections and actions. As for the latter, it occurs when they learn through what other people such as scholars and experts say about their topic. Furthermore, there are many advantages of reflective practice to both teachers and students which are considered as enjoyable and beneficial for them. As far as teachers are concerned, they concentrate more particularly on significant issues. They organize their time to think in a critical way. They explore, rethink and concentrate on their understandings. They discover issues deeply. They enlarge their goals, aptitude and resources. They connect more seriously with their students. They embrace a constant habit of reflection.

As for students and the workplace, the existence of reflective practice allows students improve and enlarge their learning experiences. They will get the opportunity to express themselves freely and openly and they will engage more through taking part in the classroom activities. In addition to this, colleagues and the institution could obtain great profit both indirectly, throughout the enhanced performance of a colleague teacher, and directly although attending professional development sessions such as workshops, conferences and internships.

4. ATTITUDES TOWARDS THE TEACHER AS A ROLE MODEL IN THE CLASSROOM

The aim behind the questionnaire is mainly to investigate on one of the most important issues with regard to higher education. The questionnaire aims to reflect whether teachers think that they consider themselves as role model teachers. The ones who care about their students’ learning process. The one who are expected to adopt convenient teaching methodologies so that their students could be provided with an effective learning skill. Besides, 100 copies of the questionnaire were handed to university professors who belong to a number of public and private institutions; namely, Faculty of Letters and Human Sciences, Dhar EL Mehraz, Fez. Faculty of Law and Economy and the Higher School of Technology, in addition to the Moroccan School of the Sciences of the Engineer, EMSI Group in Morocco. The questionnaire has been carried out in English and French so that I could reach a higher amount of feedback from university professors in Fez.

1. Teachers’ Perceptions towards the Teacher as a Role Model to his or her Students in the Classroom

Data Analysis: A Questionnaire

![1-Background information](image1)

Apparently, most of my respondents are PhD holders, whereas, 30% of them are MA holders and only 10% are B.A holders

![2-How long have you been teaching?](image2)

The majority of my respondents have been teaching for more than 10 years while 30% have been teaching for a decade; this means that they have acquired a huge experience in the field of education and teaching. 15% opt for five years and only 5% for one year of teaching.

![3-How do you improve your teaching skills?](image3)

The majority of my respondents believe that they improve their teaching skills through attending and participating in workshops and conferences in Morocco and abroad. However, 20% claim that they often attend internships abroad, whereas 15% state
that they improve themselves through consulting their colleagues and scholars so as to benefit from their professional experiences too.

4-Do you use traditional or modern teaching methodologies?

Most of my respondents claim that they use modern teaching method more than the traditional one because the former methods provide them with considerable input and they can go hand in hand with all the various types of their students’ learning strategies. They also claim that students do relate to the modern methods since they are exposed to them in their everyday lives. That’s why the modern methods of teaching are the ones more appealing and motivating to students.

5- Do you take into account your students’ needs and interests in your teaching?

Most of my respondents argue that they do take into consideration their students’ needs and interests in their teaching and in designing the curriculum.

One of my respondents points out:

“"I had the opportunity to teach at home land and abroad English for Specific Purposes (ESP) that focuses mainly on students’ needs and aspirations within the course. These very needs should be known prior through students’ assessment and evaluation then during the teaching operation, the teacher has to adopt and adapt his or her pedagogy according to the background of his or her students”.

Another one says:

“The most vital aim in teaching is to motivate students and to draw their attention and arise their curiosity towards the subject we’re teaching. To do that we need to find ways to relate the students’ real lives needs and interests to the classroom atmosphere so that they can feel that the classroom and the learning process as a whole is not strange or weird”.

6- Do you help your students in solving their learning problems?

All my respondents claim that they do help their students overcome their learning problems. They state that they explain more and they provide them with other materials so as to facilitate their understanding of a given subject.

One of my respondents states:

“"Among the teacher’s essential roles in the classroom setting is that he/she is an observer and a learning problem solver. To fulfill these roles the teacher first notice then he/she tries to find a way to help students develop their own learning styles and strategies. Teachers also tend to help their students develop a degree of self esteem so that they can be confident enough to participate in the teaching learning process. Teacher can also help students by providing them with the appropriate exercises and tasks or activities that he or she sees as appropriate for putting an end to a certain learning problem”.

7- Do you like your job?

