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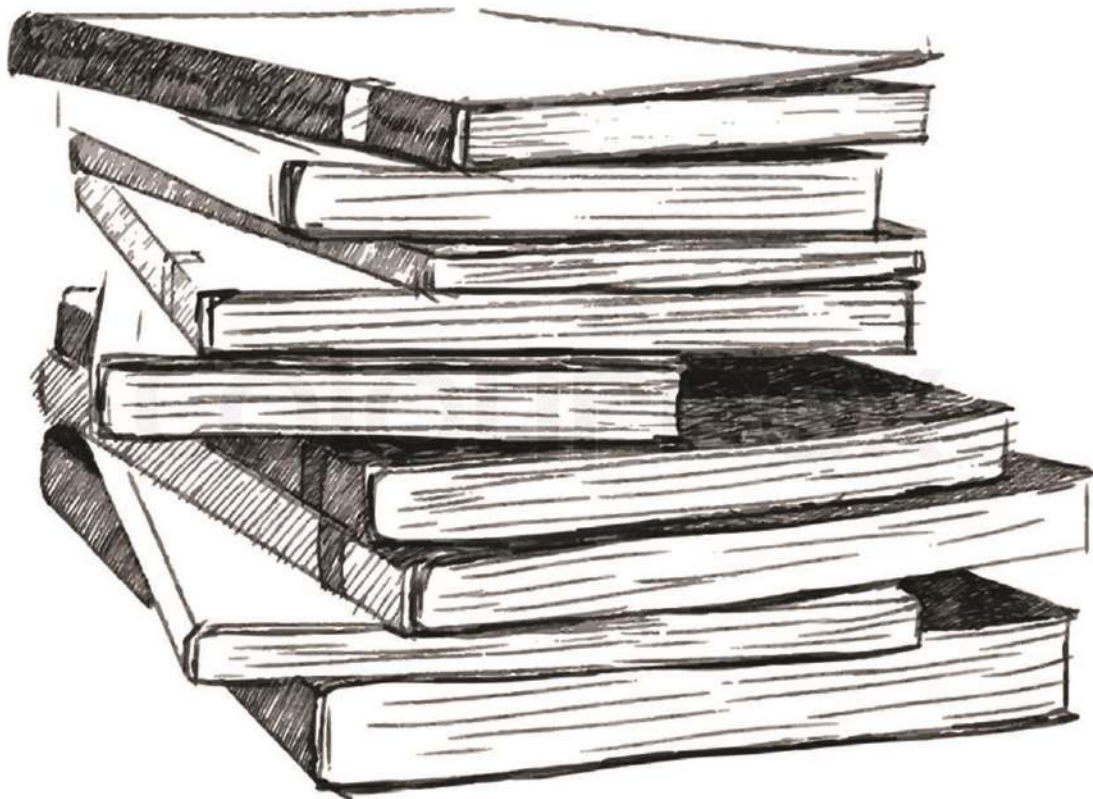
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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-5; Issue-2: 2020 (Mar-Apr, 2020) of “**International Journal of English Literature and Social Sciences (IJELS) (ISSN: 2456-7620)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to English Literature, Humanities and Social Sciences. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



Dr. Manoj Kumar

Editor-in-Chief

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The Effect of Autonomous Learning on Language Proficiency and Use of Language Learning Strategies for the Moroccan Baccalaureate Learners

Mohamed Ezzaidi

Abstract— Autonomous Learning (AL) as a teaching concept has been widely approved of as a highly sophisticated promoter of efficient language teaching and learning. It is a pedagogical philosophy that is believed to enhance the quality of lifelong learning by accentuating the learner's presence as an active participant in the teaching-learning operation. In fact, developing effective autonomy-enhancing methodologies and devising appropriate and practical activities that may nurture the sense of learning responsibility and promote the teacher's classroom presence as assistant and guide has attracted considerable attention in the realm of applied linguistics ever since the early 1960's. In the same vein, this paper aims to tackle the issue of AL in the Moroccan secondary school environment and how incorporating it into the classroom can increase Baccalaureate graders' language proficiency (LP) and their use of language learning strategies (LLS). Two groups (control and experimental) of twenty students each were involved in a one- year- long experiment to demonstrate how training learners to become autonomous, through the systematic use of the learner development program (LDP) that was devised by Charles and Zsabo (2000), would advance their LP and their ability to effectively use LLS. The results show that the level of LP and use of LLS can improve when teachers engage their learners in autonomy-enhancing activities in a consistent and systematic manner.

Keywords— autonomous learning, language learning strategies, language proficiency.

I. INTRODUCTION

Autonomous Learning (AL), as a teaching conception, has attracted a great deal of research in the realm of teaching English as a foreign language TEFL since its development in the early 1960's. The objective has always been to promote clear and practical methodologies that enhance the application of such a paradigm that may trigger the virtue of lifelong learning and promote the pedagogy of learning even in the absence of an instructor; such a pedagogical end-goal is well desired to attain quality teaching and improve the rate of learning productivity (Katung, 1997). Another objective that has influenced the increase in research regarding AL is the desire to make up for the shortcomings that marked its antecedent methods which have been principally behaviorism- bound. Such methods have proven short of efficacy not only in terms of providing learners with the know-how to learn and the necessary techniques to engage in a self-instruction process, but also in fostering their learner motivation and critical thinking (Richards, 2014). Indeed, the traditional methods of teaching a foreign

language, in general, accentuate the construct of teaching instead of learning. They have consequently prevented learners from thinking and learning independently and, by effect, deprived them from learning how to self-teach even in teacher-free contexts (Selwyn et al, 2010). By contrast, within the paradigm of learner autonomy, teachers are obliged to change their roles in such a way as to help their learners engage in more effectual learning that provides them with the ability to acquire knowledge themselves even in the absence of a teacher (Poole,1995).

As a matter of fact, the definition of a good teacher has changed from an absolute presenter of knowledge to 'subservient learners' to an individual who successfully manages to foster the growth of learners as independent thinkers and knowledge-seekers (Elmore, 1996). Following the autonomous learning layout, both teachers and students participate in the teaching and learning process in such a manner as to offer students more opportunities to practice the four basic language skills, which are speaking, listening, reading and writing, efficiently (Kohonen, 1992). This requires a willingness on

the side of the teacher to change his or her role that has to be as flexible as to engage learners in broader learning perspectives (Richards, 2005).

It should be mentioned that the promotion of AL gained momentum since the early 1960s (Katz, 1964). However, in Morocco, learner-centeredness and independent inquiry without teacher supervision have started to attract attention in the last twenty years with the advent of the communicative approach. However, research on such a topic may still be considered as insufficient and needs more research to explore its effectiveness in the local Moroccan classroom.

It stands to mention that this paper firstly reviews some studies broached on learner autonomy to promote our understanding of such a concept in the TEFL arena. In addition, a concise introduction of the learner development program (LDP) as developed by Scharle and Szabo (2000) is introduced followed by the full description and findings of the afore-mentioned experiment. While some suggestions for future research are stated, this paper may inherently justify that autonomous learning is applicable in contexts other than where it first generated, as has been claimed by Littlewood (1999).

II. LEARNER AUTONOMY DEFINED

Learner autonomy has been a widely circulated concept in the field of foreign language teaching after it was first considered in other areas such as politics and philosophy (Guilherme, 2002). It was introduced into the field of second and foreign language teaching in the 1960s, and has since attracted considerable interest for the benefits it is claimed to bring to the teaching-learning operation in terms of fostering the concept of “the ability to keep learning when teaching stops”. Little (1991) defines AL as principally an issue of the learner’s mental relation to the process and context of acquisition. AL is to be found in a wide variety of behaviors such as the ability for detachment, critical reflection, decision-making, and independent reflection. In Little’s view, AL requires a positive attitude towards the purpose, content. Developing this positive disposition is crucial to the success of the development of learner autonomy and is an essential, long-term objective of any learner training curriculum. Similarly, Benson (1996) asserts that a ‘psychological view’ of autonomy emphasizes the value of the ‘psychological’ or ‘internal’ skills of the learner, such as cognition and learning styles, motivation, attitudes, and aptitude and so on. Ultimately, the learner is responsible for his or her own success or failure in learning. Hacker & Barkhuizen (2008) present the history of the “philosophy”

of learner autonomy in education and entertain the wide range of terms linked to it used in the language field. The idea of AL is assumed to originate from debates about the development of lifelong learning competencies and the enhancement of independent thinkers, both of which were generated in the 1960s. According to Campbell (2004), learner autonomy can be defined as “a quality enabling a person to interact with text or accomplish some other language task in a self-directed manner without significant or constant assistance from others” (Cited in Chang, 2011, p.105)

Since the 1990s, many educationalists (Benson 1996; Lee 1998, Gardner 2002) repositioned their focus to the social aspects of developing autonomy in the area of foreign language teaching. Vygotsky’s socio-cultural theory laid the foundation for their positions in that it asserts that the development of learner autonomy rests social interaction and the cultural context that shape the learner’s view of the world and so may promote his or her ability to work independently. In fact, AL does not only bear on the individual, but can only be enhanced when the learner gets involved in social and cooperative teaching environment. Benson (1996) suggests that “greater control over the learning process, resources and language cannot be achieved by each individual acting alone according to his or her own preferences”, Lee (1998) invites “a supportive environment” into the scene. He assumes that communication, dialogue, and cooperation, etc. are important essential to autonomous learning. Nevertheless, individual autonomy is still the focal standard when discussing AL in the west and ‘socialist’ views of how autonomous learning is believed to survive in what is called collectivist societies (Marsh et al, 2001).

Perhaps the most often quoted definition is still that of Holec (1981) who defines autonomy as “the ability to take charge of one’s own learning”. To take charge of one’s own learning is to hold the responsibility for every decision concerning all aspects of learning, i.e. 1) determining the objectives; 2) defining the contents and progressions; 3) selecting methods and techniques to be used; 4) monitoring the procedure of acquisition; 5) evaluating what has been acquired. This definition adequately covers the main areas of the learning process in which one might expect the autonomous learner to exercise control. In addition, Holec (1981) assumes that the skillfulness to take charge of one’s own learning is not unnatural but must be acquired in a systematic, intentional manner. His view that autonomy needs to be encouraged has led to the development of a wide range of techniques and procedures known most commonly as “learner training”, or “learning to learn”.

Complex as the concept may be, there are at least three generally accepted senses of autonomy in language teaching. They are as follows: (1) Students should take responsibility for their own learning; (2) Teachers, courses and institutions influence the development of this responsibility; (3) Learner autonomy is a goal of education that learners, teachers and institutions should work together to achieve (Benson, 2007).

III. AUTONOMOUS LEARNING IN THE MOROCCAN TEFL AREA

AL has become a priority in the Moroccan TEFL system as may be the case for many educational systems across the globe. It is considered a fundamental educational objective ensuing from the need to innovate language teaching and put an end to teacher-centered concepts in language instruction in order to attain quality teaching and promote the learner's abilities to bear learning responsibilities (Doyle, 2012). Allright (1988) describes the shift stating "the idea of learner autonomy was associated with a radical re-structuring of language pedagogy that involved the rejection of the traditional classroom and the introduction of wholly new ways of working" (p.35). Allright assumes that autonomy requires a re-conceptualization of relationships between teachers and learners in the classroom environment as well as a rethinking of the nature of activities that can be used therein. Practicing autonomy, for Allright, can be realized in students' unexpected participation in classroom activities (although this option can generate derailed teacher's planning for the class). This idea may be reinforced by Vakhnenko (2014) who contends that students often behave 'independently' both cognitively and behaviorally in the classroom. As a matter of fact, Allright (1988) and Vakhnenko (2014) assume that autonomous learning can be applied in secondary school classrooms without self-access or formal learner training.

These conflicting views suggest differentiation between proactive and reactive autonomy. While proactive autonomy allows for independence in which the learner determines the direction of learning himself, regulates the activity and evaluates his learning independent of the teacher, reactive autonomy refers to the kind of autonomy in which the learner regulates his own learning once the teacher's directives are set (Littlewood, 1999). In fact, attempts to articulate how AL might differ qualitatively across-cultures have been subject to scientific queries. Noels (2014) argues that language learners in the western context prefer proactive autonomy; East Asians prefer approaches that foster reactive autonomy. He links these broad preferences to differences in self-construal, the

values accorded to power differentials, and ideologies regarding education. Greater interdependence, a higher regard for authority and confusion (vs Socratic) approaches to education would predict greater preference for reactive autonomy, and the converse would predict proactive autonomy.

Concerning the Moroccan educational context, I would position the Moroccan learner to be prone to reactive learning more than to the proactive counterpart. The competency-based approach (CBA), being the officially assigned teaching methodology since 2003, incorporates learner autonomy principles and application with the obligatory presence of the teacher's directives to ensure successful end-of-term test-taking. It stresses the need for measurable and useable skills and abilities and claims that the learner should independently activate his or her values, knowledge, attitudes and behavior to successfully apply school acquired knowledge in real-life settings with the instructive role of the teacher in the background (Byram, 1997).

IV. THE EFFECT OF AL ON THE MOROCCAN BACCALAUREATE LEARNER

The applicability of learner autonomy as a pedagogical paradigm that can generate positive results for the Moroccan Baccalaureate learners is a topic of considerable interest in the Moroccan TEFL area nowadays, especially that most teachers may hold negative view of practicing learner autonomy and may be doubtful about its fruition and effectiveness in the local context. My study intends to provide a scientific justification to whether practicing learner autonomy can generate positive results on the learner's use of learning strategies and language proficiency. The findings show that autonomous learning is effective and can aid in the advancement of language proficiency and the mastering of learning strategies in the Moroccan Baccalaureate students.

V. DESCRIPTION OF THE EXPERIMENT

The experiment took place between September 2016 and May 2017 with the purpose to measure the effect of learner autonomy – enhancing activities on the development of LP and use of LLS for Moroccan Baccalaureate learners in Mohamed V Secondary School in Kenitra, Morocco. The quantitative approach was used in order to make descriptive conclusions based on the numerical data collected.

As mentioned earlier, the study sets as objective to address the efficacy of practicing AL in the Moroccan

high school environment. Mohamed V high school in Kenitra was taken as a case study. A case study is “a research approach in which one instance or a few instances of a phenomenon are studied in depth” (Given 2008, p. 68 Cited in Elfatih 2011; p.61). The aim was to investigate the issue of autonomous learning in a specific context which is that of TEFL. Worth noting here is that this study was constructed out of one principal hypothesis as its starting point, it meant to be a theory-testing study aimed at providing enough evidence to prove the effectiveness of learner autonomy in the Moroccan TEFL context. To attain this goal, a proficiency test was administered to two groups (control and experimental) once before and once after the experiment. Participant students also were asked to complete a Strategy Inventory for Language Learning (SILL) (as devised by Oxford, 1990) to gauge their advancement vis-à-vis their use of LLS before and after treatment.

VI. THE SAMPLING AND RESEARCH QUESTIONS

My questions for this study are an attempt to understand if applying learner autonomy following a clearly structured framework will yield any positive results on the levels of language proficiency and use of LLS of Moroccan Baccalaureate Learners. The levels of language proficiency and the use of the LLS are used here as dependent variables, while the LDP was taken as the independent variable. Two Baccalaureate classes participated in the experiment. twenty learners from each class were chosen following the simple random sampling (SRS) mode to attain a higher level of validity; one as the experimental group (EG) and the other as the control group (CG). The SILL and a language proficiency test taken from William Bertrand 100 Questions Tests were used. In addition, the learners were required to write regular journals to keep track of their learning experience. Comparisons were made in two areas: language level and adoption of learning strategies. The fundamental hypothesis is that the LDP would have a positive influence on the development of the learners' LP and use of LLS. The following are concrete descriptions of the hypotheses behind the experiment:

1-The LDP can improve students' learning effectiveness in terms of LP.

2-The program gives students guidance in developing their LLS.

To analyze the results the SILL questionnaire and the pre and post test scores were put in SPSS 16.0 to

compare them using descriptive statistics, means comparison, and paired sample t.test.

VII. DEFINITION OF THE LDP

This program was introduced by Sharles and Szabo (2000); its objective is to promote learner autonomy through various practical activities that focus on the enhancement of the learners' responsibility towards learning and their motivation to engage in effective use of learning strategies. The program goes through three procedural stages:

1-Raising awareness stage: It is considered as the most teacher-controlled of the three stages. In this stage, the teacher helps the learners bring their inner processes of learning to the conscious level of their thinking via activities in which they demonstrate to students what to do.

2-Changing attitudes stage: It is the stage where the learners practice what they discovered at the preceding stage. They are required to be aware of the strategies they apply in doing the tasks, and how and why they do things this way or that. Most of these activities can be repeated to give way for more practice opportunities.

3-Transferring roles stage: It is the phase that is most crucial as it requires important change in classroom management. The learner is supposed to adopt some classroom management roles from the teacher. The activities are loosely structured to give students enough room for taking the initiative in accomplishing tasks.

In all three stages, various activities are designed to work on familiar targets of learner development, such as motivation, learning skills, empathy and cooperation. The innovation here lies in the systematic combination of such goals.

VIII. RESULTS

To test the improvement of the learner's LP after the application of LDP, an analysis of students' post-test scores was conducted. The tables below display the obtained results that actually show that the scores in the EG were higher than those of the CG after the experiment. The mean score of EG was 14.5 with a range of 08.00, while the mean score of CG was 12.1 with a range of 12.00; their respective standard deviations were 02.44 and 03.12. As displayed in the tables, students receiving treatment out-scored those in the CG. A paired sample t-test was conducted between the pre and post test scores in both groups to test further if there was any significant difference in student's language performance before and

after the experiment and to see whether the mean difference between the groups is statistically significant or simply due to chance.

Table 1: Comparison of pre- test scores between EG and CG

	N.of students	Min	Max	Mean	Std. D	Range
EG	20	10	17	12.7	2.12	7
CG	20	8	19	11.9	2.75	11

Table 2: Comparison of post- test scores between EG and CG

	N.of students	Min	Max	Mean	Std. D	Range
EG	20	11	19	14.5	2.44	8
CG	20	09	19	12.1	3.12	12

Table 3: Paired sample t- test between pre-test and post test scores in EG and CG

	N	Mean	Std.D	T	df	Sig
CG	Pre-test	11.9	1.73509	.306	19	.612
	Post-test	12.1				
EG	Pre-test	12.7	3.12208	.009	19	.018
	Post-test	14.5				

Table (3) above shows that some improvement in LP was obtained after the treatment took place. This difference suggests that compared with the pre-test, the experimental group made some improvement in the post-test scores with a gain of 1.8 in their mean score. Moreover, the P-value significance displayed a rate of probability well below 0.05. On the other hand, though there was some improvement in the mean difference in the control group before and after the experiment with a gain of 0.2 in their mean score, their P-value showed .612, well above 0.05. Therefore, the improvement demonstrated by the student of the CG was not significant and the result asserts that the EG performed better in the LP test than the CG after they received training.

As for the effect of the program on the exploitation of learning strategies some advancement took place throughout the experiment. It stands to mention that

recent times have witnessed a growing academic interest to unveil the methodologies of how to engage learners in active lifelong learning. The conscious use of strategies, the ability to transfer those strategies to other contexts, and self-assessment and monitoring of the learning process are integral to the AL model. The basic principle behind the spread of such an approach is founded on the premise that success in education cannot satisfactorily materialize without the student's ability to select, use and evaluate his or her working techniques and learning strategies (Moore, 2014).

In fact, effective language learning likely occurs when the learners become well aware of their individual learning needs, and question their learning in and out of classroom contexts. In other words, the ultimate goal of AL should be to empower students by allowing them to take control of the language learning, not only through

class activities, but through out -of- school tasks. Therefore, to assess the effect of this program, interest was not only laid on language proficiency results, but also on the development of the learning skills and strategies.

Comparisons took place based on the results of the two sets of the SILL questionnaires of the two groups before and after the experiment.

Table 4: Comparison of the overall frequency of strategy use in six SILL categories by the student in EG and CG before the experiment

Categories	EG		CG	
	Mean	Std.D	Mean	Std.D
Memory strategies	14.75	6.69	13.95	06.94
Cognitive strategies	20.55	10.21	19.7	08.04
Compensation strategies	26.4	03.93	25.35	06.22
Meta-cognitive strategies	14.4	04.39	16.45	04.09
Affective strategies	10.05	02.21	11.6	04.47
Social strategies	12.3	03.55	11.25	02.57
Total	16.4		16.3	

The table above shows that both groups showed almost the same level of frequency in strategy use. The total mean were 16.4 and 16.3 respectively, which actually shows that both groups were on a somewhat parallel level in the frequency of use of the six LLS.

The analysis demonstrates the rate at which our sample students make use of their LLS that were stated in Oxford (1990). Before the experiment, students of both groups reported compensation strategy as the most used LLS with the mean of 26.4 for the experimental group, and 25.35 for the control group. Oxford defines compensation strategies as the techniques and utilities used in guessing when the meaning is not known, or using synonyms or gestures to express meaning of an unknown word or expression. Regarding affective strategies, their use in the Moroccan context did not counter -argue the generally confirmed conclusion that such strategies are the least used strategies across language students in the world. Chamot et al. (1987) found that the powerful affective strategies are a way to be adopted as an efficient learning technique with one out of twenty users amongst language learners. For social strategy, it was the second least used as reported in the pre-experiment SILL questionnaire with the results of

12.3 and 11.25 respectively in the mean score of both groups.

While memory strategies are concerned with the process of storing and retrieving information through mental processes, it seems that our participant learners were not well aware of their importance in language learning even in such an advanced stage as the Baccalaureate level. The underlying reason may be that memory strategies are often seen as strategies that should be used in primary levels (Naiman, 1996). However, a different interpretation of this phenomenon may be that Moroccan learners are not informed of the importance of using memory strategies in language learning.

After the experiment which took place for one school year (2016-2017), it can be noted that some variation occurred in the rate of exploitation of the LLS between the two groups. While the CG group showed some stagnancy in the scores of the strategies used, the EG demonstrated important change that varied between fair to strong in alteration of attitudes towards developing language learning techniques. The following is a detailed analysis built on the results displayed in tables.