"
All my respondents obviously clarify that they like their job. They do care about their students’ needs and satisfaction. They think that it is an exciting job and it provides them with a decent living.

One of my respondents states the following:

“I believe that the nature of the job is tiresome but I like being a teacher because it is a noble career”.

Another one claims:

“I always teach with a smile on my face and a joke from time to time. Through time, teaching becomes an enjoyable activity rather than a heavy duty”.

All my respondents clearly state that they do love their missions otherwise, they would not be teaching for more than ten years.

One of my respondents clarifies that:

“I believe that when a teacher is doing his or her job in a correct way; that is, he or she is always present for his or her students and he or she is trying somehow to make a difference in their lives. Hence, I think that it is a noble mission with a noble reason”.

Apparently, the majority of my respondents seem to be samples of role model teachers in the sense that they adopt the four major characteristics of a reflective teacher. For example, concerning the first one which the ethics of caring, all my respondents believe that they do care about their students’ needs and interests in the classroom. As for the constructivist approach to teaching, they illustrate that their methods of teaching vary from traditional to modern though the second method is the one which is more welcomed by their students as it makes the lesson more comprehensible than the traditional method of teaching. In addition to this, they may change their methods of teaching for the sake of get their students involved in the classroom. As far as the art of problem solving, teachers argue that they continuously advice their students on how to learn and understand a given topic or a subject. They claim that they are always present for their students. Finally, concerning the love of teaching, most of my respondents obviously state that they would not have spent decades in the field of education and teaching if they do not like what they are doing.

2- Students’ Perceptions towards the Teacher as a Role Model to his or her Students in the Classroom

Data Analysis: A Questionnaire

The purpose behind this investigation is mainly to reveal whether students have a role model teacher. The one who cares about his or her students’ learning procedures. The one who is expected to adopt convenient teaching methodologies so that his or her students could be provided with an effective learning skill. Besides, the questionnaire has been carried out in English and then translated orally into French and Arabic so as to reach a great number of students. It includes 100 copies and the return rate is 90%. The respondents are students of the Higher School of Technology in Fez in addition to students of the English department at Sidi Mohamed Ben Abdellah University. Faculty of Letters and Human Sciences and Faculty of Law and Economy of Dhar EL Mehraz, Fez, in addition to the Moroccan School of the Sciences of the Engineer, EMSI Group in Morocco. One hundred questionnaires have been distributed and the return rate is 90%. The respondents have been so cooperative and honest in their answers. The questionnaire has been distributed via my respondents’ emails and Facebook accounts.

a- Background information

Apparently, the majority of my respondents are females as it is shown below in the diagram, whereas 40% are males
Most of my respondents are 20 years old, whereas 30% are 18 years old and 30% of them aged more than 20 years old.

60% of my respondents claim that their teachers do not care about them as they care only about money that they will get at the end of the month, whereas, 40% confirm that teachers do care about them and that some of them usually try to do their best to raise students’ motivation to learn and self-esteem in the classroom.

It seems that 75% of the respondents really feel that their teachers encourage them to learn while 25% disagree. One of my respondents points out:

“I think that there are some of our teachers who try to involve us in their teaching methodologies in order to push us to talk and express ourselves freely”.

The majority state that teachers do not try to find out their learning difficulties and they do not provide us with the opportunities to talk about our learning difficulties. There are some teachers who are harsh with us; they even treat us as nothing and they humiliate us openly in class, a fact which reduces our self-esteem.

Most of my respondents point out that they have never talked to their teachers about their learning problems because they think that they are shy and they may lose their words when they address their teachers. One of my respondents claim:

“I once talked to my teacher about something which I did not understand in his lectures. And he called me STUPID. From that incident, I never talked in his lectures”.

---

**1-Do you feel that your teachers care about you?**

- Yes
- No

**2- Do you feel that your teachers encourage you to learn?**

- Yes
- No

**3- Do you think that your teachers attempt to find out your learning difficulties so that they can remedy to that?**

- Yes
- No

**4- Have you ever talked to your teachers about your learning problems?**

- Yes
- No
Apparently, 60% of my respondents illustrate that their teachers advise them on how to learn and assimilate a given topic while 40% state the opposite.

One of my respondents points out the following:

“Yes, I think that our teachers of English are the best indeed. Their lectures are always vivid. They all the time advise us to read books so as to improve our English language”

Most respondents point out that the methods that their teachers use are certainly convenient, whereas 30% opt for less convenient and 30% illustrate that they need to be improved.