Table 5: Paired sample T-test on learning strategy use before and after the experiment in CG

Categories	Sources	Means	Std.D	df	T	sig
Memory strategies	Pre	13.95	06.94	19	576	.577
	Post	13.65	07.08			
Cognitive strategies	Pre	19.7	08.04	19	-295	.772
	Post	19.8	07.75			
Compensation strategies	Pre	23.15	07.98	19	-3.327	.004
	Post	25.95	06.22			
Meta-cognitive strategies	Pre	16.45	04.09	19	-243	.810
	Post	16.60	07.98			
Affective strategies	Pre	12.70	04.47	19	1.542	.140
	Post	12.55	04.60			
Social strategies	Pre	11.25	02.50	19	-0.89	.930
	Post	11.3	02.59			

Table 6: Paired sample T-test on learning strategy use before and after the experiment in the EG

Categories	Sources	Means	Std.D	df	T	sig
Memory strategies	Pre	15.4	07.59	19	366	.719
	Post	14.6	06.06			
Cognitive strategies	Pre	20.55	10.21	19	3.147	.005
	Post	29.45	13.42			
Compensation strategies	Pre	26.4	03.93	19	.591	.562
	Post	25.6	04.38			
Meta-cognitive strategies	Pre	14.4	05.37	19	2.539	.020
	Post	21.5	08.3			
Affective strategies	Pre	10.05	02.21	19	7.033	.000
	Post	16.2	04.92			
Social strategies	Pre	12.3	03.46	19	5.806	.000
	Post	18	05.74			

By examining the results of the paired sample t-test within the same group in tables (5) and (6) above, I can conclude that strategy instruction had some effect on the way students approach the use of learning techniques. Students in the experimental group have become more aware of the use of four out of six strategies. It seems that memory strategies and compensation strategies need more emphasis to efficiently engage the learners in constructive activities for better results. A probable reason for such a conclusion may be that students at Baccalaureate stage find memory and compensation strategies as activities below their acquisition potentials or are more appropriate for lower levels. During the experiment, some students raised the point about memory strategies as being outmoded and are undermining to the learners cognitive skills to remember and use language components; the incident that actually drew my attention to another variable that can be decisive in the outcome results; the learner's beliefs, attitudes and willingness to engage in a particular mode of learning. Thus more stress on the psychological preparation and motivation is to be given attention. The

following table demonstrates the p-value result of the experimental group:

Table 7: Results of p-value of strategy use in EG

Strategies	P-value
Memory strategies	0.719 >0.05
Cognitive strategies	0.00 <0.05
Compensation strategies	0.562 >0.05
Meta cognitive strategies	0.02 <0.05
Affective strategies	00.00 <0.05
Social strategies	00.00 <0.05

In clear contrast to the EG results, the t-tests of the control group (table 6) did not demonstrate any significant difference between their pre and post test results except with a noticeably unexpected development in the use of compensation strategies with a t-test score slightly below 0.05 value. I assume such a result might be due to the nature of compensation strategies that are

acquirable even in the absence of instruction and that the learners used them reflexively in the course of their learning. The following is a statement of the control group results:

Table 8: Results of p-value in strategy use in CG

Strategies	p-value
Memory strategies	0.577>0.05
Cognitive strategies	0.772>0.05
Compensation strategies	0.00<0.05
Meta-cognitive strategies	0.810>0.05
Affective strategies	0.140>0.05
Social strategies	0.930>0.05

To conclude, it may be true that AL conception is, to some extent, culture specific and can be practical and efficient in the European context where it first generated. However, the results of my experiment above counter-argue such a claim. The experiment displays a considerable development in the Moroccan Baccalauretae learners' ability to engage in an effective autonomy-enhancing class-environment when given the chance through insightful teaching practices that foster learner centeredness with softened tutorial roles. In the following, I will state the study implications with some suggestions to how the practice of learner autonomy can best be applied in the Moroccan TEFL area.

IX. STUDY IMPLICATIONS

This study provides a variety of data that was collected to investigate how efficiently AL can be practiced in the Moroccan context to develop high quality teaching and effective learning. The results show that training learners how to become responsible students can generate positive results in the level of language proficiency and use of learning strategies. I assume autonomous learning to be a conception worth consideration in the realm of modern didactics owing to the great benefits it can have on ensuring lifelong learning quality. In fact, the analysis of this data generated some measures which I assume can be taken as a guiding framework to encourage teachers, trainers, syllabus designers, and students to reconsider their attitude towards AL and seek the necessary means to implement such an important teaching concept. The following are some suggestions that I believe can be effective to promote teaching within the AL classroom.

The first suggestion is the teacher's use of a portfolio. A portfolio can be defined as a record of the teaching-learning carrier. Like any professional, teachers need evidence of their development over time. The professional portfolio is a tool for collecting and presenting the evidence of the teacher's achievement. Through portfolios, teachers can get the opportunity to evaluate their work and search for the necessary means to develop it vis-à-vis their application to AL. When teachers carefully check their own practices, they are likely to improve the productivity of their service. According to Vieira (2009) the professional portfolio should include:

- Sample group rewards.
- Sample individual rewards.
- Positive statements made by the teacher. 'How I used to teach and how I am teaching?'
 - All remarks made by inspectors and through peer observation and even by learners
 - Sample unit plan.
 - Sample lesson plan.
 - Video-recordings of some of their lessons
 - Professional philosophy of education
 - Recommendations
 - Records on participations in professional activities (conferences, in service-meetings, workshops)
 - Reflection on professional and personal prospect.

As regarding the application of AL, teachers should evaluate the level of autonomy in their learners. Students can be asked to use a personal portfolio to trace their learning progress; besides, a questionnaire can be handed at the end of each school year to work out students' attitude towards learning autonomously. In case the results are unsatisfactory, a reflection on the practice is then needed to re-orient the teaching methodology and re-direct the didactic means inasmuch to meet the standards postulated.

The importance of writing diaries and journals is unquestionable in the professional development for teachers. Personal events, thoughts, and observations can be recorded, then, in a form of personal diary to provide the teacher with a clear image of what their teaching quality is like. Objectivity here is much demanded to accurately evaluate the teaching performance and generate solutions to any shortcomings (Crookes, 2003). Students attitudes and opinions about the teaching quality have to be prioritized over the teachers own perception of their own performance. It goes without saying that the student is the element around which the teaching learning operation

should center. Accordingly, the teacher, whilst writing his diary or journal, has to formulate his thoughts around the benefit of his learners and not just evaluate the methodologies or structures that suit his proper benefit.

In practical footings, the teacher can record how well his or her learners are engaged in classroom activities, and whether they independently react to their input using the different LLS. The diary will help teachers state the problem and the reason for its occurrence, ending up with a bank of ideas to which they can refer. Besides diaries, writing journals can also be useful. A definition to what a journal is would be a teacher's written response to teaching events. It takes the view that keeping a journal answers two objectives:

1-Events and ideas maybe registered for later reflection.

2-The fact of writing itself can help ignite thoughts and reflections about the teaching process.

Journal writing in this respect serves as a discovery process that helps uncover the fault and provides the appropriate solution to it. Classroom experience can be explored through: personal reactions to things that happen in the classroom, questions or remarks about problems that may take place in the course of teaching, profiling the negative and positive areas in the lesson plan (Francis, 1995).

As a second suggestion, assisting students' motivation can also be an important tip to promote AL. It may be obvious that innovation in language teaching necessitates that all the local TEFL stakeholders bring their efforts together. In my consideration, no result can be attained without effective and motivating pre-service training and without continuous in-service assistance to teachers. I believe a teacher will always fail to create the motivational conditions to help their learners become autonomous if they are not motivated themselves to set the exemplary model to follow suit.

It is no longer argued that high quality teaching largely rests on how well the learners are motivated. The teacher has to create the positive arena that best serves their teaching duties regardless of any adversities. All instructional efforts will go amiss if the learner's motivation is ruined. Before engaging learners into motivating activities, some of the following conditions have to be accounted for: A good rapport with students, supportive classroom environment, and an increased learner self-confidence. Indeed, what Moroccan learners need is perhaps a full cognizance of the merits learning autonomously may have on their learning achievements. Motivating them, as a matter of fact, is a decisive factor

that should be given due consideration on the part of the teachers.

A third suggestion can be appropriate implementation of project work. The importance of project work as a pedagogical activity is undoubtful. It may be true that for most teachers, project work is just a follow up activity to encourage working in an out-of class context. Perceived as such, the rationale behind project work, which is basically to ignite worthwhile discussions between instructor and students and to fuel the need to learn how to make research would be skipped. It may be clear that Moroccan teachers in general do not assist their learners while in the process of their project task. Project work would better serve the purpose of AL when the teacher keeps abreast with the learner's work as a guide, assistant, and even a participant. New roles are assigned for both the teachers and learners. Indeed, most of the job is put on the learner side. The learner's have to bear the responsibility of the selection of materials, stating the objectives and directing their work; while the teacher plays a softened roles as observer, guide, and advice-giver. It seems that coming up with a successful project work requires that the learner be able to self-evaluate and give feedback about his or her own performance. Such a practice is a real step towards an innovative perception of the modern language classroom in which the learner takes up some of the teacher's role. However, the importance of the instructor's presence cannot be overlooked.

A fourth suggestion is the use of persuasive communication. Changing the learner's attitudes and beliefs towards working in an autonomous mode should be a task well-esteemed by the teacher to help active learning take place. Positive change of attitudes can be achieved by way of setting up communication. Persuasive communication following Thanasoulas (2000) is a discourse displaying information and arguments with the objective to alter an evaluation of a topic, situation, task, and so on. These arguments could be either explicit or implicit, especially when the topic is deemed important. Emphasis in the communication course should tap into the premise that "the more a learner embarks on AL the more successful they may become in receiving and making use of knowledge". I assume devoting time to persuasive communication should find a slot in the teachers overall annual planning of their teaching course. However, it may be important to note that convincing the learners that the use of autonomy will differ from one to the other. The level of student's intelligence and their social background may be decisive agents. High achievers in general may be quicker to convince than their low achieving counterparts.

Concerning the fifth suggestion, I consider the use of ICT to be a useful tool to develop a learner's sense of responsibility in his or her learning especially that AL is also aimed at equipping learners with the 21st century skills. Obviously, the incorporation of technology is fundamental in developing student's know-how of the subject matter, and by extension their learning responsibility. However, I believe appropriate use of technology should be under the supervision of the teacher, especially for beginning learners. Assigning homework that requires access to internet may lack validity in that the student can resort to outsider assistance or may copy information unreflectively. I believe doing the research task in the classroom under the assistance of the teacher would serve all students who can also be encouraged to use their smartphones as an alternative to a computer lab.

A final suggestion is encouraging the use of published materials. It may be true that the widespread use of information technology can encourage students to take charge of their own learning; but, a complete disregard of the effect of published materials on learning would be an injustice to such an important source of knowledge. Physical documents and books have had incontestable influence on the development of high quality learning for ages prior to the internet (Delors, 1998). The following is a statement of the positive impact published materials can have on learning.

1-Published materials are similar to the materials learners use in the classroom and, as a result, most learners, especially those unfamiliar with technology use will find them easy to handle in the most effective manner.

2- Published materials are convenient for project work; they enable learners to gather a large amount of information and provide the added benefit that students can use the material practically any time they want.

3-Book-referenced knowledge is widely recognized as an effective means to develop the four learning skills, in addition to broadening the learner's vocabulary and scope of knowledge.

X. CONCLUSION

To put it in a nutshell, the results of the experiment confirm the hypothesis that autonomous learning can efficiently be applied in the Moroccan context and that it can generate positive results in the levels of the learner's language development and use of LLS. Furthermore, it actually may provide enough proof that such a concept may be practicable in contexts other than

where it first generated. Despite the unfavorable conditions that may surround TEFL in the local Moroccan environment, such as a lack of ICT materials, loaded official curricula, or unmotivated students, applying systematic curricula that enhance AL resulted in measurable outcomes in nearly every category. Most importantly, the learners' of the experimental group when asked about their feedback on the experiment expressed their preference for learning within the AL paradigm rather than studying within somewhat, the teacher-centered methodology.

It can be argued that AL in the high school context does not solely rely on the tactic of role swapping between teachers and learners, but moreso on a combination of factors without which AL, or any teaching system for that matter, would be considered incomplete. Pre-service teacher training, textbooks, and project work are all important in an independent learning equation; deleting just one element would inevitably deter the autonomous learning paradigm. In order to engage teachers in a particular mode of teaching, they should inevitably go through comprehensive pre-service and in service training based on both theory and practice. Indeed, AL cannot be obtained without considering the 3 components that provide the basis for an effective teaching-learning operation. These elements are: the learner, the process of the learning and the context of the learning. An effective adoption of the autonomous learning paradigm requires the dismissal of the question of dominance in teaching- learning operation; none of the three aforementioned constituents should have any supremacy over the other. Instead, they should interrelate each being of equal importance to the growth of the learner and the innovation of learning. This may be suggestive of continued research in this area so as to analyse the effectiveness of pre-service training in Morocco on the development of AL in TEFL.

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Treatment of Injustice and Violence as depicted in Coolie by Mulk Raj Anand

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Abstract— The paper deals with the depiction of injustice and violence in society through the protagonist Munoo created by Mulk Raj Anand in his very famous novel Coolie. Mulk Raj Anand was likely the first of the writers to write in English and depict the real troubled lives of the suppressed Indians. The nineteen thirties were a tremulous time for India. India was in the last years of his freedom fight and literary culture was on its high. Novels, Poems, Drama had a higher impact on the masses since it was a means of mass communication. Coolie was such a benchmark at establishing the true nature of the society of the time. Through Munoo Mulk Raj Anand has portrayed the picture of a protagonist who suffered the injustice of the society and died as a barren without any recognition ever.

Keywords— Injustice, Violence, Coolie, India, Mulk Raj Anand, Society.

I. INTRODUCTION

Mulk Raj Anand is a very devoted follower of Mahatma Gandhi and Gandhism. He Believes in teaching and values as preached by Gandhi and tries to portray the same in his writings. He writes to provoke sentiments and to create a change in society. Coolie was written at a very turbulent time in India. The fight for freedom was at an all-time high. Social injustice and violence were at their highest. There were very few writers like Anand who had the gall to write the true nature of the injustice and violence bestrewed in the society. Anand paints and ugly but true picture for the masses and forces them to acknowledge the truth. It is only by acknowledging the truth that the bedrock for change can be laid out.

Violence and injustice is not something we are unaware of. Sometimes it's based on caste, creed, gender, religion, etc but in Coolie, it takes an entirely new prerogative. Coolie is neither a caste or a gender or a religion. It's below all of them. It is someone who is unskilled labor and doesn't know better than to carry the burden of others. A coolie doesn't have a name, neither a personality. It is below any mark of distinction that we provide humankind with. Anand has very efficiently described the injustice done with the protagonist Munoo. Our protagonist Munoo is no older than fourteen but his childhood is already robbed of him.

Munoo is pushed into the web of slavery at such a young age. How is that justice towards any child? Anand has portrayed a brilliant character who is full of life but is

devoid of opportunities that end in a life of suffering and eventual death. While keeping Munoo as the center of the plot Anand gives us an experience of the violence and injustice spread across the nation in the latter years of the British raj.

Munoo lives in the hills of Kangra village in Bilaspur with his Uncle and Aunt who cater to his upbringing but soon he is taken to a nearby town to earn his living. Here he starts his journey towards a life of hardship and violence as a slave at the house of a Bank clerk Babu Nathoo Ram. There he is introduced to the first instances of violence that he has to suffer as a part of his job. Although his aunt was rude to him, Munoo still had a family in her but at Nathoo Ram's house, he was nothing more but a servant. Suddenly he is no more a child but an independent earning individual who is punished for his mistakes with violence.

His experience at Nathoo Ram's house was no less than torture but he learns the true colors of society. He understands the injustice of caste, color, and money. He is introduced to a new spectrum in his life where he saw everyone in their different and true colors. The only Silver lining in his life is Prem Chand who is a doctor and brother of Nathoo Ram. He is the only one who treats Munoo with respect or shows some care towards him. Munoo has had enough when he is beaten badly for accidentally injuring Sheila daughter of Nathoo Ram and he decides to run away. Here ends the first phase of Munoo life which was his introduction to the widespread social injustice in society.

While on run Munoo is taken in by Prabha who is a small pickle factory owner. Prabha and his Wife are empathetic towards Munoo but his hardships don't end here. He works in his factory dungeons from dawn to midnight. He rarely sees the day of light and works as full-fledged labor for him. Prabha is a victim of class injustice. He works hard but has to appease his neighbor Public Prosecutor Sir Todar Mal with pickles and jams from his factory free of cost so that he doesn't complain about the smoke produced from his factory. The ultimate victim is Munoo since he has to work harder to compensate for all these free goods. Where in Nathoo Ram was an Anglophile, Sir Todar Mal is a status chauvinist. Prabha has to bear with Sir Todar Mal's injustice because he is lower in status and caste. Eventually, the factory ends up getting shut down and Munoo was once again on streets. Here ends the second phase of his life which introduces Munoo to hard physical labor and the injustice of the caste system.

Munoo meets an elephant rider who is going to Bombay with a circus crew. Munoo tags along and when he reaches Bombay, He is in awe of it but soon realizes the true sentiments of the city. Bombay is where munoo meets his identity as a coolie. He realizes himself to be a labor who is below caste and status. Here he meets the true injustice towards humankind i.e. to bereft them of identity. Munoo is nothing but a coolie. He is devoid of a name or a stature. This phase does not last long since the riots break out and he is lost on the streets. Munoo gets hit by a car that is owned by Mrs. Mainwarring who leads him to the fourth and last phase of Munoo's life.

Mrs. Mainwarring is a victim as well as a victimizer of social injustice. She forces her superiority on Munoo and when is subjected to the same by society, behaves as a victim. Munoo is bought to Shimla by Mrs. Mainwarring and provided a job as a multitasker servant. He is treated well by Mrs. Mainwarring but never accepted as an individual. She would sexually abuse him and then present him to hard manual labor to show her superiority over him. Munoo contracted tuberculosis while in Shimla and eventually died of it at the naïve age of sixteen.

Munoo has seen much of social injustice and violence in two years than what people have contracted in a lifetime. Coolie is a devastating account of the injustice and exploitation faced, not just by Munoo, but by thousands like him.

II. CONCLUSION

Munoo has lived a life of poverty, misery, and contempt. When in his village he was a child with dreams and ambitions but his introduction to town came as a slave

with lead his life and his ambitions to ruins. At the beginning with his encounter with Prem Chand Munoo still though becoming a Doctor but by the time he left Nathoo Ram's house, all Munoo could think of was surviving. The social injustice that Munoo was subjected too changed his perspective from having a life to surviving life. Though Prabha cared for him, he pushed him in endless labor in factory dungeon. Munoo experienced violence even in empathy. In Bombay, he idolized Rajat which ended in riots only and munoo becoming its victim again. Munoo could have a bright future if only he was provided with an opportunity and some care but Munoo died wanting to survive only because of the injustice and violence of society towards him.

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Role of Communications and Working Relationships to Organizational Culture of Fast Food Industry in Nueva Ecija

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Abstract— *The workplace's organizational culture governs the way the views, principles and values of the workers, as well as those outside the organization are treated. This study described the organizational culture in the fast food industry in terms of communication channels in the organization, relationship with the supervisor, and employee to employee relationship. It also determined the level of importance of communication channels in the organization, relationship with the supervisor, and employee to employee relationship to organizational culture. The descriptive method of research was used in this study. The researcher distributed survey questionnaires which adapted Likert-scale type responses to a total of 113 employees (46 males and 67 females) of fast food industry. Gathered data were analyzed through descriptive statistics such as mean and standard deviation. The researcher concluded that in an organizational culture in the fast food industry it should consider the importance of how the communication channels work, the relationship of the employees with their immediate supervisors, and the employee to employee relationship. Employee to employee relationship is very important to be monitored in the group since employees make a bigger part of the organization. Superiors should be accessible to all members of the organization to lend sympathetic ears in cases of queries of the employees. My immediate supervisor encourages my suggestions for improvement. Activities must be done to promote healthy culture at the workplace. Thus, it is recommended for any organization, specifically fast food industries, to develop a program and activities to enhance and strengthen the communication channels, relationship with immediate the supervisor and the employee to employee relationship. This program and activities will help promote healthy culture at the workplace.*

Keywords— *Organizational Culture, Organization, Communication, Working Relationship, Employee to Employer, Employer to Employee.*

I. INTRODUCTION

The workplace's organizational culture governs the way the views, principles and values of the workers, as well as those outside the organization are treated. Healthy organizations need to optimize human resources to reach their goals; align their services and motivate their workers (Santos & Nocum, 2020).

Organizational culture and cultural change can be used as a way of planning the development environment, as a measure for determining whether or not a transformation has actually occurred, and as a means of achieving the desired results of progress (Keup et al., 2001). Organizational culture helps its participants to view

situations in a similar way and offers the continuity that an organization needs in an ever-changing world to succeed (Is, 2006).

An employee has many preconceived notions of how their organization can communicate with them, and communication can be one of them, so a difference could be generated if their organization fails to meet their communication standards (Hayase, 2009). It is important to influence their job actions and behaviors by explaining and encouraging the corporate vision to superiors, and by gaining their appreciation of the vision (Tsai, 2011).

Employees with different types of culture prioritize various aspects of their pursuit of organizational sustainability,

ranging from an emphasis on internal staff growth, resource efficiency, environmental protection or stakeholder engagement (Linnenluecke & Griffiths, 2010).

In view of the foregoing insights, the researcher would like to assess the role of communication and working environment to organizational culture of fast food industry in Nueva Ecija.

II. CONCEPTUAL FRAMEWORK

Corporate environment and organizational culture are two alternate ways that conceptualize how people experience and characterize their job environments (including not just corporations but schools and governments as well) (Schneider et al., 2013).

Organizational culture is the pattern of common values and beliefs that helps people understand how the organization works and thus provides them with behavioral norms within the organization (Lund, 2003).

Leadership and organizational culture have a positive effect on employee satisfaction but lack significant effect, however it can create dramatically positive effects on employee satisfaction through the activity of the learning organization (Chang & Lee, 2007).

III. OBJECTIVES OF THE STUDY

This study described the organizational culture in the fast food industry in terms of communication channels in the organization, relationship with the supervisor, and employee to employee relationship. It also determined the level of importance of communication channels in the organization, relationship with the supervisor, and employee to employee relationship to organizational culture.

IV. METHODOLOGY

The descriptive method of research was used in this study as it is often combined with the measurement, classification, interpretation, and evaluation of comparison and contrast. (Willis et al., 2016). The researcher distributed survey questionnaires which adapted Likert-scale type responses (Vagias, 2006) to a total of 113 employees (46 males and 67 females) of fast food industry. Gathered data were analyzed through descriptive statistics such as mean and standard deviation.