60% of my respondents obviously believe that their teachers are doing their best through changing their methods of teaching once in a while for the sake of getting their students involved in their courses, whereas 40% think that their teachers’ methods of teaching is so traditional and it ought to be reconsidered and improved.

One of my respondents state:

“I think that our teachers ought to think about changing their way of teaching because we are living in the 21st century, a world of globalization and technology. That traditional method of teaching through lectures should change”

Apparantly, all my respondents clarify that they like when their teachers provide them with positive judgement. They think that teachers ought to encourage them to take part in the class. And that committing mistakes is part of learning too.

One of my respondents says that:

“I believe that teachers’ positive judgement certainly increases our self-esteem and self-confidence as well”.
100% of the respondents obviously state that they feel disappointed whenever their teachers evaluate them in a negative way. They assume that there are teachers who consistently criticize their students publicly so that they would be laughed at by their classmates.

The majority of my respondents believe that their teachers do love their jobs and their mission of teaching otherwise they would not have spent years and years in the field of teaching and education.

One of my respondents says that:

“I think that there are some teachers whom you feel that they teach with passion. They are all the time smiling and laughing. Their lectures are so vivid and everybody takes part in class”.

It seems that most of my respondents clarify that teachers who teach with passion and who love their mission are the most successful ones because they think that involving students in class is the best way for them to comprehend the subject and to interact extrovertly in class.

The majority state that they do have many role model teachers who have left a great impact on their lives as individuals. Some of them have already decided to be future teachers and to do their best to become role models of their students in the future.

To conclude, students believe that their teachers often care about them in the classroom. They do not have the right to judge their teachers due to the huge number of students in the class. They also state that teachers change frequently their teaching methodologies so that their students could take part and be active in the classroom. Besides, students clarify that their teachers ought not to criticize them openly in the classroom so that their classmates will not make fun of them. They also point out that there are some teachers who are so generous in the sense that they always advise them and guide them whenever they feel stuck or whenever they do not understand certain issues in the subject matter. Lastly, concerning the love of teaching, students claim that teaching is a noble mission. Also, teachers would not teach for decades if they do not love what they are doing.

5. CONCLUSION

Apparently, through the analysis of both teachers’ and students’ questionnaires, it can be deduced that teaching is a noble mission. It provides teachers with respect from their students and the surroundings as well. As our Prophet (PBUH) had illustrated: “a teacher could be a Prophet”. Consequently, taking into account the four major characteristics of a reflective teacher, it turns out that teachers always do their best to meet their students’ needs and interests. They frequently take into consideration the traditional and the modern teaching methods so as to attract their students’ attention and thus the latter could easily grasp their subject matters. Nowadays, teachers and students have become academically closer to each other than the past decades, a fact which may improve the quality and quantity of the teaching and learning methods for both teachers and students.
ACKNOWLEDGEMENT
I would like to thank the director of SMARTILAB laboratory and the president of the Moroccan School of the Sciences of the Engineer, EMSI Group, Mr. DAISSAOUI Kamal for their continuous support to scientific research and their encouragements to us as active members of SMARTILAB laboratory.

REFERENCES
Traumatic Effects of Social Stratification and Class Conflicts and the Shadows of Marxism in Strindberg’s play “Miss Julie”

Dr. Hoda Shabrang1 & Hatameh Ebrahimi Kiasari2

1Assistant Professor of English Literature and Language, Department of English Language and Literature, Khatam University, Tehran, Iran
2M.A. Student, Department of English Language and Literature, Khatam University, Tehran, Iran

Corresponding Author: Hatameh Ebrahimi Kiasari, E-mail: narcissuspars93@gmail.com

ARTICLE INFO
ABSTRACT

Received: November 02, 2019
Accepted: November 29, 2019
Published: December 31, 2019
Volume: 2
Issue: 7
DOI: 10.32996/ijllt.2019.2.7.26