V. RESULTS AND DISCUSSIONS

Table 1. Communication Channels in the Organization

	Mean (<i>X</i>)	Standard Deviation (<i>SD</i>)	Verbal Interpretation (<i>VI</i>)
1. The management clearly passes on necessary information to all employees.	3.25	0.756	Strongly Agree
2. Employees have the freedom to share their ideas and concepts on an open forum.	3.13	0.518	Agree
3. Feedbacks from employees are accepted by the management	3.25	0.916	Strongly Agree
4. Communication between departments is very open.	2.75	0.886	Agree
5. Superiors are accessible to all members of the organization to lend sympathetic ears in cases of queries.	3.38	0.756	Strongly Agree
6. Effective communication increases the morale among the members of	2.88	0.518	Agree

7. Management actively solicits input from employees before major decisions are made.	3.13	0.535	Agree
8. The department is open to suggestions.	2.88	0.835	Agree
Average	3.08	0.830	Agree

Legend	Verbal Interpretation		
3.25 – 4.00	Strongly Agree	1.75 – 2.49	Disagree
2.50 – 3.24	Agree	1.00 – 1.74	Strongly Disagree

Table 1 shows how the communication channels work in the organizational culture of fast food industries. Based on the result, the communication channels in the organization got an average mean of 3.08, a standard deviation of 0.830, and with a verbal interpretation of ‘agree’. This is further supported by some of its indicators. Items 5, 3, and 1 got the highest means among other indicators. Superiors are accessible to all members of the organization to lend sympathetic ears in cases of queries ($X = 3.38$, $SD = 0.756$, $VI = 'strongly agree'$). Feedbacks from employees are accepted by the management ($X = 3.25$, $SD = 0.916$, $VI = 'strongly agree'$). The management clearly passes on necessary information to all employees ($X = 3.25$, $SD = 0.756$, $VI = 'strongly agree'$). Though, it is noticeable that Item 8 got the lowest mean of 2.88, standard deviation of 0.835, and with verbal interpretation of ‘agree’.

Table 2. Relationship with Supervisor

	Mean (X)	Standard Deviation (SD)	Verbal Interpretation (VI)
1. My immediate supervisor respects me as an individual.	3.25	0.886	Strongly Agree
2. My supervisor is open to constructive criticism.	2.63	0.916	Agree
3. My immediate supervisor listens to what I have to say.	2.88	0.991	Agree
4. My supervisor deals fairly with me.	3.13	0.926	Agree
5. My immediate supervisor encourages my suggestions for improvement.	3.59	0.518	Strongly Agree
6. Effective interpersonal skills are important to all immediate supervisors.	3.38	0.744	Strongly Agree
7. Our supervisors have done a good job of translating the organization’s objectives into meaningful assignments of the employees.	3.29	0.707	Strongly Agree
8. The department is open to suggestions.	2.88	0.835	Agree
Average	3.13	0.815	Agree

Legend	Verbal Interpretation		
3.25 – 4.00	Strongly Agree	1.75 – 2.49	Disagree
2.50 – 3.24	Agree	1.00 – 1.74	Strongly Disagree

Table 2 shows the relationship of the crew with their supervisor in the organizational culture of fast food industries. Based on the result, the relationship with the supervisor got an average mean of 3.13, a standard deviation of 0.815, and with verbal interpretation of 'agree'. This further presents by some of its indicators. Items 5, 6, 7, and 1 got the highest means among other indicators. My immediate supervisor encourages my suggestions for improvement. ($X = 3.59$, $SD = 0.518$, $VI = 'strongly agree'$)

Effective interpersonal skills are important to all immediate supervisors ($X = 3.38$, $SD = 0.744$, $VI = 'strongly agree'$). Our supervisors have done a good job of translating the organization's objectives into meaningful assignments of the employees. ($X = 3.29$, $SD = 0.707$, $VI = 'strongly agree'$). My immediate supervisor respects me as an individual. ($X = 3.25$, $SD = 0.886$, $VI = 'strongly agree'$).

Table 3. Employee to Employee Relationship

	Mean (X)	Standard Deviation (SD)	Verbal Interpretation (VI)
1. Employees avoid conflicts at the workplace.	3.38	0.916	Strongly Agree
2. Everyone treats one another like a family member.	2.78	0.035	Agree
3. All employees accept challenges with a smile.	3.19	0.756	Agree
4. Helping one another is the foundation of the group's bonding.	2.88	0.991	Agree
5. Every employee remains calm and understanding when problems arise in the group.	3.35	0.706	Strongly Agree
6. Employees avoid controversies and rumors	3.28	0.707	Strongly Agree
7. One always works with open mind.	2.95	0.886	Agree
8. Employees set activities to promote healthy culture at the work place	3.52	0.707	Strongly Agree
Average	3.17	0.840	Agree

Legend

Verbal Interpretation

3.25 – 4.00

Strongly Agree

1.75 – 2.49

Disagree

2.50 – 3.24

Agree

1.00 – 1.74

Strongly Disagree

Table 3 shows the employee to employee relationship of the crew in relation to the organizational culture of fast food industries. Based on the result, the communication channels got an average mean of 3.17, a standard deviation of 0.840, and with verbal interpretation of 'agree'. This further presents by some of its indicators. Items 8, 1, 5, and 6 got the highest means among other indicators. Employees set activities to promote healthy culture at the work place ($X =$

3.52 , $SD = 0.707$, $VI = 'strongly agree'$.) Employees avoid conflicts at the workplace ($X = 3.38$, $SD = 0.916$, $VI = 'strongly agree'$). Every employee remains calm and understanding when problems arise in the group ($X = 3.35$, $SD = 0.706$, $VI = 'strongly agree'$). Employees avoid controversies and rumors ($X = 3.32$, $SD = 0.707$, $VI = 'strongly agree'$).

Table 4. Summary of the Organizational Culture in the Fast Food Industry

	Mean (X)	Verbal Interpretation (VI)	Level Of Importance
Communication Channels in the Organization	3.08	Agree	Moderately Important
Relationship with the Supervisor	3.13	Agree	Moderately Important
Employee to Employee Relationship	3.17	Agree	Moderately Important

Legend	Verbal Interpretation	Level of Importance
3.25 – 4.00	Strongly Agree	Very Important
2.50 – 3.24	Agree	Moderately Important
1.75 – 2.49	Disagree	Somewhat Important
1.00 – 1.74	Strongly Disagree	Slightly Important

Table 4 presents the summary of the organizational culture in the fast food industry and their level of importance. Based on the result, the organizational culture of fast food industry may be described in terms of communication channels in the organization ($X = 3.08$, $VI = 'agree'$), relationship with the supervisor ($X = 3.13$, $VI = 'agree'$), and employee to employee relationship ($X = 3.17$, $VI = 'agree'$). Among these aspects, employee to employee relationship got the highest mean. However, all these aspects were found to be equally and moderately important in the organizational culture in the fast food industry.

VI. CONCLUSIONS AND RECOMMENDATIONS

The researcher concluded that in an organizational culture in the fast food industry it should consider the importance of how the communication channels work, the relationship of the employees with their immediate supervisors, and the employee to employee relationship. Employee to employee relationship is very important to be monitored in the group since employees make a bigger part of the organization. Superiors should be accessible to all members of the organization to lend sympathetic ears in cases of queries of the employees. My immediate supervisor encourages my suggestions for improvement. Activities must be done to promote healthy culture at the workplace.

Thus, it is recommended for any organization, specifically fast food industries, to develop a program and

activities to enhance and strengthen the communication channels, relationship with immediate the supervisor and the employee to employee relationship. This program and activities will help promote healthy culture at the workplace.

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Metacognitive Awareness and General Average Grade of 2nd Year BEED and BSE Students of NEUST-SIC

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Abstract— This study focused on the relationship between metacognitive awareness and General Average Grade of the students of Nueva Ecija University of Science and Technology (NEUST-SIC) San Isidro Campus, College of Education. The sample consist of (65)2nd Year Bachelor of Elementary Education students and (102) 2nd Year Bachelor of Secondary Education students. The questionnaire (Metacognitive Awareness Inventory) developed by Schraw and Dennison in 1994 was used to determine the correlation of students' Metacognitive Awareness and Final General Average Grade as well as to identify significant difference on the scores of 2nd year BEED students and 2nd year BSE students respectively. Findings shows that Metacognitive Awareness and Final Average Grade are correlated. It also revealed that the 2nd Year BSE students registered higher in terms of regulation in metacognition compared to the 2nd year BEED students. Thus, it is recommended that more studies in metacognition must be done in all the areas and levels of specialization in the College of Education to determine the necessary skills needed by the students taking up Education as their course that requires metacognitive skills in learning and in teaching.

Keywords— Metacognitive Awareness, General Average Grade, Bachelor of Elementary Education, Bachelor of Secondary Education, Correlation.

I. INTRODUCTION

Metacognition was introduced as a concept and as a field of investigation by John Flavell. He refers to it as "thinking about thinking." It is the capacity to control the way they think by applying strategies such as organization, adaptation, and monitor. It is also the ability to analyze how one process thinking and emotions. With this ability, students will be encouraged to examine how they will learn best, which in turn helps them develop an awareness skill (self-awareness) that is a significant part of learning. Individuals with developing metacognition can fully assess their thought processes and redesign the way they think to adapt to different situations. With the use of metacognition, a learner can easily understand and assess any situation and apply approaches and methods that work best for them. They may be able to compare and discover that a method of learning a particular subject needs more time than another. Or perhaps, a particular technique may be effective in one class but doesn't work for another.

Even though metacognition is important, it is, most of the time, being taken for granted as a component of learning.

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Effective learning involves planning a strategy and setting a goal, progress monitoring, and implement change as required. All of the above-mentioned activities are metacognitive in nature. By acquiring these skills by our students and in all cases can be learned - we can upgrade students' learning.

The present study focused to investigate the relationship between metacognitive awareness and students' general average grade. Since learning is most of the time applied at schools, academic performance reflected in their Grade is one way to assess the students' learning. In this study, students' final general average grade of the 2nd-semester academic year 2018 – 2019 will be used to correlate with their metacognition. Specifically, the research focuses on the following key points:

- 1) Determine the number of affirmative responses of the 2nd year BEED and BSE students on the Knowledge of Cognition and Regulation of Cognition as well as to identify the skills on metacognition that needs improvement.

- 2) Compare the means on the Knowledge of Cognition, Regulation of Cognition, and overall score for MAI of the 2nd Year BSE students and 2nd Year BEED students'.
- 3) Identify the relationship between the metacognitive awareness and general average grades of the 2nd Year BSE students and 2nd Year BEED students.
- 4) Identify the relationship between 2nd Year BSE students and 2nd Year BEED students' regulation of cognition and their final general average grade.
- 5) Identify the relationship between 2nd Year BSE students and 2nd Year BEED students' knowledge of cognition and their' final general average grade.
- 6) Identify the relationship between the knowledge of cognition and regulation of cognition of the 2nd Year BSE students and 2nd Year BEED students.
- 7) Determine the significant difference in metacognition awareness scores between the 2nd Year BEED students and 2nd Year BSE students.

II. METHODOLOGY

A. Participants

Second Year College of Education students of Nueva Ecija University of Science and Technology San Isidro Campus participated in the study. Each one voluntarily answered the Metacognitive Awareness Inventory (MAI) for the duration of the 1st Semester of S.Y. 19-20.

A total of 5 classes completed the MAI that is composed of One hundred and sixty-nine students. One Hundred and Four or 61.54 % were enrolled in Bachelor of Secondary Education (BSE General Science, BSE Mathematics, and BSE Physical Education Majors) while sixty-five or 38.46 % in Bachelor of Elementary Education (BEED).

B. Materials

Metacognitive Awareness Inventory

Developed by Schraw and Dennison in 1994, the Metacognitive Awareness Inventory (MAI) was adapted to measure the student metacognitive awareness. It is made up of fifty-two items wherein students will rate as either true or false. Every "True" answer corresponds to One point while a "False" answer corresponds to Zero points. The MAI has 17 questions related to the knowledge of cognition factor for a maximum score of 17 and 35 questions related to the regulation of cognition factor for a maximum score of 35. Knowledge of cognition factor is further divided into three (3) categories; Declarative Knowledge for item # 5, item #10,

item #12, item #16, item #17, item #20, item #32, item #46; Procedural Knowledge for item #3, item #14, item #27, item #33; and Conditional Knowledge for item #15, item #18, item #26, item #29, item #35. Regulation of cognition is also divided into five (5) categories; Planning for item #4, Item #6, item #8, item #22, item #22, item #23, item #42, item #45; Information management strategies for item #9, item #13, item #30, item #31, item #37, item #39, item #41, item #43, item #47, item #48; Comprehension monitoring for item #1, item #2, item #11, item #21, item #28, item #34, item #49; Debugging strategies for item #25, item #40, item #44, item #51, item #52; And evaluation for item #7, item #19, item #24, item #36, item #38, and item #50.

Overall, the total score is 52. A higher score corresponds to higher metacognitive knowledge (knowledge of cognition) and higher metacognitive regulation (regulation of cognition). In addition to the knowledge of cognition score and the regulation of cognition score, the total score is assessed by getting the sum of all the responses to the questions.

General Average Grade

The General Average Grade for BEED students was provided by computing the average of their subjects for the 2nd semester of school year 18-19. The subjects include the following: Filipino sa Iba't Ibang Disiplina (Fil 2), National Service Training Program 2 (NSTP 2), Rhythmic Activities (PE 2), Facilitating Learner (Prof. Ed 3), Good Manners and Right Conduct (EED 1), Content and Pedagogy for the Mother Tongue (EED 2), and Teaching English in the Elementary Grades (EED 3).

For BSE major in P.E. students the following subjects were computed; Philosophical and Socio Anthropological Foundation (MPE 1), Individual and Dual Sports (MPE3), Filipino sa Iba't Ibang Disiplina (FIL 2), National Service Training Program (NSTP 2), Personal Community and Environmental Health (MPE 4), Anatomy and Physiology of Human Movement (MPE 2), Facilitating Learner (Prof Ed 3). As for BSE major in General Science students, the following subjects were considered; Filipino sa Iba't Ibang Disiplina (FIL 2), National Service Training Program 2 (NSTP 2), Rhythmic Activities (PE 2), Facilitating Learner (Prof. Ed 3), Earth Science (SES 1), Inorganic Chemistry (SES 2), Anatomy and Physiology (SES 3), and Fluid Mechanics (SES 4). Lastly, for the BSE major in Mathematics students, the following subjects were computed; Filipino sa Iba't Ibang Disiplina (FIL 2 BSE), National Service Training Program 2 (NSTP 2), Rhythmic Activities (PE 2), Facilitating Learner (Prof Ed 3), History of Mathematics (SEM 1), College and

Advance Algebra (SEM 2), Elementary Statistics and Probability (SEM 3). All subjects have a unit of 3 except for Rhythmic Activities (2 units) and the National Service Training Program (0 units).

The descriptions follow a descending order wherein an average grade of "1.00" is the highest, and an average grade of "3.00" is the lowest passing general average grade.

C. Procedure

Students general average grade is associated with their score on the MAI. Total sampling was employed, but not all data were retrieved.

III. RESULTS

Table 1. Number of Responses (Affirmative) on MAI by BEED and BSE Students.

	BEED (n=65)	BSE (n=102)	Total (n=167)
Knowledge of Cognition Factor (KCF)			
Declarative Knowledge	242	433	675
Procedural Knowledge	168	292	460
Conditional Knowledge	216	316	532
Regulation of Cognition Factor (RCF) Total			
Planning	278	442	720
Information Management	348	621	969
Strategies Comprehension	226	481	707
Monitoring			
Debugging Strategies	237	424	661
Evaluation	220	310	530
TOTAL (KCF + RCF)	1935	3319	5254

Note: The maximum number of responses for KCF and RCF for BEED are 1105 and 2275. While 1734 and 3570 for BSE.

The number of responses of the BEED in the knowledge of cognition is 626 or 56.65 %, while only 1309 or 57.54 % responses for the Regulation of Cognition Factor. Only 1935 or 57.25 % responded true out of expected 3380 responses. For the BSE, there were 1041(60.03 %) and 2278 (63.81 %) responses obtained out of expected 1734 and 3570 for Knowledge of Cognition Factor and Regulation of Cognition Factor respectively. Only 3319 (62.58 %) responses obtained from the maximum number of 5304 expected responses for the combined responses.

Table 2. Means and Standard Deviations of 2nd Year BEED and BSE Students for MAI.

X & SD	MAI	BEED (n=65)	BSE (n=102)	BEED & BSE (n=167)
MEAN	Metacognitive Awareness Inventory (TOTAL)	29.77	30.18	30.95
	Knowledge of Cognition Factor	9.63	9.65	9.74
	Regulation of Cognition Factor	20.14	20.55	21.14
STANDARD	Metacognitive Awareness Inventory (TOTAL)	5.41	6.08	6.16
	Knowledge of Cognition	2.57	2.58	2.52
	Regulation of Cognition	3.96	4.53	6.16

For the 65 2nd Year BEED student respondents, the mean score for the MAI is 29.77 while the mean score for the knowledge of cognition factor is 9.63 and the mean score for regulation of cognition factor is 20.14, respectively. The 102 2nd Year BSE student respondents for the MAI score has a mean of 30.18, and the mean score for the knowledge of cognition factor and regulation of cognition factor was 9.65 and 20.55.

For the 167 combined students from 2nd Year BSE and 2nd Year BEED, the mean MAI score was 30.95. The mean score for the knowledge of cognition factor and regulation of cognition factor was 9.74 and 21.44, respectively.

Table 3. Correlations between General Average Grade and Metacognitive Awareness Inventory Scores of 2nd Year BEED students.

	General Average Grade	MAI	KCF	RCF
General Average	1	-0.27*	-0.36**	-0.29*
MAI	-0.27*	1	0.73**	0.89**
KCF	-0.36**	0.73**	1	0.34**
RCF	-0.29*	0.89**	0.34**	1

N=65 ** Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

There was a negative correlation between the total score of the MAI, regulation of cognition factor, and general average grade at 0.01 level. Negative correlation at 0.05 level was also observed between the general average grade and knowledge of cognition factor. Correlations also exists between total scores of MAI, knowledge of cognition factor, and regulation of cognition factor at 0.01 level. See table 3

Table 4: Correlation between General Average Grade and Metacognitive Awareness Inventory Scores of 2nd year BSE students.

	General Average	MAI	KCF	RCF
General Average	1	-0.42**	-0.20*	-0.38**
MAI	-0.42**	1	0.47**	0.92**
KCF	-0.20*	0.47**	1	0.38**
RCF	-0.38**	0.92**	0.38**	1

N=104 **Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

There was a negative correlation between the total score of the MAI, regulation of cognition factor, and general average grade at 0.01 level and 0.05 level. In the knowledge of cognition factor and regulation of cognition factor, a negative correlation was found at 0.01 level. Correlation also exists between the general average grade and knowledge of cognition factor and regulation of cognition factor at 0.05 level. Negative correlation also exists between total scores of MAI, knowledge of cognition factor, and regulation of cognition factor at 0.01 level. See table 4.

Table 5: Correlations between Metacognitive Awareness Inventory Scores and General Average Grade for 2nd Year BEED.

	General Average Grade	MAI	KCF	RCF
General Average Grade	1	-0.39**	-0.21**	-0.36**
MAI	-0.39**	1	-0.59**	-0.91**
KCF	-0.21**	-0.59**	1	-0.22**
RCF	-0.36**	-0.91**	-0.22**	1

N=169 ** Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

There was a negative correlation between the total score of the MAI, regulation of cognition factor, and knowledge of cognition factor at 0.01 level. In the knowledge of cognition factor and regulation of cognition factor, a correlation was also found between each of these factors at 0.01 level. Negative correlation also exists between the final general average grade and knowledge of cognition factor and regulation of cognition factor at 0.01 level. The same also exists between the total scores of MAI, knowledge of cognition factor, and regulation of cognition factor at 0.01 level. See table 5.

Table 6. T-test for the 2nd BEED students and 2nd year BSE Students on the Metacognitive Awareness Inventory.

	t-value	p-value	Verbal Interpretation
Knowledge of Cognition Factor	0.96661	0.335138	Not Significant
Regulation of Cognition Factor	2.28401	0.02363	Significant
Metacognitive Awareness Total Score	2.32539	0.021254	Significant

Significant Level at $p < 0.05$

To determine if there were differences in scores on the MAI between 2nd Year Bachelor of Elementary Students and 2nd Year Bachelor of Secondary Students, an analysis of variance (ANOVA) was done. There was no significant

difference between the scores of 2nd year BEED students and 2nd year BSE students with regard to their scores on the knowledge of cognition factor. However, a significant difference was found between the scores of 2nd year BEED students and 2nd year BSE students with regards to the regulation of cognition factors $t\text{-value}=2.28, p<0.05$. The mean score on the regulation of cognition factors for 2nd year BSE students was 21.90 and 20.14 for 2nd year BEED students. There was also a significant difference between BEED students and BSE students with regard to the scores on the MAI $t\text{-value} = 2.33, p<0.05$. The mean on the Metacognitive Awareness Inventory for 2nd year BSE students was 31.91 and 29.77 for 2nd year BEED students.

IV. DISCUSSIONS

The study aimed to explore the Metacognitive Awareness Inventory of Schraw and Dennison and its relationship to the General Average Grade (Academic Achievement) of the 2nd Year BEED students and 2nd year BSE students. It revealed a significant negative correlation between the student's General Average Grade and their scores in metacognitive awareness inventory. In this study, since the highest general average grade is 1.00 and the lowest possible general average grade is 5.00, negative correlation implies that the higher the general average grade of students, the higher the metacognitive awareness of students.

Statistical analysis revealed that there is a significant correlation between the final general average grades of 2nd year BEED students to their scores on the metacognitive awareness inventory. There was also a significant correlation between the factors involved in the metacognitive awareness inventory (Knowledge of Cognition and Regulation of Cognition) and the students' general average grades.

Also, for the 2nd year students of BSE; there is a correlation between their general average grades to their scores on the metacognitive awareness inventory. In terms on the knowledge of cognition factor and the regulation of cognition factor, there exists a correlation. The study indicated that an increase in metacognition leads to better performance academically (Nongtodu et al., 2017).

It also revealed that there is a significant difference in the scores on the regulation of cognition factor between the 2nd year BEED students and 2nd year BSE students. This supports the authors contention that the 2nd year BSE students are better in planning, goal setting, and allocating resources prior to learning (Planning), have more skills and strategies used to process information

efficiently (Information Management Strategies), inclined in assessing one's learning or strategy (Comprehension Monitoring), more adept in correcting comprehension and performance errors (Debugging Strategies), and better in analyzing the performance and strategy effectiveness after a learning episode (Evaluation). However, no significant difference was found in terms of the knowledge of cognition factors. This implies that both 2nd-year students of BEED and BSE are able to use critical thinking related to the topic and obtain knowledge through presentations, demonstrations, discussions (Declarative Knowledge), apply knowledge for the purpose of completing a procedure or processor through discovery, cooperative learning, and problem-solving (Procedural Knowledge), and determine specific processes or skills should transfer and apply declarative and procedural knowledge with certain conditions presented (Conditional Knowledge). (Schraw et al., 1994)

The results of this study is important for the entire college of education in NEUST-SIC, given a correlation between the Metacognitive Awareness and Final General Average Grades of 2nd year BSE and BEED students, it can be a basis for college instructor to determine the necessary metacognition skills needed by low performing students. Moreover, universities like NEUST can conduct training relative to the metacognitive skills needed by their students to perform well academically.

V. CONCLUSIONS

1. The level of metacognitive awareness of the 2nd year BEED and BSE students, which is measured by (MAI) is a good indicator of the good level of education in NEUST-SIC.
2. The results of this study emphasize the correlation between the metacognitive awareness and general average grade, it can be an instrument for educators to assess their students in need of instructions on metacognition.
3. The faculty members of NEUST and other universities may use the results of this study to encourage their students to employ metacognitive skills to improve their grades.
4. This study may encourage schools to hold training programs for students on how to use strategies and skills in metacognition. More so, for college students who will be a future educator someday and may be responsible for another generation of learners to come.

VI. RECOMMENDATION

Finally, taking into considerations of the limitations in the present study, the possible suggestions for research on metacognitive awareness of college of education students are proposed:

1. Further studies of metacognition are conducted in different levels of higher studies as well as in different colleges of NEUST.
2. A separate study may also be made to the members of LGBTQ+ and how metacognitive awareness differs from one another.
3. A metacognitive awareness inventory is also recommended to different grade levels, gender and development, as well as age groups. This may involve assessing the relationship of metacognition with other factors like leadership style for students' growth.
4. Research may also be conducted on its relationship to leadership qualities of a person given that most of the students are being trained to become a leader in their own respective fields.
5. Finally, this study shows that metacognition has a direct correlation with academic achievement (Average Final Grade). One may opt to study its correlation with the result to Licensure Examination for Teachers.

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The role of Cooperative Learning in Attaining Inclusive Education in the Classroom, Creativity and Innovation in Secondary schools in Mwanza Region- Tanzania

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***Abstract**— Cooperative learning is a strategy that teachers can use in the classroom to help students achieve better performance and also help in building positive interaction among students, giving all the learners chances to be active in the learning process. The world today is facing challenges in attaining inclusive education for all. The aim of this study is to examine the role of Cooperative learning in attaining Inclusive Education in the classroom. During presentation the presenters will present on the importance of Cooperative learning in attaining Inclusive Education in the classroom. Also the presenter will present on the challenges that hinder cooperative Learning in attaining inclusive learning in the classroom. Lastly, this paper discusses the basic strategies that would be employed to improve Cooperative learning as the strategies to attain inclusive Education in the classroom. The study employed qualitative methods in data collection. The targeted population was teachers and students in five secondary schools, purpose sampling technique employed to select English teachers while randomly sampling to select students. This paper concludes that, in order to attain inclusive Education, it is a vital for every educator to attain training on how to develop cooperative Learning. Also teachers should invest more in research and accept radical changes in the teaching and learning processes.*

***Keywords**— Cooperative learning, Inclusive Education, Creativity, Innovation.*

I. INTRODUCTION

Cooperative learning has been defined by different scholars, Singh and Agrawal(2011) defined cooperative learning as the learning process in which individuals learn in a small group with the help of each other. In relation to what has been defined by Singh and Agrawal, also Ramos & Pavón (2015) defined cooperative learning as a teaching technique in which learners from different background are learning in groups to accomplish a common goal. Therefore, from above definitions, cooperative learning is a strategy that teachers can use in the classroom to help students achieve better in their studies; also it helps in building positive

interaction among students by giving equal chances to learners to be active in the learning process as they learn from each other in the classroom.

Tilya and Mafumiko (2008) conducted a study on the compatibility between Teaching Methods and Competence-Based Curriculum in Tanzania and come up with the findings that cooperative learning has been implemented in universities through participatory methods whereby teachers formulate various groups of learners who work together during their own time to work on the assignment given by their teachers.

Tran (2014) reported that cooperative learning inspired students on retention. Students were interested to work in groups because it was observed that students in small groups were involved in the assignments through discussion. Their involvement in groups admires them to understand the content of their course and gain more knowledge. Therefore, cooperative learning perceived as the cooperation in teaching and learning process. Cooperative learning involves students to students and teachers to students. Good teachers allow interaction during teaching and learning process whereby students are being given chances to express their views on what the teacher is going to teach through sharing to the whole class.

II. STATEMENT OF THE PROBLEM

Working together in the classroom promotes interaction between students and teachers in teaching and learning process. The ministry of education in Tanzania through instructional supervisors in educational institutions encouraged more participatory method during teaching and learning process. The ministry of education prohibited teachers centered curriculum and encouraged students centered curriculum that is mostly cooperative than teachers centered (Iddy and Chiwanga, 2017). All these efforts that were being done by the government aimed at providing quality education to all learners in inclusive schools. Cooperative learning helps learners with different background to work together and understand from each other than listening to teachers only. The implementation of cooperative learning in Mwanza Region was not more supervised in schools. Teachers were only formulating groups in the classrooms that were not being emphasized in daily teaching and learning process especially in teaching English subject that needs more classroom interactions in speaking, writing, reading and listening. Therefore, from the above situation on cooperative learning in Mwanza Region, the current researchers decided to investigate on the role of Cooperative Learning in Attaining Inclusive Education in the Classroom, Creativity and Innovation in Mwanza Region-Tanzania by looking the impact of cooperative learning in attaining inclusive education in the classroom, the challenges facing cooperative learning in attaining inclusive education in the classroom and to determine basic strategies that would be employed to improve cooperative learning.

III. PURPOSE OF THE STUDY

Specifically, the study aimed at:

- i. Exploring the impact of cooperative learning in attaining inclusive education in the classroom
- ii. Assessing the challenges that face cooperative Learning in attaining inclusive education in the classroom
- iii. Determining basic strategies that would be employed to improve cooperative learning as the strategies to attain inclusive education in the classroom

IV. SIGNIFICANCE OF THE STUDY

Policy makers and curriculum developers will be aware on the importance of using cooperative learning in secondary schools in Mwanza region and Tanzania in general by introducing education policy that will guide teachers and students in the implementation of cooperative education to improve creativity, innovations and performance of students. Also, it will help them to review the present educational policy and curriculum with the aim of introducing cooperative learning to improve learning abilities in English Language. The information gathered through this study would help teachers, students and researchers in education to have better understanding of cooperative learning in teaching secondary school students. Lastly, the study will help the community members to have graduates who will be more practical in various innovations, creativity and language skills like speaking, reading, writing and listening who can be used in the society as leaders and producers.

V. LITERATURE REVIEW

In this section researchers made strong discussion of the findings of other scholars based on the objectives of the current study. From those works researchers noted research gaps that have been worked on in this study.

5.1 The Impact of Cooperative Learning in Attaining Inclusive Education in the Classroom

Chukwuyenum, Nwankwo, Tooche (2014) conducted a study on the impact of cooperative learning on English language achievement among senior secondary school students in delta state, Nigeria and come up with the findings that cooperative learning resulted to innovation, creativity, mastering of writing, reading, listening and speaking to secondary school students. Also, the study identified that, cooperative learning

resulted to involvement of students in the classroom and students academic performance. Researchers concluded that, cooperative learning strategies should be given emphasis in the curriculum of teachers' education to improve students' achievement. Therefore, cooperative learning helps to raise the academic achievements of students in secondary schools. Despite being aware of the academic achievements of cooperative learning for developing creativity, innovation and performance of students but still the curriculum of Tanzania is not much insisting on cooperative learning. In most schools in Tanzania education is not provided by using cooperative learning in the way that, classrooms have been constructed to face the teacher who is located in front of the class as reported by Tilya and Mafumiko (2008) that students were not full involved in learning by using teacher centered curriculum although, the government is trying to shift from teacher centered curriculum which is exclusive to students to centered curriculum which is inclusive. Students benefit more in inclusive education when they are fully involved in the classrooms. Nihukaand, Ambrosi (2012) conducted a study on the learner-centered approaches for curriculum implementation in secondary schools: Teachers' perceptions and challenges reported that, teachers were not well prepared to implement cooperative learning by involving students in the classrooms.

Therefore, cooperative learning is most important in teaching secondary school students for the aim of promoting innovations, creativity and academic performance. Therefore, in Mwanza region, all secondary school teachers should implement cooperative learning in teaching their students so as to make them more creative and innovative in all subjects. Therefore, after reviewing various literatures, the researchers identified the gap that most of the studies on cooperative were done in primary schools and higher learning institutions. Therefore, the current study will cover the gap by investigating the role of cooperative learning in secondary schools.

5.2 Challenges Facing Cooperative Learning in Attaining Inclusive Education in the Classroom

Amedu, & Gudi, (2017) conducted a study in Nigeria on attitude of students towards cooperative learning in selected secondary schools in Nasaraw State and come up with the findings that, cooperative learning is not well implemented because of some factors such as larger number of students and shortage of teaching and learning materials. These two factors were the challenges facing cooperative learning. In addition to that also, the study conducted by Anania and

Rwekaza (2014) conducted a study on co-operative education and training as a means to improve performance in co-operative societies in Tanzania and discovered that, cooperative learning is being affected by many challenges such as larger number of students and poor English base. This was supported by UWEZO (2010) that, majority of pupils in Tanzania complete standard seven without knowing how to read and write in English. Therefore, it affects cooperative learning when teachers formulate groups and ask them to have discussions. The effectiveness of cooperative learning can only be observed out of the identified challenges. The study conducted by Bee (2014) discovered that, cooperative learning in Tanzania is facing the challenge of lacking clear education policy of cooperative learning in schools. They identified that the ministry of education insist on collaborative learning but there is no policy enacted to support cooperative learning in secondary schools. Teachers are being prepared to be source of knowledge in the classrooms. In relation to that some teachers prefers to use cooperative learning but they are being restricted by time and number of students in the classroom because a single period is having 40 minutes while double period consist of 80 minutes that are not enough to conduct cooperative learning in the larger class.

In this section researchers noted the gap that in Mwanza region there are very few studies investigated on the role of cooperative learning inclusive education in the classroom, creativity and innovation. Therefore, most of the studies were investigated in Arusha, Dar es Salaam and Mbeya.

5.3 Strategies to Improve Cooperative Learning to Attain Inclusive Education in the Classroom

The study conducted by Wachanga and Mwangi (2004) suggested that for better improvement of cooperative learning the government should improve school infrastructures and teaching and learning materials including chairs, and tables. In cooperative learning students should be allocated in groups and teachers is being a facilitator by passing through groups to facilitate learning.

Yaduvanshi and Singh (2018) recommended that the government need to enact education policy that will guide teachers and learners on implementing cooperative learning in schools, reduce the number of secondary school students and teaching English language from primary school to higher learning institutions. The outcome of these strategies will be better performance of secondary school students, mastering of contents and improvement of infrastructures whereby t the

required number of students in the class will simplify teaching and learning process. The outcome of cooperative will be helpful for the policy makers, teachers, students, parents as well as school authorities.

Therefore, Cooperative Learning creates conducive and harmonious classroom environment for learners if the above solutions will be implemented as suggested by various scholars that cooperative learning dominates with compassion, cooperation, friendship and equal participation of all students in learning process. All these facilitate creativity, innovations and performance of secondary school students. Therefore, cooperative learning in secondary schools promotes learning of all types of students from different background to learn better and faster from their own peer group. Therefore, cooperative education can bridge the gap between male and female in the classroom by involving all students in their groups and hence be creative and innovative.

VI. METHODOLOGY

The study is pure qualitative method whereby only interview guiding questions were used to gather information from the respondents. According to Leedy & Ormrod (2005) data collection instruments refer to the methods researchers use to gather data for a study. Qualitative researchers often use multiple forms of data in any single study (p.143). In addition to that also, Marshall and Rossman (2011) reported interview is the best method of data collection in qualitative research and many scholars apply interview during data collection. Therefore, this study used only interview to collect information to the respondents. The targeted populations of the study were secondary school teachers and secondary school students in Mwanza region whereby 5 secondary schools were selected in the current study. Researchers used Yamane formula of 1976 to calculate the sample size of the study whereby the total sample size of 50 respondents was used. The study employed purposive sampling to select secondary school teachers while simple random sampling was used to select secondary school students who formulated a total sample size of 50 respondents. According to Oluwatayo (2012) research instruments are proved to be validity to be used in collecting data if they provide the results above 0.6. Therefore, from Oluwatayo's words, researchers decided to use the instruments in the actual study. In relation to validity and reliability of the research instruments, data were recorded in

the notebook and some respondents who were willingly to be recorded by phone recorder were recorded. Lastly, researchers observed all ethical consideration to respondents such as confidentiality, referencing, respect and proper acknowledgement of other scholars' works.

VII. RESULTS AND DISCUSSION

The presentation and discussion of the research findings were done based on the research objectives as shown below.

7.1 The Impact of Cooperative Learning in Attaining Inclusive Education in the Classroom

The findings from secondary school teachers and students on the impact of cooperative learning was positive since majority of them pointed out positive impact of cooperative learning in teaching and learning process in attaining creativity, innovations and academic performance of students as presented in table 1.

Table 1: Impact of cooperative learning

Item	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Mastering of English language	4	40.0	10	25.0
Students' academic performance	3	30.0	10	25.0
Involvement of students	3	30.0	20	50.0
Total	10	100.0	40	100.0

Source: Field Data, 2019

Mastering of English Language

Table 1 shows the results findings that 40.0 percent of secondary school students and 25.0 percent of secondary school teachers pointed out that cooperative learning impacted to mastering of English language in secondary schools in Mwanza region. The respondents identified through interview questions that they are mostly motivated by being involved in the classroom to read, write, listening and speaking things that makes them to be more competent in the classroom. Teachers' identified that students are learning well if they get chances of making discussion with their peers. During interview on the impact of cooperative learning the respondents had this to say.

..... from my experience as a classroom teacher, cooperative learning improves learners ability to speak, write, listen and read. Through cooperative learning most of the students are learning from both fellow students and teachers. Therefore, through cooperative learning students learn better when they meet with their fellow in the discussion and presentation of the discussion that is always done by students themselves (Interview 1, 2019).

In relation to what has been said by classroom teacher also one of the students interviewed responded that,

..... It is better if teachers formulate groups and gives us questions to discuss before starting teaching as a result it gives us various skills like listening, speaking, reading and writing. But some of classroom teachers perceive students as empty headed while we have something that can be seen from the contribution of others (Interview 2, 2019).

Therefore, the findings obtained indicates that, students benefits more in cooperative learning in improving English language. English language is the language that is being used as the language of instruction in Tanzania. Therefore, all subjects are being taught by English except Kiswahili that is being taught as a subject in Kiswahili because it is a national language. Therefore, the findings obtained from the current study were similar to what was observed by Chukwuyenum, Nwankwo, Tooche (2014) that cooperative learning resulted to improvement of English language to students since they are being involved in language skills like speaking, listening, writing and reading in the classroom.

Students' Academic Performance

Also table 1 show that 30.0 percent of secondary school students and 25.0 percent of secondary school teachers pointed out that, cooperative learning resulted from better students' academic performance in secondary schools in Mwanza Region. The findings proved that some of the secondary schools which practiced cooperative learning had good students' academic performance. Teachers in one of the secondary schools proved that their good performance has resulted from cooperative learning. He commended that,

.....the involvement of students in teaching and learning process is one of the strategies that have increased our performance; students enjoy the class if teachers use them in the class to demonstrate various things that relates to the topic that is being taught. Therefore, students should be taught in the groups to allow them interact with their fellow and learn other things from their friends (Interview 3, 2019).

The findings show that, students academic performance can be raised due to the use of cooperative learning that in most schools in Mwanza Region the environments do not allow teachers to use cooperative learning in teaching and learning. The findings show that in most schools that practiced cooperative learning had good academic results. Ambrosi (2012) discovered that, cooperative learning is most important in teaching secondary school students for the aim of promoting academic performance. The study identified that, cooperative learning resulted to involvement of students in the classroom and students academic performance.

Involvement of Students

The findings in table 1 show that 30 percent of secondary school students and 50 percent of secondary school students identified that cooperative learning resulted to students' involvement in the teaching and learning process. Respondents identified that through cooperative learning they are being involved. One of the classroom teacher involved in the study identified that,

Involvement of students in the classroom resulted to creativity and innovations. Students gain confidence when they are given chances to discuss with their peers in their groups. Therefore, cooperative learning gives them chances to work with their peers with different educational abilities that motivate them to work hard and become creative in specific subjects (Interviewee 5, 2019).

The findings on the students' involvement show that, they feel better if their teachers give them chances to discuss with their peers as reported by Tilya and Mafumiko (2008) that students were not full involved in learning by using teacher centered curriculum although, the government is trying to shift from teacher centered curriculum which is exclusive to students to centered curriculum which is

inclusive. Students benefit more in inclusive education that is cooperative learning because students are being fully involved in the classrooms. Therefore, the study identified three impacts of cooperative learning in Mwanza region which are; mastering of English language, good students' academic performance and students' involvement in the classroom. Therefore, inclusive education, creativity and innovations are the outcome of cooperative education. Students can be creative and innovative if teachers involve them in teaching and learning [process through cooperative learning].

7.2 Challenges Facing Cooperative Learning in Attaining Inclusive Education in the Classroom

In this sub section the study aimed to investigate the challenges that faced cooperative learning in attaining inclusive education. In this objective the researcher found out that, cooperative learning is facing various challenges as presented in table 2.

Table 2: Challenges of Cooperative Learning

Item	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Poor English base	4	40.0	15	37.5
Larger number of students	2	20.0	8	20.0
Shortage of teaching and learning materials	4	40.0	17	42.5
Total	10	100.0	40	100.0

Source: Field Data, 2019

Cooperative learning is not well being implemented in Tanzanian secondary schools because of the challenges as reported by Nihuka and, Ambrosi (2012) that, teachers in Tanzania were not well guided to implement cooperative learning by involving students in the classrooms. Therefore, the findings of this study supported Nihuka and, Ambrosi (2012) that cooperative learning was not well implemented due to some of the challenges facing cooperative learning in secondary schools. The study identified four challenges that resulted to poor implementation of cooperative learning in Tanzania.

Poor English Base

Table 2 shows that, 40 percent of secondary school teachers and 37.5 percent of secondary school students identified that

cooperative learning in Mwanza region is not well implemented because of poor English base of students. The respondents identified that majority of students who were being enrolled in secondary schools from primary schools were not able to read and write in English language. This was due to the fact that, in primary schools all subjects are being taught by using Kiswahili language except English language subject that is being taught as a subject. This was identified during interview to one of the interviewees, who lamented that,

.....cooperative learning cannot be implemented if learners are not able to discuss in English, therefore, the system force secondary school teachers to be source of knowledge because learners expect and depend from teachers to learn English and subject content that depending from their peers. In other schools where whose students have good English language base students are well motivated in cooperative learning (Interviewee 5, 2019).

Therefore, the findings from the respondents proves that English Language is the problem toward implementing cooperative learning in attaining inclusive education in secondary schools in Tanzania. The findings of UWEZO (2010) identified that, majority of pupils in Tanzania complete standard seven without knowing how to read and write in English. As a result, most of them who are selected to join secondary education fail to make discussion in English language that is the medium of instruction in secondary schools. From the above views, cooperative learning is not well implemented and inclusive education cannot be attained from students who have poor English base from primary schools.

Larger Number of Students

The findings in table 2 show that, 20 percent of secondary school teachers and 20 percent of secondary schools who participated in the current study pointed out that, larger number of students in the classrooms affected implementation of cooperative learning in attaining inclusive education. The study identified that teachers were not able to implement cooperative learning in the class of more than 40 students. According to the curriculum of Tanzania in secondary education the normal class for secondary education is suppose to have the total number of 40 students but in current years after free basic education the number of

students enrolled increased and hence the total number of students to increase up to more than 100 students in a class.

The findings from this study proved that overcrowded classrooms affected cooperative learning as one of the classroom teacher pointed out that,

.....how can I formulate group in a class of more than 100 students and manage to all the groups in 40 minutes or 80 minutes. The larger number of students in the class forces us to use other teaching strategies so as to help all learners in the classroom to get something in at the end of the period. Therefore, inclusive education cannot be attained in overcrowded classrooms (Interviewee 6, 2019).

In addition to what was said by a classroom teacher one of the students pointed out that;

.....we are not being involved in the classroom because of time allocated in a single period compared to our number. If teachers will apply cooperative learning in attaining inclusive education only few students will benefit from that because we are so many in the classroom and teachers are not able to help all the learners in a single or double period (Interviewee 7, 2019).

The findings indicate that, the larger number of students in the class affected implementation of cooperative learning in attaining inclusive education. Anania and Rwekaza (2014) discovered that, cooperative learning is being affected by many challenges including larger number of students. They pointed out that students are not well involved in inclusive education because of their number. In Tanzania the number of students in the classrooms exceeds the required ration which is 40 students. Therefore, cooperative learning is not well being implemented in Mwanza region because of overcrowded classrooms.

Shortage of Teaching and Learning Materials

Also, table 2 indicates that, shortage of learning materials affected cooperative learning in secondary schools because 40 percent of secondary school teachers and 42.5 percent of secondary school teachers identified that, many secondary schools lacks teaching materials that hinder them to

implement cooperative learning in attaining inclusive education. The findings imply that, the number of learning materials such as textbooks, and laboratory equipments were not relevant to the number of students in their schools. Researchers noted this during interview to some of the respondents conducted in their fields when one of the interviewees commented that;

.....yes I understand the role of cooperative learning but how can I implement it without enough learning materials. We aimed at providing inclusive education but we face challenges especially on the learning materials. Look at our Library what are inside can the apparatus and chemicals accommodate the number of students? Look at our library, we normally depends on the government to gives us books. The truth is that, our learning materials do not allow us to implement cooperative learning (Interviewee 10, 2019).

The findings in this study as shown in table 2 show that, cooperative learning faces the challenge of shortage of teaching and learning materials. The findings of the current study relate to what was discovered by Amedu, & Gudi, (2017) who come up with the findings that, cooperative learning is not well implemented because of some factors such shortage of teaching and learning materials. Therefore, the system forces teachers to be the source of knowledge in the classrooms. In relation to that some teachers prefers to use cooperative learning but they are being restricted by time, number of students in the classroom and shortage of teaching and learning materials because a single period is having 40 minutes while double period consist of 80 minutes that are not enough to conduct cooperative learning in the larger classes by using limited teaching and learning materials.