By the beginning of modernity, a new horizon was composed by the middle class who abrogated hierarchy and monarchy by viewing social identity through the lens of the economy, hence capitalism emerged and social identity became vitally dependent on economic power. Traumatic effects of social stratification and social conflicts leading to tremendous endeavor to bridge a gap between high and lower classes of society were of the most important purposes of Marxist writers. It should be mentioned that Carl Marx defined the scaffolds of the society in relation to struggle between high and lower strata of the society. Marxism is defined during the history as a plethora of conflicts between major classes of the society who are suppressing majority and suppressed minority to at conflict leads to a social change. Strindberg's play “Miss Julie” is a naturalistic tragedy but it also includes social stratification and social conflicts between two classes of the society with symbolic characters in a symbolic setting. Court's house, the setting of the play, symbolizes a capitalist society in which Miss Julie and John belong to different classes of the society. John is a waiter and Miss Julie is the mistress of the house and symbol of a high-class person. What is outstanding in this play is the hidden structure of the play, emerging through detail and tone, is based on the special relationship between class and sex. Strindberg juxtaposes these two characters who are the symbol of different classes by strings of Marxism in the play. Strindberg also put strings of the idea that if a person from aristocrat family makes a relationship with a lower class one, it would be taken as her fall down and if a person makes relation with a higher class of the society it works as a ladder to better his position in society. As in the play, John who is aware of his position always warned Julie about the dangers of their relation and always care about his position when he refused to call Julie "Dear". As John used this relation as a mean to improve his status in society, he symbolically rebelled against the capitalist society which led to another capitalism at the end of the play. This paper respectively is going to delve into the Marxism, social stratification and shed light on the social conflicts in Strindberg's play “Miss Julie”.

KEYWORDS
Class Struggle, Gender Conflict, Miss Julie, Marxism, Social Stratification

A new scaffold was created by the middle class of the society in which everything was intertwined with identity, therefore capitalism emerged and social identity became vitally and inevitably dependent on the economic power of the people. As a matter of the Social conflicts, Marxist writers decide to write enthusiastically to bridge a gap between the classes of the society therefore within modern societies in growth of two antagonistic classes and their struggle, which eventually absorb all social relations. Furthermore, class conflicts emerging from such authoritative roles are struggles over state power so the class that controls the state controls everything (Rummel, 4).

Marxism as a revolutionary voice for the equality and deliverance of the dominated people by breaking the chains of injustice and oppression and also the political and economic philosophy of Carl Marx and Friedrich Angles in which the concept of class struggle play as a star in the cast of actors in understanding societies allegedly inevitable
development from bourgeois oppression under capitalism to a socialist and ultimately classless society (Huma 2).

Because at the end of 19th century, and into much of the 20th, most of Europe was divided into upper and lower classes based on one’s birth and wealth therefore, class conflict becomes a motivating force in Strindberg’s drama of Miss. Julie (class clash, url).

This paper peruses the Traumatic Effects of Social Stratification and Class Conflicts and the Shadows of Marxism in Strindberg’s play Miss Julie and also defines evaluates the characters and elaborates on the shadows of Marxism in the application section. This analysis was taken into account in a way that Julie, like her mother tries to overthrow the oppressive rules concerning the meager and unjust women’s social standing and Jean, not satisfied with his petty job and struggles to become a first class man first by getting united sexually to his noble and highbred mistress, then by desiring a well-paid job which can be materialized by his rich mistress in another capitalist society. At the end, Julie and Jean find the ideologies so powerfully implanted in the structure of the society that their permanent union becomes an illusion. The injured Julie finally gets that, superiority to men is never possible in this disorganization and her unscrupulous desires which are for her the means of gaining equality and freedom only makes her a slave and a tool in the hands of the men whom she hates.

August Strindberg is one of those authors who embodied the notion of art as a product of torment and neurosis. Strindberg exerted a comparable influence on modern drama as a source for naturalism, expressionism, and various experimental models on the modern stage. To quote Eugene O’Neil: “Strindberg was the precursor of all modernity in our present theater.”(Singh 18). Miss Julie is a naturalistic play whose building blocks are shaped with the knitting of class struggle and social stratification by silhouetting symbolic character in a symbolic setting which portrays a Capitalist society in which Miss Julie and John belongs to different classes of the society. As Aman Deep Singh mentioned “Miss Julie is a modern character”, “half woman”.(4) As a critic and creator, Strindberg has effectively dictated the direction of discourse surrounding his play, and has dealt with the serious issue of class and gender in a rich and complex manner. At the very core, all of Strindberg’s plays, whether realistic or anti-realistic, attempt to embody the essential conflicts of life and a search to uncover universal motives. However, both of the main characters (Jean and Julie) are dismissed as types of representatives of their classes.