7.3 Strategies to Improve Cooperative Learning to Attain Inclusive Education in the Classroom

In this objective, researcher aimed at finding respondents' views on the strategies of improving cooperative learning in attaining inclusive education. Respondents pointed out various strategies that will improve cooperative learning in attaining inclusive education in Mwanza Region secondary schools. The findings were as presented in table 3.

Table 3: Strategies to Improve Cooperative Learning

Item	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Selection of English Language to be the medium of instruction from primary school to higher learning institutions	2	20.0	14	35.0
To reduce the number of students in the classrooms to required ratio of 40 students	6	60.0	17	42.5
To buy more teaching and learning materials based on the number of students	2	20.0	9	22.5
Total	10	100.0	40	100.0

Source: Field Data, 2019

Selection of English Language to be the Medium of Instruction from Primary School to Higher Learning Institutions

Table 3 present that, 20 percent of secondary school teachers and 35 percent of secondary school students suggested that, English language should be selected to be the medium of instruction from primary schools to higher learning institutions. The findings indicate that, poor English base of secondary school students in Mwanza Region is associated with the language of instruction in primary schools. English language is being taught as the subject in primary schools while in secondary schools English language is being used as the medium of instructions and all subjects are being taught in English except Kiswahili which is being taught as a subject. The use of Kiswahili as the medium of instruction in primary schools affect the use of cooperative learning in secondary schools since majority of secondary school students especially form one and two were not able to read, write and speak English language as reported by UWEZO (2010) that, majority of pupils in Tanzania complete standard seven without knowing how to read and write in English. The researchers noted that teachers and students were aware that, the best way of implementing cooperative learning in attaining inclusive education is to have a good English language base from primary schools. One of the interviewees suggested that;

We can only use cooperative learning if we receive learners who are able to read and write in English Language. Their English base can be a strategy towards making discussion on the formulated groups in the

classrooms but if we get learners who are not able to read and write inclusive education cannot be attained. Therefore, the government of Tanzania should select English Language to be the medium of instruction from primary schools to higher learning institutions (Interviewee 15, 2019).

The findings suggest that the language that is being used as the medium of instruction in secondary schools should also used as the medium of instruction in primary schools. This will help learners who join secondary education to have a base in English language that is being used in many subjects. Through English language skills, teachers will be able to formulate groups and allow students from the groups to make discussion on the given topic by using English language. This will improve not only cooperative learning but also will be a strategy in attaining inclusive education.

To Reduce the Number of Students in the Classrooms to Required Ratio of 40 Students

Table 3 indicates that, majority of respondents which is 60 percent of secondary school teachers and 42 percent of secondary school students suggested that, there is a need of reducing the number of students in the classrooms to required ration of 40 students in the classroom. The findings mean that teachers will be able to use cooperative learning if the class has 40 students. For example even if the teacher will form groups of ten students the class will have only four groups. Therefore, it will be easy for teachers to implement cooperative learning and attaining inclusive learning. One of the students suggested that;

.....cooperative learning can only work if the class has required number of students who will be manageable by the teacher. Therefore, I ask for the government and other educational stakeholders to construct enough classrooms in secondary schools in Mwanza Region to allow teachers to use cooperative learning in attaining inclusive education (Interviewee 20, 2019).

The findings show that, teachers and students are aware on the role of cooperative learning in attaining inclusive education as a result they ask educational stakeholders to support the development of educational sector in attaining inclusive education especially to developing counties like Tanzania. Wachanga and Mwangi (2004) suggested that for better improvement of cooperative learning the government should improve school infrastructures including buildings and facilities that will help secondary school teachers to implement cooperative learning in attaining inclusive education. If the schools will have enough infrastructures, students will get chances to learn in practical all subjects that are being taught in their schools such as agriculture, biology, chemistry, physics, English Language and other subjects.

To Buy More Teaching and Learning Materials Based on the Number of Students

Also, table 3 above indicates the suggestions of participants in improving cooperative learning in attaining inclusive education in secondary schools in Mwanza Region. The study in table 2 identified shortage of teaching and learning materials thus why the participants suggested the government to provide enough teaching and learning materials. From the findings 20 percent of secondary school teachers and 22.5 percent of secondary school students pointed out that the government should provide more teaching and learning materials that will help them to use the available materials in teaching and learning process in inclusive education. This will enhance inclusive education.

The findings obtained through interview with respondents identified their suggestions on the teaching and learning materials. One of the students suggested that;

Because of the shortage of teaching and learning materials sometimes we share 5 books in the whole class of 80 students. Therefore, we ask the government to supply enough books and laboratory equipments by considering our number.

This will help use to make discussions and undergo practical especially in science subjects (Interviewee 25, 2019).

The findings obtained in this study were similar to what was obtained by the study conducted by Wachanga and Mwangi (2004) and Yaduvanshi and Singh (2018) that availability of enough teaching and learning materials such as textbooks and laboratory equipments influence teachers to use cooperative learning that influence inclusive learning. Therefore, the suggested solutions to the government and other educational stakeholders should be implemented so as to implement cooperative learning in secondary schools in Mwanza Region for the attempt to enhance inclusive learning, innovation and creativity of learners.

VIII. CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

The study investigated on the role of cooperative learning in attaining inclusive education in the classroom, creativity and innovation in Mwanza Region- Tanzania. The study concluded that, cooperative learning have very significance role in attaining inclusive education such as it increase the performance of students, it involve students in teaching and learning process and it also help students to master English language. Also the study concluded that effective implementation of cooperative learning can lead to innovation, creativity and inclusive education. Therefore, from the above roles of cooperative education also, the study concluded that, cooperative was being faced by poor English Language base of students, shortage of teaching and learning materials and larger number of secondary school students in the classrooms that exceed the required ratio of 40 students. Lastly, from the above challenges the study through respondents concluded that, there is a need of the government and other educational stakeholders to construct enough schools infrastructures including classrooms to reduce the number of students in the classrooms, to buy enough teaching and learning materials in schools and also to use English language as a medium of instruction from primary schools. All these conclusions have been drawn from the findings of this study on the role of cooperative learning in attaining inclusive education in the classroom, creativity and innovation in Mwanza Region- Tanzania

8.2 Recommendations

The study has revealed the importance of cooperative learning in attaining inclusive education, innovations and

creativity, researchers recommended various issues so as to improve cooperative learning in attaining inclusive learning that;

- i. The government should formulate education policy, by-laws on cooperative learning to guide secondary schools teachers to implement it. This should be done with strong supervision in the secondary schools so as to attain inclusive education
- ii. Cooperative learning should base on building capacity among students in speaking, reading, writing and speaking through practical forms in the classroom.
- iii. Student teachers and teachers should be trained and re-trained to implement cooperative learning in secondary schools based on the challenges they face.

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The Lord of the Rings as a grandiloquent novel

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Abstract— *A far-fetched Trilogy, one of the unsurpassed fantasy tales to come out, more solicitous, more pragmatic, post modern fantasy, prototypical fantasy of 20th century, there is indubitably Tolkien's 'The Lord of the Rings'. The Lord of the Rings has received mixed reviews since its inception, ranging from appalling to admirable. Recent reviews in various media have been, in a majority, highly positive and Tolkien's literary achievement is slowly being accredited as a significant one. The first part of Tolkien's 'The Hobbit' is followed by 'The Lord of the Rings', both have the Hobbits as its protagonists and carries a very old chronicle with the eminence of antiquity. 'The Lord of the Rings' registers all the persona of a magical land with all its mysteries as mysteries are often a habitual part of fantasy. The Hero, King(s), the Warrior and the Wizard are quite palpable and map easily and directly to Jung's "standard" archetypal images. It has a lot to hollow out since it is rich in myth and mysteries. The Lord of the Rings was written with a backdrop of war, yet one of the most significant ramifications for Tolkien and is the best epic high fantasy novel.*

Keywords— *Norse, Germanic, Greek Mythologies, Proto-World, Middle earth, Hobbits, Wizard, Orcs and Elves*

I. INTRODUCTION

"All that is gold does not glitter,
Not all those who wander are lost;
The old that is strong does not wither,
Deep roots are not reached by the frost.
From the ashes a fire shall be woken,
A light from the shadows shall spring;
Renewed shall be blade that was broken,
The crownless again shall be king".

-TOLKIEN

Mythic sonata and the syntax of an archetypal lingo give the works their vital supremacy. In his magnum opus 'The Lord of the Rings', J.R.R. Tolkien created what he called a "new mythos". *The Lord of the Rings* is an epic high fantasy novel written as a sequel to Tolkien's 1937 fantasy novel **The Hobbit**. **The Lord of the Rings** was published in three volumes over the course of a year from 29 July 1954 to 20 October 1955. The three volumes were titled '**The Fellowship of the Ring**', '**The Two Towers**' and '**The Return of the King**'. Structurally, the novel is divided internally into six books, two per volume, with several appendices of background material included at the end.

THE LORD OF THE RINGS AS A GRANDILOQUENT NOVEL:

LOTR begins sixty years later when the power of the Dark Lord Sauron grows again and Bilbo's ring turns out to be the Ring of Power which Sauron seeks to control the whole of Middle Earth. Therefore, the Ring must be destroyed in the Mount Orodruin in the dark land of Mordor where it was originally forged. This task is appointed to Bilbo's nephew Frodo who is on his way to Mordor accompanied by three other Hobbits (Merry, Pippin and Sam), a Wizard (Gandalf), a Dwarf (Gimli), an Elf (Legolas) and two mortal men (Aragorn and Boromir). The group is called the Fellowship of the Ring. At Part Galen near Mordor, Frodo and Sam are divided from the rest of their companions and make their way through Mordor guided by a treacherous former-Hobbit Gollum who is a slave to the Ring. The rest of the Fellowship eventually allies with the ents (living trees) and the men of Rohan, conquer a evil wizard Saruman, help in the defeat at Pelennor Fields of one of Sauron's army and then march with the last Alliance of the West to fight the battle at the Black Gate of Mordor. Meanwhile, Frodo and Sam overcome many obstacles and succeed in destroying the Ring. With this, Sauron's power fades, his armies collapse, Aragorn is restored as the King of Gondor and the Hobbits

return to their homeland – the Shire. A few years later, Frodo who has been badly wounded in his quest leaves the Shire and Middle Earth with Gandalf and moves to the lands of the far West.

The manuscripts, typescripts and proofs for *The Hobbit* survive in the Memorial Library Archives at Marquette University in Milwaukee, Wisconsin and give a useful insight into Tolkien's writing methods. The collection includes a working draft of the first twelve pages, typed on Tolkien's Hammond typewriter. The rest of the pages are handwritten and numbered consecutively from 13 to 167, and Tolkien changes the type of paper and uses a different pen near the beginning of Chapter 5. The next stage of development is a full typescript done on the Hammond typewriter, with the songs typed in italics and the only changes being to the names of characters. Interestingly, to modern writers with the benefit of word processing, there is also a second full typescript, which seems to have been abandoned due to the significant number of typographical mistakes. Tolkien later recalled, "I wrote the first chapter first, then forgot about it, then I wrote another part. I myself can still see the gaps. There is a very big gap after they reach the eyrie of the Eagles. After that I really didn't know how to go on. I just spun a yarn out of any elements in my head. I don't remember organizing the thing at all". Always modest about his work, Tolkien wrote in a letter about *The Lord of the Rings* in July 1947, "I certainly hope to leave behind me the whole thing revised and in final form, for the world to throw into the waste-paper basket. All books come there in the end, in this world, anyway". Tolkien revised his maps on historical records and about the Middle-Earth repeatedly. Over the course of multiple sketches, Sauraman's tower changed from round and tiered to a more severe structure. While the maps were the foundation of the story, the plot later shaped what the map looked like as well. For one, Tolkien took care to ensure that Frodo and Sam's traveling speed and location matched the map dimensions. He also accounted for mountain slopes and steepness. Tolkien's writing wasn't just based on words. They were the result of imagery that he pictured, sketched, and perfected. To describe objects and places, he first had to visualize them on paper. It's hard to believe that an individual created a volume of work like *The Lord of the Rings*. At one point, Tolkien offered the trilogy to a rival publisher, which backed away when they saw the scale of his creation. As for his writing process, Tolkien didn't see himself as creating a story from scratch. Instead, he let the story gradually unfold on its own: "I have long ceased to

invent...I wait till I seem to know what really happened. Or till it writes itself". On its initial review the *Sunday Telegraph* felt it was "among the greatest works of imaginative fiction of the twentieth century." The *Sunday Times* seemed to echo these sentiments when in its review it was stated that "the English-speaking world is divided into those who have read *The Lord of the Rings* and *The Hobbit* and those who are going to read them." The *New York Herald Tribune* also seemed to have an idea of how popular the books would become, writing in its review that they were "destined to outlast our time", and Michael Straight described it in *The New Republic* as "...one of the few works of genius in modern literature". W. H. Auden, an admirer of Tolkien's writings, regarded *The Lord of the Rings* as a 'masterpiece', furthermore stating that in some cases it outdid the achievement of Milton's *Paradise Lost*.

II. SUMMING UP

Tolkien's world-view was in fact overwhelmingly intransigent, especially for an English intellectual of his cohort, Tolkien's orthodoxy as sacrilegious is in the extreme. Tolkien has created an unswerving universe, a new mythology with lots of characters and conventions of their own. And there is a large audience and readership which acknowledge them and be in awe of them. In my outlook, this proves the eminence of both, the author and the story. As for the readers of modern fantasy they convey a valuable forfeit to the story their time.

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Theme of Wandering Identity in VS Naipaul's *Half a Life*

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Abstract—VS Naipaul's protagonist, Mr. Willie in *Half a Life*, undergoes the pain of having wandering identity and being displaced from his native land. He wanders for cultural root in an unfamiliar environment. Naipaul, through his great sensibility, has manifested his own pursuit for 'home' and 'root' through his protagonist. The protagonist symbolizes the agony of rootless and displaced people who are destined to lead a wandering life on this earth. Unquestionably, the loss of identity and a search for root happens to be the features of Naipaul's works. However, Willie finds his own way to make his life meaningful through hybrid identity. Finally, Willie strives and aspires to recreate a new sense of cultural root through a profound reception and working through his own position as a permanent exile and rootless subject.

Keywords—Wandering Identity, Hybridity, Dislocation, Alienation.

This article makes an attempt to analyze the novel, *Half a Life* by VS Naipaul from the perspective of wandering identity and hybridity, which are the recurrently used vocabularies in post-colonial studies. The features of diasporic literature are also discussed here. The major theme of diasporic literature is dislocated identity of an individual. The sense of rootlessness drives an individual to sense of dislocation which is the bottom line of VS Naipaul's novel *Half a Life*. Through the mentioned autobiographically-driven novel, VS Naipaul has exposed his own reflections.

Wandering identity is a state suffered by the uprooted, the marginal and the exiled. The displacement and dispossession that immigrants are subjected to, bring them into a limbotic position, the agony of which aggravates when all efforts of assimilation are disillusioned. Caught up in limbo, the immigrants lose not only their native place but also their identity. All their efforts at assimilation then are directed towards their search for a face, attrition of heritage language striving towards acculturation. Quest for identity is going to be a major recurring theme in literature the world over, for some years to come. Quest for identity has a broad spectrum meaning and it has been manifested in various ways in the will to exist despite all odds and to survive all odds. This takes many names and it is very important in fact, one of the most important factors in the life of an individual as well as that of a nation and a race.

A number of cultural theorists have expounded on the fluid and unstable status of "culture." Stuart Hall speaks of unfixed identity; James Clifford's traveling theory, Doreen Massey of identity and place, HomiBhabha of mimicry, hybridity, and "third space." All of these ideas have been applied to explain V. S. Naipaul's position of (both voluntary and involuntary) exile. Stuart Hall claims that identity makings are "never singular but multiple, constructed across different, often intersecting and antagonistic, discourses, practices and positions" ("Who Needs Identity?" 4).

Travel also has a significant effect on one's concept of place and home. James Clifford speaks of the need to rethink cultures as sites for dwelling and traveling. He sometimes equates "travel" with "displacement." Travelers are comfortable with more than one culture, so the question is not "Where are you from?" but "Where are you between?" ("Traveling Cultures" 109). Travelers are affected by the sites they travel to; traveling and dwelling conjointly affect (and help to determine) one's identity. Even if he had a largely mono-ethnic, mono-cultural background, Naipaul would be regarded as a "citizen of the world" as a result of his excessive and constant traveling. Thus, even in the more "normal" case culture and identity may be relatively moveable, changeable, unfixed entities. However, someone like Naipaul, with a complex and diverse ethnic and colonial background, needs a special kind of strength and resilience, a special ability to contain and manage his/her multiplicity of cultural identities. In

addition, such people are especially likely to be not just travelers and tourists but immigrants and even refugees.

Naipaul also describes, in some works, the particular suffering and identity-confusion of immigrants. Aiming to assert “himself,” to claim his identity and find his place in the world, then, Naipaul must articulate his multiple identities; eventually he is satisfied with the state of exile, of belonging nowhere and yet everywhere, although he undergoes a long period of solitude in his life. forms of state mechanisms.

In our “post-colonial” world, the concept of identity is linked to a local sense of place, and identity-creation shifts on account of the effect of colonialism and globalization. In terms of Doreen Massey’s concept of identity and place, connecting the traditional sense of place to one’s original roots can offer a stable identity. Nevertheless, “the concept of place is not static but unstable” and “places are processes” (Massey 155). Massey says of the reproduction of place:

Places do not have single, unique “identities”; they are full of internal conflicts [...] [such as] conflict over what its past has been (the nature of its “heritage”), conflict over what should be its present development, conflict over what could be its future. None of this denies place nor the importance of the uniqueness of place. The specificity of place is continually reproduced. (155)

In an interview with Bernard Levin in 1983, Naipaul metaphorically explained his concept of multi-cultural identities: “I don’t think any of us can claim that we come from one single, enclosed, tribal world. We are little, bombarded cells, aren’t we? – many things occur to make us what we are, and we can surely live with all the things that make us” (98). Massey’s theory lends support to the observation that Naipaul, as a nomad, can live in different places, though he may not feel himself to be ever intrinsically “at home.”

In addition, HomiBhabha’s concept of mimicry, hybridity, and the third space best sums up Naipaul’s colonial situation (or predicament), his ambivalence, his search for identity and the narrative strategy that emerges from it. At first “mimicry” was the method by which the British imperial power controlled and dominated the colonized people in the nineteenth century: the British rulers made the colonials “imitate” the culture and language of the colonizer (the British Empire); thus the ideology of the colonized was drastically changed, and became—as an inevitably “poor imitation” of the “original”—inferior to that of the colonizer. However, in the post-colonial era

writers began to use mimicry as a counter strategy, “writing back” to the imperial power and negotiating their own position or place with respect to the mother country. In “imitating” the English language and even the form of the English novel, writers like Salman Rushdie (and to a lesser degree also Naipaul) can of course also mock and parody various aspects of the “imperial” tongue and culture; they’ve learned so well from their “masters” that they now know how to make fun of what they have been taught, show its intrinsic weaknesses and absurdities. The process of mimicry thus creates a new entity through the difference between self and other.

The attitude of a colonial also determines whether the inevitable stage of mimicry can create obstacles or greater force in one’s search for self-identity. Consequently, Naipaul’s hybrid identities can never be wholly constructed “from the origin” because he needs to renew his powers of articulation. Although Naipaul was educated in the mother country, England, it still remained his second home. Even Trinidad was an alien land for him because he always felt slightly like a stranger. He could not authentically feel truly at home in any one place; therefore, all of his “homes” form his hybrid identities. He himself must creatively articulate his distinguishing cultural “features.” To HomiBhabha, such hybridity is “the most common and effective form of subversive opposition” (Ashcroft 9); Robert Young says that Bhabha’s concept of hybridity has transformed Bakhtin’s intentional hybridity into “an active moment of challenge and resistance against a dominant cultural power” (23). The hybridity of colonial discourse reverses the dominant structures in the colonial situation. Thus, it deploys dialogue between the dominant and the subordinate, forming (in Bakhtin’s terms) a “double-voiced talk.”

Bhabha further employs the concept of “the third space” to explicate the concept and the goal of hybridity. Speaking from a colonial standpoint, he elaborates on “the third space” as a strategy for opening up the possible space of cultural discourse by transcending cultural hegemony and crossing over its historical boundaries. Bhabha sees the key problems of cultural diversity as tied to the initial “norm given by the host society or dominant culture,” and to multiculturalism based on racism (*Identity* 208). Therefore he tries to look for the “productive space of the construction of culture as difference, in spite of alterity or otherness,” to show that different cultures have their own unique characteristics and that they are incommensurable (*Identity* 209). Bhabha introduces the notion of “cultural translation” as a way of negotiation between two cultures. This translation is a way of imitating an original which can be “simulated, copied, transferred, transformed, made into

a simulacrum" (*Identity* 210). Translation is the passage between the original and the simulacrum. Thus the original is always being created again and again, just like the simulacrum itself. Cultural translation "opens up the possibility of articulating *different*, even incommensurable cultural practices and priorities" (*Identity* 210-11). The so-called "third space" is thus produced in the process of translation, and negotiation can become a form of aggressive subversion and aggression through which a new site is established.

Wandering identity can then be produced as a new site through the process of hybridization. Bhabha insists that a "cultural and political identity is constructed through a process of othering" because the history of containment is now overcome and minority discourse emerges (*Identity* 219). Hence, the dialogue between cultures "beyond Orientalism" (Said) erases the misrepresentation or mere imagination of a given culture. Bhabha also speaks of the responsibility of intellectuals. He thinks that intellectuals (like Naipaul) should "intervene in particular struggles, in particular situations of political negotiation" (219). In other words, they are in a position of opposition from which to examine cultural politics: thus Naipaul, as an intellectual with his own cultural particularity and position, can and should speak for the marginalized. Bhabha also claims that the colonial is neither "the colonialist Self nor the colonized Other but the disturbing distance in-between that constitutes the figure of colonial otherness" (*The Location of Culture* 45). Bhabha's theory of in-between borderlines challenges the traditional concept of "place." Naipaul then turns his sense of alienation into a powerful capacity to feel at home in any place.

The cultural critic Andrew Gurr argues that a definition of home can be derived from the relationship between the exile and his writing in the modern world; that is, the displaced exile may obtain his/her identity primarily through his/her writing. As BreytenBreytenbach points out, "To be in exile is to be free to imagine or to dream a past and the future of that past. To be an exile is to be written" (69). Naipaul, as an exiled writer, can create his own place through traveling and writing. This "in-between" space provides him with a broader imaginative and creative space. The space of the "in-between" also gives the exile, the immigrant, the migrant, the colonial to have more chance to choose possibilities from their multi-cultural background. It goes without saying that their identity will not be fixed, won't be defined by the past. The exile of the twenty-first century inevitably negotiates between spaces as between cultures; he negotiates and makes or finds a temporary "place" for himself between cultural spaces. And writing is a very potent way of performing such a

negotiation. Also, writing, as reflected in *Half a Life*, for Willie, offers a way to create and construct his racial subjectivity; meanwhile, provides him with the opportunity to re (in) trespass his past history.