Strindberg’s biographical influence is evident in this play. Miss Julie presents an interminable comparison between high and low class. John reminds his audiences of different lines of the play that Miss Julie has fallen down from her status at the beginning of the play. He narrates an incident to show her shoddiness. She snatched Foster away from Anna and asked him to dance with herself. “We wouldn’t behave like that, but that’s what happens when the gentry makes them cheap”. (Strindberg 22) Strindberg juxtaposes these two characters that are the symbol of different classes by strings of Marxism in the play. Strindberg also put strings of the idea that if a person from aristocrat family makes a relationship with a lower class one, it would be taken as her fall down and if a person makes relation with a higher class of the society it works as a ladder to better his position in society.

"A Marxist critic is simply a careful reader or viewer who keeps in mind the issues of power and money" (Huma 1). This quotation clearly, delineates the purpose of the Marxist critic. To elaborate on the basic meaning Marxism is an economic and social system based on the political and economic theories of Karl Marx and Friedrich Engels. Social conflicts and the reverberation of the social stratification abetted Marxist writers to write with the penchant to bridge a gap between the classes of the society.

Marxism is rooted in a plethora of conflicts between dominated majority and dominating minority. It should be mentioned that Marx sees the building blocks of the society in relation to its major classes, and the struggle between them as the engine of change in this structure (Rummel 1).

The best way to understand Marx is through his Class definition; a Class is defined by the ownership of property. In relation to property there are three great classes of society: “the bourgeoisie (who own the means of production such as machinery and factory buildings, and whose source of income is profit), landowners (whose income is rent), and the proletariat (who own their labor and sell it for a wage” (Rummel 1). Therefore, the Class is determined by property not status and the relationship between individuals is also defined by the property. By shaping these classes, class interest has become the source of class conflicts out of which, individuals come to act similarly or develop a dependency and create a community, or rather, to create a shared interest interrelated with a common income of profit or of wages (Rummel 1). The struggle between
classes was at first confined to individual factories but as class consciousness is increased, common interests and policies are organized, and the use of and struggle for political power occurs and Classes become political forces.

Carl Marx bolded the role of property and ownership (of either land or means of production) in dominance and power. To be more precise, he saw primary social relations, culture, and ideology as reflecting property relationships. In the beginning of Manifesto of the Communist Party, Marx declares: "The history of all hitherto existing society is the history of class struggles" (qtd. in Davari 1). Classes are the distinguished layers of the capitalist societies whose members do different functions based on the desires and needs of those in power. They can be defined as distinct groups which consist of the people who, based on their different capabilities and requirements, are divided (whether intentionally or unintentionally) in favor of or against their will into different strata which are dominated and controlled by the bourgeoisie.

Marxism and social stratification can be defined as an economic and social system based on the political and economic theories of Karl Marx and Friedrich Engels along with the plethora of conflicts between the high and low strata of the society. It is the political and economic philosophy of Carl Marx and Friedrich Angles in which the concept of class struggle play as a star in the cast of actors in understanding societies allegedly inevitable development from bourgeois oppression under capitalism to a socialist and ultimately classless society.

"A Marxist critic is simply a careful reader or viewer who keeps in mind the issues of power and money" (Huma 1). Marxism is rooted in copious conflicts and struggle between the dominated majority and the dominating minority. Social conflicts and the reverberation of the social stratification made Marxist writers write with a penchant to bridge a gap between the classes of the society. Miss Julie is a naturalistic play which plays as a star in the cast of Marxist literary works. Its building blocks are shaped with the knitting of class struggle and social stratification by silhouetting symbolic characters in a symbolic setting which portrays a Capitalist society in which Miss Julie and John belong to different classes of the society. Miss Julie depicts a fierce battle between a man and a woman, a struggle for power and dominance enacted through a cruel and compulsive game of seduction and repulsion (Ullman 3).

"Strindberg was the precursor of all modernity in our present theater" (qtd. in Singh 18). August Strindberg equips the reader with an insight to search for the answer in every ideology from Darwinian determinism to Rousseauistic progression. The most spectacular characteristic about Strindberg which is patent in the play is that he was an admiral of authoritarianism, at the same time he is a supporter of women’s suffrage and social democrat (Khanna 413). In an attempt to modernize the old genre of tragedy Strindberg simultaneously presented two philosophical stances named tragedy and naturalism. Strindberg openly admits his morality towards women through the portrayal of Miss Julie, and he gives an equivocal and complex account of women (Huma 19). This play is written at an age in which old beliefs were tumbling and new dogmas were making the way. Therefore, Miss Julie, in which the battle for sexual mastery takes on profound, universal meaning, was banned throughout Europe in the late 19th century as it dealt with situations and attitudes which seem morally and socially offensive. At the very core, all of Strindberg’s plays, whether realistic or anti-realistic, attempt to embody the essential conflicts of life and a search to uncover universal motives.