The novel is set in three locales - India, England and Africa. A princely State in British India untouched by colonial agitation is the setting of the first part of the novel entitled "A visit from Somerset Maugham". The second part entitled 'The first chapter' is set in post-war London with its dingy West End clubs and lonely pavements and the third part called 'A second Translation' has setting in a province of Portuguese Africa. The Protagonist Willie Chandran, born in India of a Brahmin father and a lower class mother, leaves India and goes first to England and then to Africa. Willie's life in London is fraught with many frightening experiences. He is portrayed as a young man with nothing to his name but his promise as a writer, drifting aimlessly, groping for a voice. He suffers from displacement and emptiness—a sense of being without history or understanding, the difficulty a writer from the colonies faces in finding material and his shocking sexual encounters. He sleeps with prostitutes and friend's girlfriend only to discover his own sexual incompetence.

Willie Chandran, the protagonist of V.S. Naipaul's *Half a Life*, is a bitter young Indian, and it doesn't help when his father clarifies a few shameful details of his family's past. "I despise you," Willie tells him, and really he despises everything his passionless life has presented him. He goes to London and then Africa to reinvent himself.

Willie arrives in London not knowing anything. He drifts from bars to dinner parties to newspaper offices, and our fun lies in watching him observe odd social customs and sad class incongruities. Pretentious Brits admit him to their circles, as a mirror or an oddity, and every few pages they say something condescending about India. Naipaul presents London terrifically, as a town of impressionable young heirs still learning to promote themselves in a world shaped by imperial forbears. Everyone looks up to their ancestors for having created such splendor.

Then Willie falls in love, gets married and moves to Portuguese, East Africa. He spends 18 years there, an outsider again, but this time on the side of the crumbling empire, as his middle-class wife, Ana, is mainly Portuguese. His house is concrete, not mud, and he weekends with Ana's European. Willie is still a little displaced in Africa, but not much more so than, say, a Richard Ford character casting about in New Jersey. His trusty alienation now somewhat toothless, Willie submits

to the consolations of bourgeois comfort. Granted, this is the bush version of bourgeois, and it includes sex with young African girls, but the point is he's no longer rudderless in London.

Through the character, Willie and his constant and continuous journey from one place to another so as to search his identity and selfhood, V S Naipaul is trying to express and expose the plight and predicament of the exiled and dislocated in postcolonial social set up. Naipaul decided to take up writing as his vocation he had to look for an authentic voice, so he preferred to draw on his personal experience of an uprootness adrift in the two worlds to neither of them he could belong. Rootlessness and displacement are the predominant themes of the hereby mentioned novel.

Willie thus possesses only "half a name." The novel seems to reveal Willie's father's intention that his sons "mimic" the whites, since he gave him half of a white man's name. Willie can clearly see the gap between the colonial's mimicry of the colonizer and his desire to construct himself in a chaotic world. He is aware of the paradoxical nature of his mimicry. However, he becomes a "mimic man," the person people expect him to be, just like Ralph Singh in *The Mimic Men*. As a matter of fact, the Western name is hollow because he cannot possess a Western identity simply by possessing a western name. In contrast, identifying with the Western name and dismantling his Indian name symbolizes the loss of his original culture. He is still excluded in and from "Western space" though his father intends to "bleach" him through giving him a half-whitened name.

Worst of all, Willie cannot face his real ancestral history, his true genealogy. He employs his imagination to shape a make-believe identity and tries to live behind its mask. This is implied in the given statement. As the narrative goes further:

[H]e adapted certain things he had read, and he spoke of his mother as belonging to an ancient Christian community of the subcontinent, a community almost as old as Christianity itself. He kept his father as a Brahmin. He made his father's father a 'courtier.' So playing with words, he began to re-make himself. It excited him and began to give him a feeling of power. (61)

In the above mentioned quotation we can see that how fabricated stories can give one a kind of solace in a foreign land, which is dislocated from one's own.

In London, at least, he was a writer known as Willie Chandran, but in Africa he becomes merely "Ana's

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London man" (145). He is unable to find a place for himself in Africa; worse, he loses his autonomy. He goes nowhere. He becomes nothing. His only consolation is that he ironically discovers an affinity with "half-and-half friends" (162) in this "half-and-half world" (160). These friends regard themselves as "the second rank" (160) including Correias, Ricardo and Luis (the estate manager of Carla Correia) and his wife Grace. Willie portrays Correias's plight thus:

To destroy a Portuguese like himself would have been to break caste, according to the code of the colony, and to become disreputable. There was no trouble at all in throwing a man of the second rank into darkness, someone from the half-and-half world, educated and respectable and striving, unusually knowledgeable about money, and ready for many reasons to do whatever he might be required to do. (174)

It is clear in the hereby mentioned statement that the dislocated people share Willie's sense of loss, disorientation, and dereliction. Willie sees his own shadow in his half-and-half friends. Through their images of reflection, he gets epiphany to understand that, by employing the perspective of the "other," he becomes even more trapped.

After staying in Africa for one year, Willie witnesses his "half-and-half friends" who intend to bleach their identities:

But then after a year or so I began to understand – and I was helped in this understanding by my own background – that the world I had entered was only a half-and-half world, that many of the people who were our friends considered themselves, deep down, people of the second rank. They were not fully Portuguese, and that was where their own ambition lay. (160-61)

Through his objective observation, he consciously understands that he shares the homogenous cultural heritage and loss with them. Originally, he intended to bleach his family history and cultural roots; however, Willie discovers his loss of his precious cultural background when he looks back on his journey from India, England and then to Africa. Thus, he finds his cultural heritage and desires to construct his subjectivity. Finally, he decides to end his wandering time and escape days.

The loss of identity, sense of alienation and exile is the lot of the mixed, unpedigreed class. The stigma of being a second rate citizen hangs around Willie all the

time. Willie gets temporary relief due to some slippery substance which awakes him to the futility of all his efforts in a half-made society. In Africa Willie gradually finds some solace in the realization that he is not the only one bearing the burden of being dislocated; there are many like him who are infested with a sense of double exile. He discovers he is in “a half-and-half world (160) with “half-and-half friends” (162) who had come to reconcile with their position as “people of the second rank” (160). In Berlin describing the plight of Correias to Sarojini Willie says:

To destroy a Portuguese like himself would have been to break caste, according to the code of the colony, and to become disreputable. There was no trouble at all in throwing a man of the second rank into darkness, someone from the half-and-half world, educated and respectable and striving, unusually knowledgeable about money, and ready for many reasons to do whatever he might be required to do. (74)

Here, the protagonist is feeling dislocated position having second ranked citizen in the foreign land. Despite all adverse circumstances Willie still feels much at home among the Africans.

Willie comes to see this plain truth in time and decides to call it a day. For years he has allowed himself to become easy victim to slippery substances but on a rainy day when he slips after having spent eighteen years in Africa, he comes to realize that at forty-one, it's high time to stop making a fool of him. He wants to emerge out of the shadow of the image of 'Ana's London man', which was thrust on him without his knowing. He is resolved that there are not going to be any more slips for him. Resolutely he tells Ana: “I mean I've given you eighteen years. I can't give you any more. I can't live your life any more. I want to live my own” (136). Ana is in the same boat and she knows the agony too well. She has herself been leading a borrowed life. She tells Willie: “Perhaps, it wasn't really my life either” (128).

Conclusion

Summing up, Willie, in *Half a Life* just like VS Naipaul himself, has the dislocated identity. It is through multicultural and fluid identity; Willie attempts to find meaning in the places of multicultural hullabaloo. By assimilating the dynamic identity in multicultural social set ups, he makes an attempt to establish meaning in his rootless identity. Within distinctly dynamic identity of

being rootless, Willie persistently motivates himself to enjoy life at its fullest.

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Bio politics of Gendered Violence in Sahadat Hasan Manto's Stories, "Sharifan", "Xuda Ki Kasam" and "Ghate Ka Sauda": Reflections on Authentic Testimonies of Trauma

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Abstract—Saadat Hasan Manto, in his mentioned stories explores the gendered violence during the tragic event of the Partition of India. By foregrounding the plight and predicament of abducted, displaced and raped women caused by the biopolitical violence, the violence in which human bodies and lives are targets and focal points of politics and war, he attempts to show the most horrible picture of the Partition and its consequences. Due to the patriarchy - unleashed violence perpetrated on women they are ultimately reduced into homo sacer and muselmann as conceptualized by Giorgio Agamben. Muselmann is a specific form of life which is alive but dead, and dead but alive. The female characters, who suffer from brutal rape, abduction and mutilation in the stories, are nothing but the abject object, which speak the vastness of trauma without speaking. In other words, the victimized women characters and their somatic testimonies verge on the authenticity of their traumas. While dramatizing the pervasive effects of gender violence during the precarious time of the Partition of India by keeping the falsity of religious and political rhetoric of the Partition violence at bay, Manto projects the testimonies of the traumatic events of the Partition without perpetuating the cycle of revenge and recrimination. He does not see the perpetrators as Muslims or non-Muslims, Indians or Pakistanis; rather he just sees and depicts them as human beings with all their wilderness and barbarity. By executing the unmediated testimony of the Partition violence, and combining evil and suffering within it, he also captures the specificity of the Partition violence without being provocative in any way. In doing so, he brings in the humanitarian and moral perspective on the Partition holocaust, which helps evoke the therapeutic effect of the trauma of the Partition— and that effect is the hallmark of the aesthetic of the literature of violence or trauma.

Keywords—Trauma, Violence, Testimony, Partition, Authenticity.

“The victims of rape are not included in the public rite of mourning about the lost war; they are not venerated as heroines, and they are not awarded any compensation” (qtd. in Hromadizic 7).

Saadat Hasan Manto is a noted progressive Urdu writer. Many of his stories focus on the sense of despair, dislocation and trauma by the Partition of Pakistan and India in 1947. The writings of the mentioned writer vividly recreate the angers and horrors of this period and the trauma of the refugees especially, of women uprooted and victimized by the demarcation of arbitrary borders.

The selected partition stories of the mentioned writer attempt to capture the state of trauma. The word “trauma”

is taken from Greek language which means wound. Doctors tend to use it as Beerendra Pandey in his book, *Historiography of Partition* says, as “a serious external or internal damaged of the body, not necessarily a piercing by an object” (1). Psychologists tend to use it “with reference to condition called PTSD (post-traumatic stress disorder) by which they mean a kind of emotional or psychological blow landed on the victim by an injurious and / or life-threatening event” (“Historiography”1). Such event generates such a terrible blow that it keeps coming up in the consciousness of the victim even much after the occurrence of the event. Psychologists, as Pandey says, “attribute the outbreak of such risk factors as assault, domestic abuse, prison stay, rape, riot, terrorism and war”

(“Historiography” 1). The Partition violence as the most traumatic period in the history of modern India has still remained in the collective memory of Hindustanis and Pakistanis. Such trauma has been captured in the mentioned narratives of Manto.

The researcher here claims that the female characters in the stories of the mentioned writer, who undergo with trial, trouble and tribulation with a slow realization of loss and a deep sense of sorrow amidst hallucinatory state of mind due to the trauma, are nothing but *homo sacers*, or “bare lives” victimized by the biopolitical violence of Partition riots. These characters are simply in liminal position—neither totally alive nor totally dead. They are fated to live in a kind of suspended state. Their bodies speak themselves about their plight and predicament. In other words, they are the most traumatized ones suffering from brutal murder, rape and mutilation being ultimately reduced into the position of *muselmann* or mere abject objects, whose somatic testimonies verge on the authenticity of their traumas. I have discussed as to how female characters in the Partition narratives of Manto undergo with biopolitical violence. Before it, it is imperative to discuss about biopolitics.

Biopolitics refers to how politics and government policy directly impact on biological aspect of people's lives. Drawing from Michel Foucault, biopolitics can be understood as method of examination in which the state controls people through political power. Biopolitics can also be discussed as to how the biological features of human beings are measured, observed, and understood through the execution of different forms of state mechanisms.

In his article “Biopolitical and beyond: On the reception of a vital Foucauldian notion” Thomas Lemke says, the term “biopolitics” “designates what brought life and its mechanism into the realm of explicit calculations and made knowledge-power an agent of transformation of human life” (1). Along with the emergence of modern techniques and technologies, disciplining the individual body and the regulation of body of the population has become a frequent occurrence. Expressing the idea of the connection between the beginnings of political modernity with biopolitics, Lemke further says:

According to Foucault, biopolitics marks the threshold of political modernity since it places life at the center of political order. In this theoretical perspective, there is an intimate link between the constitutions of a capitalist society and the birth of biopolitics: “Society's control over individuals was accomplished not only through consciousness

or ideology but also in the body and with the body. For capitalist society, it was biopolitics, the biological, the corporal, that mattered more than anything else. (1)

Here, highlighting the Foucauldian concept of biopolitics, Lemke points out that capitalist society not only controls with consciousness and ideology but also in the body and with the body. In other words, the bodies of people hold great value in modern states and politics.

In the last chapter of his first volume of *The History of Sexuality*, Michel Foucault talks about the notion of sovereign subjectivity in modern politics and warfare. In this book, he discusses on the notion of biopower and biopolitics, which implicates the sovereign power over life and the management of life. The crucial part of his argument is that this power is exercised through the sovereign's “right to take life or let live” (136). To put it more explicitly, the way in which power is exercised by actually taking life, allowing certain lives to live on, and controlling life. He further explains that the sovereign exercises the right to life by implementing the right to kill, or by ceasing to kill, and this power was put into practice through death. This power can also be explained as “a right of seizure: of things, time, bodies, and ultimately life itself that “culminated in the privilege to seize hold of life in order to suppress it” (136). The sovereign; therefore, is the operator of the life and bodies it governs.

As Andre Duarte says, at present the “states have enacted repressive policies against immigrants and refugees, political movements that organize the unemployed, non-conformists of all sorts, displaced and homeless people, among many other undesirable social groups” (2). These people cannot be incorporated into the capitalist system of globalized production and consumption hence, regarded as undesirables or misfits to be disposed off.

In order to further clarify the idea of biopolitical violence and reduction of citizens into “expendable” or “undesirable” it will be pertinent to discuss the idea of Italian political philosopher, Giorgio Agamben. Agamben, in his book, *Homo Sacer: Sovereign Power and Bare Life*, presents a provocative theory on the relation between politics and life, especially the “hidden point of intersection between the Juridico-institutional and biopolitical models of power” (6). He begins the book by providing an explanation that in Greek, there are two kinds of life: *zoe* and *bios*. *Zoe* is the natural life that is “the simple fact of living common to all living beings” (1). *Bio*, on the other hand, is a special kind of life that is only possessed by people, who are valued and qualified, or “the

form or way of living proper to an individual or a group” (1).

Agamben expands on the Foucauldian notion of biopolitics by introducing *homo sacer* or bare\ sacred man— "the life of *homo sacer* (sacred man), who may be killed and yet not scarified" (8). These lives are disposable and signify importance only being included in law and politics in the form of exclusion or by the capacity to be killed. What is powerful in his elaboration of *homo sacer* is that Agamben captures its unique positioning. The bare\ sacred man (life) was originally began to overlap with the political, and in the end, "exclusion and inclusion, outside and inside, bios and zoe, right and fact enter into a zone of irreducible indistinction" (9). Nicholas Chare asserts:

Bare life is not, therefore, natural life. It is not zoe. It is a liminal state occurring between bios and zoe, between life styled by law and natural life, between language and non-language. The most extreme example of bare life in the camps is embodied by the *Muselmann*. (45)

Muselmann is a term used to describe those, who through exposure to starvation, deprivation, violence and brutality experience a fundamental loss of will and consciousness. Agamben finds *muselmann* as a limit condition of human life. This term also refers to those in camps who have reached such a state of physical disrepair and existential disregard that one hesitates to call them living as they simply look like living corpses that move inevitably toward death in the camps.

In the light of above-discussed theories of trauma and biopolitics, the researcher analyzes three stories by Manto— “Sharifan” (Bitter Harvest), “Xuda Ki Kasam” (I Swear By God) and “Ghate Ka Sauda” (A Raw Deal).

In “Sharifan” (Bitter Harvest), Manto unpacks the horrors of rioting done to women during the genocidal violence of Partition. The place is in the grip of rioting. A bullet has pierced Qasim’s thighs. As he rushes home, he finds that his wife is lying dead and his daughter lying close by naked. As the narrative goes:

[...] he received no reply from inside. Qasim pushed open the door. He nearly fell on his face. While he was tiring to get up he realized he was near a... Suddenly Qasim screamed and sat up. Only a yard away a young girl’s dead body, absolutely naked, was lying on the floor. Fair, well- built body, small firm breast..., Qasim’s entire being was shaken up. Inside his soul a scream was born that could touch the sky, but his lips were sealed in a manner that his scream could not escape them. His eyes automatically closed

and yet he covered his face with his hands. A sound emitted from him, “Sharifan.” With his eyes still closed he fished out some clothes and threw them on Sharifan’s dead body. (52)

This scene is very gruesome that tells the real plight and predicament of women, who were subjected to the most perverse treatment that any sadistic imagination could plan. In an unconscious and extremely enraged and frenzied state of mind, Qasim kills a Sikh and three Hindus, with a broken psyche:

Hatchet in hand, Qasim was running in the deserted bazaars like boiling lava. On the crossing, he was faced with a young well- built Sikh. Qasim attacked in a peculiar aimless manner and with such force that Sikh fell like an uprooted tree in a storm [...] A little far away from crossing, he saw some men. Like an arrow, he went towards them. They shouted: “Har- Har Mahadev”. I stead of replying with “Allah-o-Akbar Qasim called them by choicest four-lettered words, flung his hatchet in the air and entered that group. In a few moments, three dead bodies were writhing on the road. (53)

Here, it becomes clear that the utter sense of communalism was a driving force for the outbreak of violence. In such violence of extreme kind, women were the immediate sufferers. By showing such terrible scene, Manto perhaps, is hinting at the fact that how enemy groups acted out their wrath over enemies’ women or daughters.

Qasim with utter anger was moving towards the bazaars that were totally deserted. He entered a street. He; however, realized that all inhabitants were Muslims, he felt miserable. He then turned his lava to another direction. “Entering a bazaar he flung his hatchet in air and once again started shouting the worst possible sewer words concerning mothers and sisters”(53). He went towards a house. Something was written on the door in Hindi. The door was bolted from inside. Like a mad man, Qasim broke open the door with his hatchet. His throat was dry. He started shouting, “come out, come out”. He was very agitated. A door opened slowly and a girl appeared. Qasim asked in a tough voice, “who are you?” “A Hindu” (54). Qasim then threw away his hatchet and pounced on her like a wild beast, throwing her to the ground. He then began to tear her clothes and for half-an-hour he ravaged her like an animal gone out of control. There was no resistance, she had fainted. Later, when Qasim looked at the naked body of girl, he was reminded of his daughter, Sharifan and put on the blanket on the molested girl.

Just then a man entered the house holding a sword and asked him, “who are you?” Qasim was startled. His eyes opened but he could see nothing. The man with a sword shouted, “Qasim!” Qasim was once again startled. He tried to recognize the man but his eyes failed him. The man was very upset. He asked, “what are you doing here?”(54). Qasim pointed towards the blanket. The other man pulled off the blanket. The sword fell from his hand; then he staggered out of the house wailing, “Bimala... Bimala!” (55). The readers thus can guess the further development—a circle of violence and revenge. The story comes to an end with traumatized individuals.

In this story, Manto unravels the moral condemnation of brutal act upon female subjects. By showing his protagonist, Qasim having identified Hindu Bimala as his own daughter, Sharifan, after his brutal treatment towards her, Manto not only re-traumatizes Qasim but also the readers.

By the same token, Manto’s “Xuda Ki Kasam” (I Swear By God) provides the historians with sensitive insight into the impact of abduction on ordinary people. It reflects on the emotional trauma of abduction. It also provides valuable insights which have surprisingly been ignored by historians. The narrator of this story is a liaison officer from Pakistan involved in the recovery of abducted women. During his work, he encounters an old Muslim woman, who is searching for her daughter with desperation. With the outbreak of pervasive violence, tens and thousands of women were murdered, raped, abducted and mutilated. The raped and abducted ones were so traumatized that:

[...] some girls had committed suicide on the way, afraid of facing their parents. Some had lost their mental balance as a result of their traumatic experiences. Others had become alcoholics and used abusive and vulgar language when spoken to. (160)

The woman, searching for her daughter refuses to return to Pakistan with the liaison officer, as she is convinced that her daughter is still alive. “Why?” I asked. “‘Because she is beautiful. She is so beautiful that no one can kill her. No one could even dream of hurting her,’ she said in a low whisper” (168). The narrator makes another trip across the border to India and again he happens to find that Muslim woman who:

[...] was no more than a bag of bones now. She could hardly see and tottered about like a blind person, a step at a time. Only one thing hadn’t changed— her faith that her daughter was alive and that no one could kill her. (168)

The pathetic plight of a woman is a site of testimonies of the trauma of the Partition of India especially on women. A dead-alive woman simply wants to her beloved daughter to come. One of the volunteers said the liaison officer, “Don’t waste your time over her. She’s raising mad. It would be good if you take her to Pakistan with you and put her in an asylum” (169). The officer, however, decides to make one last effort to take her to Pakistan. Just at the moment, a young woman looks for a moment, and then walks away. The old woman recognizes her daughter and shouts after the officer, “Bhagbari, Bhagbari... I’ve seen her... I have seen her” (169). He firmly replies, fully aware of what is happening, “I swear on God your daughter is dead” (170). The old woman then collapses on the ground as a bare life—a life which is not yet or no longer.

Manto’s ending to the story reveals perhaps better than anything else that Partition involved the death of family ties as well as of individuals. The character of the old woman, moreover, articulates the uncertainties and anxieties of many relatives waiting to hear of their loved ones. The pathos and occasional futility of the exercise of rehabilitation are laid bare through the use of irony and reversal, as the abducted Muslim woman refuses to recognize her own mother.

It is true that many women did find a new life after being abducted. Happily married to a Sikh youth, Bhagbari does not wish to risk her happiness by remembering this naked, insane woman as her mother. “Being a story of rupture and loss, “Xuda Ki Kasam” shows that the logic of human relationship is more powerful than the logic of religion” (Patole 3).

Another story, “Ghate Ka Sauda” (A Raw Deal) in which the rioters buy a girl apparently belonging to the other community but having abused her the whole night, they discover to their horror that they had been cheated. She, in fact, belonged to their own religious communities. They then decide to go and return her to the seller, apparently to claim the refund as well. As the narrative goes:

Two friends pooled their resources. They selected a girl from a group of ten or twenty and bought her for forty rupees. After having spent the night with her, one of them asked, “What’s your name?”