To locate the shadows of Marxism and class struggle and spot the gender conflict in Miss Julie, this paper aims to analyze the text to uncover the clues and shed light on these very concepts. Moreover, it is continued with the application of such concepts in it. Miss Julie presents an interminable comparison between high and low class. Strindberg narrates an incident to show Julie's shoddiness. She snatched Foster away from Anna and asked him to dance with herself: "We wouldn't behave like that, but that's what happens when the gentry make themselves cheap" (Strindberg 22). Little by little as the story goes on by the dialogues between Julie and Jean it becomes obvious that the relation between Jean and Julie is similar to the flip-flop because of the absence of any balance in it. Strindberg juxtaposes these two characters that are the symbol of different classes by cords of Marxism in the play and also shows that if a character of the play or a person in real life makes relation with a higher class of the society it works as a ladder to better his position in society.

Strindberg delineates Miss Julie as a tragic type, continuously fighting and losing the battle against nature (Khanna 415). Julie's tragedy also goes hand in hand with the fact that she refuses to accept the naturalistic destiny as an aristocratic woman. Julie is destroyed and Jean survived because they were different in their perspective in waging a revolution against social constructed class. Julie completely abandoned her role as an aristocratic woman on the other hand Jean aspires to move up in the hierarchy.
but he differs from Miss Julie in that he does not seek the total rejection of social structure rather he wants to rise within it (Chung 6). In the first half of the play, Jean symbolizes reason and keeps warning Julie of the cataclysmic consequences of their affair. By these warnings, Jean wanted aware Julie of their differences, "Don’t come down Miss Julie, take my advice" (Strindberg 12). Paying no attention to warnings, she always prompts Jean to forget the class difference between them and consider himself equal to her. Strindberg deftly portrays the differences of the two characters through their dreams. Julie makes an explicit declaration to ruin herself when she asks "the ground to open for me to sink" (Strindberg 26). To be succinct while Julie climbed down the hierarchical ladder, Jean climbs up to the top step by step.

Jean’s romanticism revealed to be his opportunism, he always waited for a moment to act: "I haven’t reached yet, but I will reach it, well, in my dreams" (qtd. in Khanna 417). Even he concocted a story about his love because he knew that social advancement for him is only possible when he sleeps with his mistress. For Jean love is not an emotional connection but is a sort of sickness needs to be cured on the other hand Miss Julie seeks love and begs him to love her after sexual episode. In the concluding sequence of the play when the ringing of count’s bell is heard Jean quickly changes his coat and goes to the speaking tube but Julie was not able to do anything and her inability to act in the given situation indicates her giving into the naturalistic forces which precluding her will to act.

To wrap it up in the battle between Jean’s determinism and Julie’s romanticism it is the former that emerges as an overpowering force, it is better to say Julie wanted Jean to play the role of the Count. At the end of the play, the reader finds that Julies downfall is inevitable and becomes predictable because she succumbs to the deterministic view of life. All in all, the paper concludes that the blame is on the capitalist society that makes Julie inevitably anarchist and Jean a fake and dishonest person. In such societies, the subjects inevitably follow their individualistic desires and abusing others for personal benefits is not only something usual and ordinary but also supported by the society. Therefore, At the end of the play, the reader finds that Julie’s downfall is inevitable and becomes unavoidable because she succumbs to the deterministic view of life in such a society.

ABOUT THE AUTHORS

Hoda Shabrang (PhD), Assistance Professor of English Language and Literature, Faculty Member, English Department, Khatam University, Tehran, Iran. Dr. Hoda Shabrang is a university lecturer in BA, MA and PhD of English Literature in Tehran Azad University, Ershad Damavand University and Khatam University since 2013. She received her PhD from Putra University, Malaysia. She has published a number of books, articles and papers on several literary texts and films.

Hatameh Ebrahimi Kiasari received her B.A. in English Literature from University of Mazandaran, Babolsar, Iran. She is an M.A. student in English literature and language in Khatam University, Tehran since 2019 because of her strong passion for English literature. She is the commercial specialist in an international transportation company.

REFERENCES