The man was furious when he heard the girl’s name.

“We were told that you belong to the other religious community!”

“You were told a lie,” the girl replied. The man ran to his friend and said, “That bastard double

crossed us. He palmed off one of our own girls!
Come on, let's take her back." (185)

The story clearly shows that how the woman's body from enemy side becomes a ground to perform their wrath and victory. Here, a woman's body is not only politicized but also turned in to an abject object—the kind of life that exists inside and outside the juridico-political system—completely expendable and exploited by authorities and the conflicting groups to maintain their power.

The production of raped bodies is a tactic for the authorities and the conflicting groups to gain power and control, but once these bodies are produced, they are disregarded and become disposable. As in the case of the perpetrated girl in the above story, she will be disposable in her own community. She will not be fully included in the political as well as legal, economic, and societal system as discussed by Agamben. She will be fated to live as *homo sacer*.

The mentioned stories of Manto, by executing in Tony Kushner's view, "the complexity and richness of holocaust testimony" (275) of the Partition violence, and combining evil and suffering within it, capture the specificity of the Partition violence without being provocative in any way. In doing so, they bring in the humanitarian and moral perspective on the Partition holocaust which helps to evoke the therapeutic effect of the trauma of the Partition.

Bimala in "Sharifan", girls losing mental order in "Xuda Ki Kasam" and perpetrated girl by two men in "Ghate Ka Sauda" are the true victims of biopolitical violence, who are finally reduced into abject objects having no space and identity in their respective communities. They are *muselmann* of Agamben which speak the vastness of trauma without speaking. They are specific form of life which is not yet and no longer.

Literature holds the capacity of creating therapeutic effect of trauma. Literature, Cathy Caruth argues, "enables us to bear witness to events that cannot be completely known and opens our ears to experiences that might have otherwise remained unspoken and unheard" (qtd. in Marder 3). Trauma, no doubt, is very painful but when it is acted out it paves way for the survival. It is the literature that provides spacious room for the acting out of trauma for it denies the closure of trauma. As Felman says:

Literature is a dimension of concrete embodiment and language of infinitude that, in contrast to the language of the law, encapsulates not closure but precisely what in a given legal case refuses to be closed and cannot be closed. It is to this refusal of the trauma to be closed that literature does justice. (qtd. in Marder 5)

The more trauma is acted out, the more it reduces the agony. Good trauma literature should always focus on the possibilities of acting out so as to bring in the healthy and wholesome relationship among the members of the community. Another distinguishing hallmark of good piece of traumatic literature is that it appeals the moral sense of the readers at the expense of ethical sense, which is likely to be contaminated by the germs of identity politics.

The rendition of the trauma of the women in 1947 from the part of Manto is actually a morality-driven transmission with emphasis on human relations "backed by the attribute of being human, such as being a woman or being sick" (Margalit 7). Here, Margalit covertly tries to express that morality occupies the universal values and norms whereas ethics is limited and local in its dimension. To say overtly, the line of morality is apolitical whereas the line of ethics is political and hence, compromising.

Conclusion

In a nutshell, it can be said that Manto's mentioned stories craftily foreground the plight and predicament of abducted, displaced and raped women caused by the biopolitical violence, the violence in which human bodies and lives are targets and focal points of politics and war. Through these stories, the writer attempts to show the most horrible picture of the Partition and its consequences. Due to the patriarchy-unleashed violence perpetrated on women they are ultimately reduced into *homo sacer* and *muselmann* as conceptualized by Agamben. *Muselmann* is a specific form of life which is alive but dead, and dead but alive. The female characters, who suffer from brutal rape, abduction and mutilation in the stories, are nothing but the abject object, which speak the vastness of trauma without speaking. In other words, the victimized women characters and their somatic testimonies verge on the authenticity of their traumas, which history is oblivious by executing identity politics. So, literature is a productive site to project authentic testimonies of traumatic event like the genocidal violence during the partition of India.

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Linguistically Redefining the Concept of Anglophone in the 21st Century in Cameroon

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Abstract— Until a few decades ago, Francophone Cameroonians were not really interested in the learning of English. They had a very unfavourable attitude towards it. Such a situation could be attributed to the fact that French is a dominant language in Cameroon. Today, the situation is gradually being reversed. Francophones are flooding English-medium education. A number of studies attest to this (Echu, 2004; Pen Tamba, 1993; Safotso, 2017a). Francophone Cameroonians see in English the language of opportunities. From past studies and using new data, this paper argues that the concept of Anglophone in Cameroon should be linguistically redefined in the 21st century.

Keywords— Anglophone, Cameroon, Francophone, Immersion, Language.

I. INTRODUCTION

Recent research on the spread of English across the globe and the emergence of new varieties of English has really advanced over the past three decades or so. The linguistic situation of Cameroon, which is a real labyrinth of languages, is an example of that. The attitudes of French-speaking Cameroonians towards English have drastically changed from extremely negative to extremely positive from the 1990s (Atechi, 2015). While the Anglophone subsystem of education was literally invaded by children of Francophone background (Safotso, 2017a), Anchimbe (2007) sees the rush for English by Francophones as an identity opportunism, whereby speakers choose an identity or a language according to the advantages they are likely to benefit. The rush for English by French-speaking Cameroonians and the subsequent emergence of Cameroonian Francophone English (CamFE), is a significant development in respect to the linguistic landscape of Cameroon. This paper traces back the brief history of language immersion and bilingualism in Canada and in Cameroon from the perspective of Echu's immersion education programme.

II. LITERATURE REVIEW

2.1. Immersion Education and Bilingual Education

Language immersion programmes are a form of bilingual education which was originally designed to educate minority groups in majority languages of Europe and the United States. This kind of education is popular in Canada because the country has two official languages,

English and French. In L2 language immersion programmes, students learn all the target language. Language immersion programmes offer students the greatest opportunity to have as much time as possible to use and perfect their L2 skills (Swain 1982:23).

2.2. Immersion Education: A Canadian Perspective

Canada is the birth place of immersion education. With the growing importance of French as the main working language of Quebec and increasing dissatisfaction with the linguistic barriers between English-speaking and French-speaking Canadians, a concerned group of English-speaking parents in St Lambert, outside Montreal, began to meet informally in the early 1960s to discuss the situation in order to find out adequate solutions (Lambert and Tucker, 1972). This period in Quebec history is referred to as the "Quiet Revolution". There was, as a result, an emerging awareness in the English-speaking community that French was becoming very useful as a language of communication in most spheres of life and, concomitantly, that English alone would no longer guarantee social and economic success in the province. Those parents attributed the two solitudes that characterized their relationship with Francophone Quebecers to their children's linguistic incompetence in French. They were determined to improve upon the quality of second language instruction in English schools and "immersion" was the educational improvement they developed. The first immersion class was opened in September 1965. The primary goals of immersion programmes were to provide the participating students with functional competence in both written and spoken aspects of French, normal levels of English-language development,

and achievement in academic subjects commensurate with the students' ability and grade level. They also aimed to ensure an understanding and appreciation of French Canadian people, their language, and culture, without detracting in any way from the students' identity with an appreciation for English Canadian culture. It was also hoped that immersion programmes would result in improved relationships between English-speaking and French-speaking Quebecers and, more generally, Canadians who spoke English and French. Many parents across the country came to embrace these goals.

2.3. Immersion Education: A Canadian Perspective

Echu (2004) remarks that there are basically two variants of immersion programme : “voluntary” and “non-voluntary”. By voluntary immersion, he refers to Francophone parents who personally send their children to Anglophone schools. Non-voluntary immersion concerns children who are bound to pursue their studies in English-medium or French-medium schools owing to the geographic context in which they find themselves. This group of learners is made up of children whose parents work in towns like Koutaba, Ngaoundal, Loum, and Edea. Twenty years after the independence of the country, they were obliged to send their offspring to French-speaking schools. The same process was observed with Francophone parents working at the CDC Company. Their children were enrolled in English-medium schools.

Immersion programmes in Cameroon seem to favour national unity and integration. Echu (2004:76) observes that Francophones are much more concerned by the immersion venture than Anglophones. As opposed to Francophone parents who encourage the enrolment of their offspring in English primary schools, Anglophone parents still live in total lack of confidence because cases of immersion encountered at their level are not voluntary.

In the long run, the Cameroon English immersion programme may turn in favour of Francophones. Much is still to be done and the government should intervene so that immersion is applied not only to Francophone children but also to Anglophone ones. Such an enterprise is of course a step forward in search for official bilingualism and national integration. Another point of concern is that in Cameroon today, the total number of children who attend Anglophone primary schools far outweighs the number of Anglophone children who attend Francophone primary schools (Echu:2005-665). If such a trend continues, Francophones would certainly have an extra linguistic edge over Anglophones, since in addition to French many of them will equally be proficient in English. Consequently, the evolution of official language bilingualism would be tilted on favour of Francophones, a situation likely to further

endanger the place of Anglophones as a linguistic minority in the country.

With the advent of globalization, Francophone Cameroonians attitude towards English is quite positive. Professional and economic openings provided by the Anglo Saxon world encourage them to “invade” Anglophone schools. Since Francophones are the majority group in Cameroon, there is a problem of compensation in the sense that more Francophone learners study English than Anglophone students do for French. Simo Bobda (2013:300) points out that Cameroon Francophone English no longer passes unnoticed. This new development will lead to a change in the attitude of French-speaking Cameroonians.

It should be pointed out that the growing presence of Francophone children in Anglophone schools is a completely private initiative. They are instrumentally motivated and eager to learn English (Tenjoh Okwen, 1987). Echu remarks that the phenomenon of globalization seems to play in favour of the quest for Anglo-saxon education by Cameroonian city dwellers. The majority of Francophone parents are of the opinion that the Anglophone subsystem of education guarantees better opportunities for the children not only within the country but also at the international level. In the same vein, stressing the irreversible impact of immersion programme in Anglophone primary schools, he mentions the development of positive attitudes by Francophones towards English, towards Anglophones and the achievement of national unity. He rightly says whether you like it or not, voluntary immersion programmes give rise to bilinguals who feel at ease in using their L2. In fact, Francophones are gradually getting a good mastery of their L2. As a practice in the application of the official bilingualism policy, immersion education reduces the distance between the family set-up and L2, and favours positive attitudes towards L2. When the Francophone child is back home from school, he shares his daily experiences with the different members of his family. These experiences are linguistic and cultural. Very often, other family members end up by developing love for the second language. Therefore, the immersion programme contributes to the reinforcement of national unity and integration as soon as the language and the culture of the other come nearer the family set-up.

The Cameroon English Immersion Education in Anglophone primary schools is gradually becoming successful. Francophones from Anglophone institutions are progressively handling both English and French. At the same time, since language is the manifestation of culture, they are gaining cultural experiences from the Anglophone community. As a result, they will end up identifying

themselves with the Anglophone community and will become cultural hybrids. In the same line of thoughts, Safotso (2016:6) remarks that 'Cameroon Francophone English emerged as the result of the rush of individual French-speaking Cameroonians for English during the last two decades. This was not necessarily as a result of any incentive by the government'. The Francophone learners via the immersion experience may become potential references of Cameroon official bilingualism. Echu (2005:652-653) notes that the overall performance of the Francophone children was generally satisfactory. The parents were satisfied with their children's performance. Pupils asserted that they have no language barrier in school. The teachers confirmed that English did in no way constitute a handicap to the academic progress of children of Francophone background. They did not particularly need any extra language classes to cope with their second official language. The success rate of these children is about 90%. Some of them even feature among the best.

Immersion language teaching is an approach to teaching a new language where learners receive all or most of their instruction in the new language together with others who are learning that language. This definition of immersion will be adopted in the framework of this article. Immersion is seen as a form of bilingual education where students receive their training in their second official language together with others who are learning that language as their first official language. In this connection, I classify Cameroon immersion education programme into four categories namely:

- total English immersion education;
- total French immersion education;
- partial English immersion education;
- partial French immersion education.

Total English immersion education concerns children of Francophone parentage who are registered in English-medium primary schools. English is both the subject and the vehicle of education. This group of children can be found either in Anglophone regions or Francophone regions. They usually perform well in English language and in other subjects.

Total French immersion education incorporates children of Anglophone parentage who are immersed in French-medium primary schools. French is both a subject and the vehicle of education. This category of children can be found either in Anglophone regions or Francophone regions. They generally achieve good performance in French language and other school subjects. They are not as numerous as children of Francophone families enrolled in Anglophone primary schools. Many Anglophones are still

reluctant as far as sending their offspring to French-speaking primary schools is concerned.

Partial English immersion education refers to the Special Bilingual Educational Programme where children of Francophone families receive extra English and Literature classes to facilitate the learning of their second official language. They also receive nonlinguistic subjects such as Citizenship, Physical Education in the other official language. These students are also given the opportunity to practise the language they are learning through extra class activities such as club activities and reading culture. This programme is implemented in secondary and high school not in primary schools.

Partial French immersion education deals with the Special Bilingual Educational Programme where children of Anglophone families receive extra French Language and Literature classes to facilitate the learning of their second official language. They also receive non-linguistic courses in the other official language. They do practise the language they are learning through extra class activities. It is also implemented in secondary and high school and not yet in nursery and primary schools. The implementation of this Special Bilingual Educational Programme would have been more productive if it had been applied right from nursery and primary schools where children acquire the language effortlessly.

2.4. Who is an Anglophone Cameroonian?

The term Anglophone can be defined politically, geographically, and linguistically. For some, the term Anglophone subsumes a certain culture. This is probably because an Anglophone country is one whose main language of education is English and which was colonized by Britain. Thus, Anglophones are representatives of whole linguistic communities. According to the Oxford English Dictionary (2019), an Anglophone simply means 'An English-speaking person. But you can't normally 'learn' your way into either category, you have to be born into it. In Canada, Anglophone is commonly used in areas where French is spoken to refer to the English-speaking population. Similarly, francophone is used in English speaking areas to refer to the French-speaking population. Francophone is also used in French-speaking areas to refer to French speakers. The Oxford English Dictionary simply defines 'Anglophone' as an English-speaking person, while Companion English Dictionary (2015) defines it as a person who speaks English, especially in countries where other languages are also spoken, e.g. Kenya and Zimbabwe.

As regards linguistic regions, geographically, there are ten regions in Cameroon: eight Francophone regions and two Anglophone ones. The English-speaking communities are characterized by the predominance of the

English language whereas French is the dominant language of French-speaking areas. Pen Tamba (1993:35) provides an acceptable and not necessarily non-controversial definition of an Anglophone in the context of Cameroon. According to him, an Anglophone Cameroonian citizen is taken to mean a person whose first official language is English. Although Anglophone Cameroonians by this definition may hail from any parts of the country their base is mainly South-west and North-west. From his definition, it can be inferred that a Francophone citizen may choose English as his or her first official language but will remain Francophone. In the same light, Simo Bobda (2002:6), unlike Tamba, remarks that the term Anglophone, as it is understood in Cameroon, has mostly an ethnic connotation. It refers to a member of an ethnic group in the North-west and South West provinces, which were formerly part of British Cameroons. As a corollary, it has a political connotation since in Cameroon, access to public service jobs and appointments to high positions are ethnically planned. The term Anglophone has very little to do with knowledge of the English language. Indeed, an Anglophone in the Cameroon sense does not need to know a word of English. From the above statement, it is clear that an Anglophone Cameroonian may not necessarily have a good command of the English language.

Safotso (2016:7), talking about the second phase of Cameroon Francophone English, observes that many Francophone Cameroonians could not yet have any interest in English per say. It was taught only in the three last classes of primary schools in a few schools of urban centres, and was not even tested at the CEP (Certificat d'Etudes Primaires), the equivalent of the First School Leaving Certificate. He stresses that though English has always been a compulsory subject at the BEPC, Probatoire and Baccalauréat, which are the three certificates of the Francophone sub system of education in Cameroon since the French colonial period, until now, and surprisingly enough, a Francophone Cameroonian child does not need a pass mark in it to pass those certificates. In Francophone primary schools, English had to wait till 2001 to become a compulsory subject at the CEP (Certificat d'Etudes Primaires). Linguistically and numerically, being the majority group in the country, despite these measures, many French-speaking Cameroonians did not yet see the necessity of English as they did not need it in their daily transactions. Many Francophone learners even saw it as a hurdle.

In the same vein, Takam (2013:3) observes that the great number of Francophone children enrolled in the Anglophone sub system of education since the 1990 is a tangible sign of failure. Parents were surely dissatisfied with the quality and the quantity of English received by

their children. He suggests intensive English right from primary school with focus on oral work and activities. In primary school, the second official language could be introduced as from the very first year of training. Thus, in the long run, the second official language will be intensified with focus on listening. By so doing, the syllabus could be conceived in such a way that 25 to 30 per cent of the weekly load could be attributed to the second official language the 5th and 6th years of teaching. During lessons, vertical discussions between the teacher and the pupils and horizontal discussions among students will be stressed. If such an initiative is achieved, it will be possible for students to have a solid foundation by the end of primary education so as to follow up lessons in the second official language once in secondary school. He shows that it is not useless to underline that the great number of Francophone children enrolled in Anglophone schools is the consequence of the failure of a balanced promotion of English and French in the country.

2.5. Second and Foreign Language in Cameroon

The distinction between second and foreign language learning settings is significant since there will be radical differences not only in what is learnt and how it is learnt, but also in that the sociolinguistic conditions of learning determines the outcome of the learning process.

Regarding the Cameroon context where English and French are the two official languages, "the label EFL inaccurately refers to English in the Francophone part of the country while ESL would refer to English in the Anglophone zone. (Simo Bobda, 1997:221). It is, therefore, crucial to define EFL (English as a Foreign Language) and ESL (English as a Second Language) communities.

The distinction between second and foreign language learning settings is significant. Stressing the importance of the distinction between EFL and ESL communities, Strevens (1994:37) holds that it is more than simply whether there has been an earlier historical connection with Britain or France. To him, it makes a considerable difference when it comes to the teaching and learning of English whether the environment is foreign language or second language. It affects the extent of the learner's prior familiarity with English, it affects the learner's expectations of success and it affects both the average of attainment reached by most learners (higher overall in ESL than in EFL communities) and the ultimate goals for success which learners and teachers set themselves.

Moag (1992:18), talking about Strevens' conception of EFL and ESL societies describes EFL communities as ones in which English has no special status, which make fairly restricted use of the language, and which have a

native-using model. Whereas in Strevens' EFL communities, English has a high status, it is the language used in courts, the media and as medium of instruction at school and tends to have a local standard as a model rather than a foreign one. The two authors have two contradictory views about EFL communities.

When Moag talks about English with no special status, with fairly restricted use, and the native using model, Strevens is of the opinion that English has a high status, is used in court and media, is the medium of instruction at school, has a local standard rather than a foreign one. The descriptions of the EFL communities do not correspond to the characteristics of English used by children of Francophone background enrolled in Anglophone schools. Their English is commonly used as the medium of instruction at school, over the radio and television. Their English language community is rather similar to Strevens' ESL communities. Strevens (1992:36) thus arrived at the conclusion that English is a second language when it has a special standing, such as being acceptable in the courts of law, being the medium of instruction in major sectors of the educational system, being commonly used on radio or television and where there are many newspapers published in English. The case of Cameroon is quite atypical.

Strevens rightly thinks that language plays not only an institutional role, but a social one in the case of second language learning in a community. This implies that it functions as a recognized means of communication among people who use other languages as their mother tongues. It has been asserted earlier that English in non-native English-using communities will be either a second or a foreign language. However, it should further be noticed that the misleading conjunction 'or' is rather inclusive in the case of Cameroon since it includes both ESL and EFL labels. Taking into account Strevens' **ESL** and **EFL** societies, **English** can be considered a **second language** not only to Anglophone Cameroonians but also to **Francophones** citizens.

Safotso (2017:7b) points out that, traditionally, although English is one of the official languages of Cameroon, when it is taught to French-speaking Cameroonians, it is called English as a Foreign Language, with the teaching method adapted to the subject. With the change of the attitude of Francophone children towards this language, and their enthusiasm for English medium schools until then reserved to their Anglophone peers, the first question he asks is whether English should be called second or foreign language to this new generation of Cameroonian citizens since in those schools, there is no special programme for them. They cover the same curriculum as their Anglophone classmates, and at times,

perform better than them. When they complete their secondary school education with the same GCE certificate like their Anglophone classmates, the second question he raises is about the real identity of this type of Cameroonians: are they Francophone or Anglophone? With these questions, he draws attention on the fact that with the serious linguistic changes that are taking place at the beginning of the 21st century, the concept of foreign and second language should be reconsidered in Cameroon as well as that of Anglophone and Francophone. This study argues that the notions of second/ foreign language, and the concept of Francophone /Anglophone should be redefined in Cameroon.

III. METHODOLOGY

A total of four regions were selected for this study: two French-speaking regions and two English-speaking regions. The French-speaking regions were the Centre (Yaoundé) and the West (Dschang) because some of them are the main towns of the country where the phenomenon of immersion is more developed. Yaounde is the political capital of the country and Dschang is a university town as well as Yaounde. The English-speaking regions selected represent the two Anglophone regions of the country: the North West (Bamenda) and the South West (Buea). The purpose of the selection of Francophone and Anglophone regions was to compare and contrast the degree of immersion in Francophone areas and in Anglophone zones.

The sample primary schools in the Francophone area are: Rainbow Bilingual Primary School, Dschang; Government Primary School, Dschang; Parents' National Educational Union, Yaoundé; Government Bilingual High School, Dschang; Havard Nursery and Primary School; Franck Nursery School, Jumping and Jack Primary School. In the Anglophone zone, the schools selected are: National Educational Union, Kumba; Government Primary School, Kumba II; Government Nursery School, Bamenda; Government Primary School, Bamenda. The data were provided by the various schools.

IV. RESULTS

Francophone learners do show a lot of enthusiasm in learning English. Their initiative is mainly a private one. They seem to have understood the importance of English at the era of globalization. Though parents were the ones who decided to send them to Anglophone schools, they are not reluctant to study in the Anglophone sub system of education. The number of Francophones in Anglophone schools increases every day at an exponential rate. The Francophone parents are satisfied with the overall performance of their children. The majority of teachers

report that Francophone pupils perform well in almost all the subjects. They do not need any extra language classes to overcome language obstacles. The fact that some school leaders wanted to keep the Anglophone coloration of the school is not a successful enterprise. For example, between 1999 and 2000, Takam (2013: 15) shows that there are 246 Francophones against 201 Anglophones in Franck Nursery School, 340 Francophones versus 145 Anglophones in Jumping Jacks Nursery and Primary School in Yaoundé. Thus, the total number of Francophone background learners in Anglophone primary schools far outweighs the number of Anglophone background pupils. The table 1 provides an overview of the growing presence of Francophone children in Anglophone schools.

Table 1: The growing importance of Francophone children in some English-medium schools

Au- thors	School	Popu- lation	Anglophone		Francophone	
			Num- ber	%	Num- ber	%
Enoh 2003	Parents’ National Educational Union, Yaoundé	269	145	53.90	124	46.10
Modjo 2003	Parents’ National Educational Union, Yaoundé	270	147	54.44	123	45.56
Echu 2004	Havard Nursery and Primary School, Yaoundé	219	133	60.73	86	39.27
Takam 2013	Franck Nursery School, Yaoundé	447	201	44.97	246	55.03
	Jumping and Jack Primary School, Yaoundé	485	145	29.90	340	70.10
Safotso 2017	Rainbow Primary School, Foto Dschang	320	123	38.44	197	61.56
	Bilingual High School Dschang Anglophone section	1275	475	37.25	800	62.75

Bilingual High School Maroua Anglophone section	832	132	15.86	700	84.14
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It can be noticed that Francophone learners are gradually abandoning French for English. This abandonment of French is of course due to the opportunities attached to English as the language of globalization and new technologies. Parents and learners are conscious of the fact that English can give room to many advantages and assets. The ever increasing number of Francophone background learners in Anglophone schools is getting generalized today in primary and secondary schools as table 2 shows.

Table 2: The growing importance of Francophone children in Anglophone Schools Nationwide

School	Popu- Lation	Anglophone		Francophone	
		Number	%	Number	%
Parents’ National Educational Union, Yaoundé	500	245	49	255	51
Havard Nursery and Primary School, Yaoundé	400	200	50	200	50
Franck Nursery School, Yaoundé	800	350	43.75	450	56.25
Jumping and Jack Primary School, Yaoundé	850	400	47.06	450	52.94
Rainbow Primary School, Foto Dschang, 2020 school year	450	100	22.22	350	77.78
Government Bilingual Highs School Dschang Anglophone section , 2020 school years	2000	500	25	1500	75

Government Primary School, Dschang	250	05	02	245	98
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Table 2 shows that in the selected primary schools in Yaoundé, Dschang, Francophone children largely outweighs Anglophone ones. The lowest percentage of Francophone children in those schools is 50% and the highest is 98%. Moreover, this tendency which is observed in public and private schools in Francophone zones reflects the reality in urban public and private schools in pure Anglophone areas. In some bilingual urban schools of the French speaking areas of Cameroon, the percentage of Francophone background children is up to 100%. The number of Anglophone children in Anglophone schools located in Francophone areas can be justified by the Anglophone crisis Cameroon is going through. From 2017 to 2020, the Francophone population moved from 61.56% to 77.77% in Rainbow Primary School; and from 62.77% to 75% in Government Bilingual High School, Dschang in table 2. It is striking to observe that even in pure English-medium schools of Buea and Bamenda which are the two major English-speaking towns of the country, Francophone background learners are progressively invading the Anglophone community as shown in table 3.

Table 3: The growing importance of Francophone children in some English-medium schools in Anglophone areas in the school year 2010- 2015

School	Popu- lation	Anglophone		Francophone	
		Number	%	Number	%
National Educational Union, Kumba	250	175	70	75	30
Government Primary School, Kumba II	350	250	71.43	100	28,57
Government Nursery School, Bamenda	250	175	70	75	30
Government Primary School, Bamenda	450	350	77.78	100	22.22

During the school year 2010-2015, in the English-speaking regions, over 30% of learners were French-speaking distributed as 33.5 % in the South West, and 27%

in the North West region. Taking into account the fact that the vast majority of Francophone learners are enrolled in the English immersion education programme, it can be stated that English immersion education programme is gaining ground at the expense of French immersion education programme. For Cameroonians in general, such a situation predicts the decline of French. An Anglophone will refer to any Cameroonian who is able to handle English properly.

To sum up, a political Anglophone citizen can be linguistically a Francophone and a political Francophone citizen can be linguistically an Anglophone. From the perspective of this paper, an Anglophone is a person who does not necessarily comes from South West or North West but a person who has a good command of the English Language and the culture inherent to the language. In other words, an Anglophone is a person who is able to write and speak English though he or she may not have any connection with the North West or South West, which are English-speaking regions in Cameroon. There will be therefore a difference between an Anglophone by nature, culture, and an Anglophone by instruction, education, and acquisition of English. Thus, the term Anglophone has nothing to do with ethnic connotation since he may neither come from the North West nor from the South West. In fact, Anglophoneness may have been acquired through total immersion to English education and culture. In fact, this paper classifies the Anglophone world into four main categories namely:

1. Franco-Anglophones, i.e Francophones who were born and brought up in the Anglophone regions and attended Anglophone schools;
2. Hybrid Anglophones, i.e Francophones who were born and brought up in the Francophone regions and attended Anglophone schools;
3. Academic Anglophones are both Francophones and Anglophones who have chosen English for academic purposes;
4. Pure Anglophones or native Anglophones emanate from the North West or South West and they have the capacity to use any mother tongue from those two regions cited.

V. CONCLUSION

In summary at the dawn of the 21st century, it can be said that Cameroon is at the crossword of serious changes as far as its linguistic landscape is concerned. The attitude and motivation of Cameroonian students have quite changed towards the learning of foreign languages in general and English language in particular. They see more assets in them. Many Francophone children largely

outnumber Anglophone ones in Anglophone primary schools. Therefore, it will soon be quite complex to make a clear cut difference between a Francophone Cameroonian and an Anglophone putting aside all political considerations. Taking in consideration the great number of students who are presently studying foreign languages and the fact that, at times, they master those foreign languages, the notion of Francophone/Anglophone and foreign/ second language can be questioned and redefined. Anglophone will simply refer to Cameroonians either from North, South, East or West who are capable of expressing themselves fluently in English as it is already the case with a good number of them. Thus, the traditional English taught as a second language to Anglophone Cameroonian and as foreign language to Francophone may simply be termed second language. French taught as a second language to Francophone and a foreign language to Anglophone will be viewed differently. The concept of first official language and second official language will be reconsidered depending on the mastery of the official languages.

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The Effect of Instagram Exposure of Hedonic Lifestyle on Dissonance Rates for Digital Native

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Abstract— Instagram is a social media that is widely used by digital natives in Indonesia. And every day digital natives can spend 24% of their time accessing Instagram. The hedonist lifestyle on Instagram is often visualized with vacation photos at a place of prestige, ownership of branded goods, and luxury. Digital natives who see the hedonist lifestyle on Instagram cause an affective effect that is feeling uncomfortable in the form of anxiety, jealousy, often comparing themselves with other people and so on. This discomfort is called dissonance. So that more often digital natively exposed by hedonic lifestyle makes the level of dissonance is higher.

The theory used to analyze is the theory of Hypodermic Needle. This research uses quantitative research methods, with data collection techniques through the distribution of questionnaires to Budi Mulia high school students who were selected into a sample of 114 people through random sampling. Based on these results, the influence of hedonic lifestyle exposure on Instagram on the digital native dissonance level was obtained that Anova obtained Hedon Lifestyle Exposure variable on Instagram sig value of 0,000, then compared with a probability of 0.05, F count: 74.076 > F table: 3, 93 and at $\alpha = 5\%$, then the decision is H_0 rejected, it means that there is an influence of Hedonic Lifestyle Exposure on Instagram Against the Disability Level of Digital Native of 39.8%, while 60.2% is influenced by other factors not mentioned in this study.

Keywords— Exposure, Hedonism, Dissonance, Digital Native.

I. INTRODUCTION

The internet has a variable communication and one of them through the presence of social media that bridges individuals with other communities without the time and geographical limits. Social media is an online media that supports social interaction with a more interactive form so that the use of social media is very attractive to the community.

Instagram is one of the most widely used social media by Indonesians. Instagram has become a part of everyday life seen from the data above the number of users which reached 62 million. Instagram social media is often used by teenagers to upload all kinds of activities such as personal photos or videos about identity, lifestyle, hobbies, interests to be conveyed to the wider community through their Instagram social media accounts. From this, the age group who frequently access Instagram social media is the native digital.

Digital native is part of generation Z. In the digital era, humans are categorized through various groups of generations to illustrate the extent of differences between generations in using digital media. Bencsik, Csikos, and Juhez's (2016) research show that Generation Z is the youngest generation in the digital age because of its expertise in using digital technology. A native digital is a group of people consisting of the millennial generation and generation Z. Both generations spend almost all of their time interacting through social media. Digital native refers to students born after 1980 and native speakers of

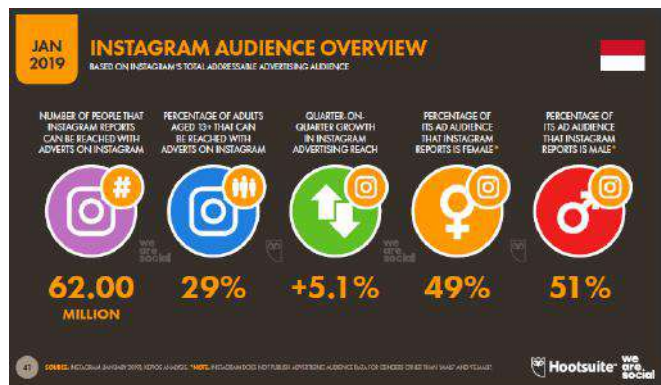


Fig.1: Instagram Audience Overview

Source: www.websindo.com

computer digital languages, video games and the internet (Prensky, 2001).

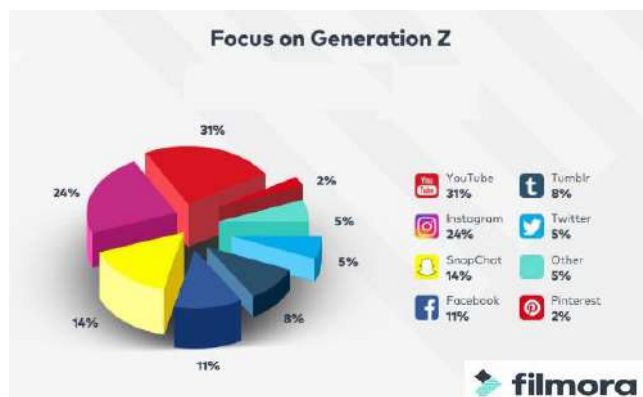


Fig.2: Use of Social Media by Digital Native

Source: www.socialmediatoday.com

In the picture above reinforces the statement that digital native has a very high intensity of internet usage. And every day digital natives spend 24% of their time accessing social media Instagram. The data has become a common phenomenon around people watching native digital activities who like to use social media almost all day long.

Exposure to messages through social media is something that cannot be avoided. An international journal by Toby Dyer entitled *The Effects Of Social Media On Children* states that adolescents are very easily exposed by content in social media (Facebook, Instagram, Twitter) that cause various effects such as anxiety, depression and cyberbullying (Dyer, 2018). In another international journal, *The Effect of Browsing Social Networking Websites* by Hassna Saad mentioned that the use of social media causes effects for adolescents because the variety of content on social media that is so perfect makes teens feel insecure about real life (Saad, 2015). Supported by another journal titled *Measuring Youth Media Exposure: A Multimodal Method for Investigating the Influence of Media on Digital Natives* by Michael Rich et al reinforces that exposure to digital media has proven to be able to have a very large effect on its users (Michael Rich, 2015).

In communication, the hedonic lifestyle has a role as a message received by the communicant. Instagram acts as a medium for how the message is conveyed and digital native acts as a communicant of the communication process. The hedonist lifestyle is one type of content that is present on Instagram social media. The hedonist lifestyle that is visualized through pictures and videos tends to exert influence by the viewer. Digital natives as young people who are in high school level tend to be more easily influenced to get the same social strata with

their environment. The amount of lifestyle content on Instagram that is very glamorous creates new anxiety in teens. The desire to have a hedonistic lifestyle without economic support makes some digital natives on Instagram feel uncomfortable. Instagram is directly a channel of interest for showing off teenagers about holidays to prestigious places. So that other teenagers who see the post will feel inferior and cause a sense of dissimilarity from the presence of these hedonic lifestyle messages. This discomfort is called dissonance which has indicators including resentment, jealousy, anger, comparing yourself with others and so on.

We can see that many teenagers force themselves to post pictures about themselves that are up to date. Teenagers on Instagram have a demand to always have branded goods, go-to hangout places that hit, buy food that is the current trend. Because they are forced to view hedonist lifestyle content through the timeline, installation and explore features. But with all the limitations that exist, it makes teens feel uncomfortable with the hedonic lifestyle content and create new anxiety in adolescents. Because this hedonic lifestyle encourages teens as quickly as possible to meet all their needs to get pleasure immediately. So the exposure of the message raises a media message effect in the form of a level of dissonance. The more teenagers are hit by hedonic lifestyle messages, the higher the discomfort they experience. So the more often the digital native is exposed to the hedonist lifestyle on Instagram through the posting feature and Instagram Story can increase the dissonance of the digital native.

II. CONCEPTUAL FRAMEWORK OF THE STUDY

2.1. Hypodermic Needle Theory

This theory is known as the bullet theory (Schramm), the "syringe" theory (Berlo) or the Stimulus-Response theory (De Fleur and Ball-Rokeach). This theory says that people are vulnerable to messages of mass communication. He mentioned that if the messages were "right on target", he would get the desired effect.

Hypodermic Needle is like a Stimulus-Response (SR) relationship that is completely mechanistic. The mass media is likened to a large syringe that has a capacity as a very strong stimulant (S) and produces a strong (R) response, even spontaneously, automatically and reflectively.

2.2. Exposure theory

According to Ardianto, exposure can be interpreted as the activity of hearing, seeing, and reading media messages

or even having experience and attention to those messages that can occur to individuals or groups. Media exposure seeks to find public data about media use both types of media, frequency of use and duration of use. (Ardianto, 2014)

2.3. Media Effects Theory

Mc. Quail said that the media had effects including the impact that would emerge in the cognitive domain, which influenced attitudes and feelings or affective domains, and the impact on behavior (Mc.Quail, 2012).

2.4. Hedonistic Lifestyle

Armstrong said that the hedonist lifestyle is a lifestyle that activities to look for the pleasure of life, such as spending more time outside the home, playing more, enjoying the city crowd, happy buying expensive things he likes, and always want to be the center of attention. (Chaney, 2009).

2.5. New Media

John Vivian revealed that the existence of new media such as the internet could surpass traditional media message distribution patterns, the nature of the internet that could interact obscured geographical boundaries, the capacity of interaction, and most importantly could be done in real-time. Nicholas Gane and David Beer explained the characteristics of new media with the term network, interactivity, information, interface, archive, and simulation (Rulli Nasrullah, 2014).

2.6. Social Media

Ardianto in the book *Komunikasi 2.0* revealed that online social media, called online social networking, is not online mass media because social media has social power which greatly influences the opinions that develop in the community. Supporting or mass movement can be formed because of the strength of online media because what is in social media is proven to be able to shape opinions, attitudes, and behavior or society. This social media phenomenon can be seen in the case of Prita Mulyasari versus Omni International Hospital. This is why this media is called social media, not mass media (Mayfield, 2008).

Mayfield defines social media as the best understanding of a new type of online media group that includes the following characters: (1) Participation; Social media encourages contributions and feedback from everyone who is interested. This blurs the boundary between the media and the public. (2) Openness; Social media services are open for feedback and participation, and encourage voting, commenting and communicating. (3) Conversation; When traditional media still distribute

content to the public, social media is known to be better in two-way communication. (4) Community; Social media can quickly form a community. (5) Connectivity; Most social media develops on linking to other sites, sources, and people.

2.7. Instagram

Instagram is a photo-sharing application that allows users to take photos, apply digital filters, and share them to various social networking services, including Instagram's own. One unique feature on Instagram is cutting photos into square shapes, so they look like Kodam Instamatic and polaroid cameras. This is different from the 4: 3 aspect ratio that is commonly used by cameras on mobile equipment (Habib, 2018).

Digital Native

The native digital generation is part of generation Z. Generation Z is a transition from generation Y when technology is developing. Their lives tend to depend on technology, prioritizing the popularity of the social media use.

Digital natives are in the Z generation who spend almost all of their time interacting through social media. Digital Native refers to students born after 1980 and native speakers of digital computer languages, video games and the internet (Prensky, 2001). Meanwhile, Helsper & Enyon (2009, p.1) said that digital native is the young generation born when the internet has become a part of their lives.

III. METHODOLOGY

The method used for 'the title of the Influence of Hedonic Lifestyle Exposure on Instagram to the level of digital native dissonance' is quantitative research, where research data are in the form of numbers and analysis using statistics (Sugiyono, 2008). Meanwhile, the type or type of research used in this study is the Explanation method.

3.1. Population of the Study

The population in this study were digital natives taken from Budi Mulia High School. Students who became the population of this study were grade 11 students, amounting to 159 students. With characteristics: 1) aged 15-18 years, 2) owning a smartphone, 3) using Instagram social media, 4) having an account on Instagram social media and 5) actively accessing Instagram social media 5 hours per day.

3.2. Sample and Sampling Techniques

It is known that the population or number of students is 159. So based on the Taro Yamane formula with "a 90%

confidence interval and 5% precision". So to find out the sample of respondents is:

$$n = \frac{N}{N \cdot d^2 + 1}$$

$$n = \frac{159}{159 \cdot (5\%)^2 + 1}$$

$$n = \frac{159}{159 \cdot (0,05)^2 + 1}$$

$$n = \frac{159}{159 \cdot 0,0025 + 1}$$

$$n = \frac{159}{0,39 + 1}$$

$$n = \frac{159}{1,39}$$

n = 114,388489 rounded up to 114 students.

Then the total sample in this study amounted to 114 students.

According to Sugiyono, a simple random sampling technique is a sampling technique from members of the population that is done randomly without regard to strata that exist in that population (Sugiyono, Research Methods, 2001). The random sampling technique was chosen by researchers because the number of sampling units in a population is not too large. So in this study, all 11th-grade students will be randomly selected and the selected students will be representatives of the entire population of 11th-grade students of Budi Mulia High School.

3.3. Operationalization of Concept

Fig.3: Operationalization of Concept of Variable X and Variable Y

Variable	Dimension	Indicator
Exposure to Instagram About Lifestyle	The frequency of using social media Instagram to get data on how many times a day someone uses Instagram social media and see hedonist lifestyle content on	a. How often to see the content of physical modernity through instastory and posts on Instagram b. How often to see posts of branded goods via Instagram c. How often pay special attention to posts that have the prestige value of an item or activity d. How often to see the content of posting activities gathered at the Mall and the representation of luxurious pleasure

Instagram. (Ardianto, 2014)	e. How often to see posts and Instastory about luxury and expensive culinary f. How often to see instagrammable posts and Instastory gathering places g. Instastory activities with groups, clubs or communities that are glamorous, full of solidarity, spend a lot of money h. Posts with groups that describe togetherness and activities in a place of prestige i. How often to see responses both in writing and verbally on instastory and Instagram feeds about products related to the pleasure of life
Duration, Calculate how long the audience joins Instagram social media and sees hedonist lifestyle content on Instagram. (Ardianto, 2014)	a. How long can you access Instagram social media in a day b. How long have you seen the content of physical modernity through instastory and postings on Instagram c. How long to see posts of branded goods via Instagram d. How long pay special attention to posts that have the value of prestige owned by an item or activity e. How long to see the content of the posting activities gathered at the Mall and the representation of luxurious pleasure f. How long have you seen the posts and Instastory about luxury and expensive culinary g. How long does it take to see instagrammable posts and Instastory gathering places h. How long have you seen Instastory activities with groups, clubs or communities that are glamorous, full of

		solidarity, spending a lot of money i. How long have you seen posts with groups that describe togetherness and activities in a place of prestige j. How long have you seen responses both in writing and verbally on instastory and Instagram feeds about products related to life's pleasure
Dissonance rate	The level of comfort that occurs is called the level of dissonance (magnitude dissonance), which refers to a quantitative amount of dissonance experienced by someone. (West & Turner, 2008: 137)	a. Compare yourself to others b. Annoyed c. Envy d. Sorry e. Disappointed with yourself f. Afraid g. Angry h. Anxious or worried i. Heartache

IV. FINDING AND DISCUSSION

4.1. Simple Linear Regression Analysis

Fig.4: Table of Anova

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3921.007	1	3921.007	74.076	.000 ^b
	Residual	5928.440	112	52.932		
	Total	9849.447	113			
a. Dependent Variable: Dissonance rate						
b. Predictors: (Constant), Exposure to the Hedonism Lifestyle						

Source: Results of Processed Primary Data, 2020

From the ANOVA or F-test results, there was a calculated F value of 74.076. The probability value (sig) is 0,000 < 74,076. Then the simple linear regression model is accepted or it can be concluded that the simple linear regression equation $Y = a + bx$ can already be accounted for.

4.2. Determination Coefficient Test (R2)

Fig.5: Table of Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631 ^a	.398	.393	7.275
a. Predictors: (Constant), HEDONISME				

Source: Results of Processed Primary Data, 2020

The value of R square is 0.398 or 39.8%. Based on the above table calculations, it can be seen that the influence of hedonic lifestyle exposure variables on Instagram (X) on the dissonance rate of digital native (Y) is 39.8%. While the remaining 60.2% is explained by causes or other relationships that can affect the level of digital native dissonance.

4.3. F Test

The conclusions resulting from the F test are as follows:

$H_0 : \beta = 0$ (there is no influence of hedonic lifestyle exposure on Instagram on the level of digital native dissonance)

$H_1 : \beta \neq 0$ (there is an influence of hedonic lifestyle exposure on Instagram on the level of digital native dissonance)

The calculated F statistic is 74.076 (based on the ANOVA table in column F, the regression row), while the statistics of the F distribution table with $\alpha = 5\%$ is 3.93. The p-value obtained for this test is 0,000 (based on the Figure 4, Column sig., hedonic lifestyle exposure row) the rejection criteria for H_0 in testing this hypothesis are:

F count > F table , then H_0 rejected , H_1 be accepted

$p\text{-value} < \alpha$ then H_0 rejected, dan H_1 be accepted. F count : 74,076 > F table : 3,93 on $\alpha = 5\%$, then the decision is H_0 rejected, that is, there is an influence of hedonic lifestyle exposure on Instagram on the dissonance level of digital natives. Thus, it can be stated that there is a significant influence of exposure to a hedonic lifestyle on Instagram on the level of digital native dissonance.

4.4. Discussion

Based on the title used in this research that is, "The Influence of Hedonic Lifestyle Exposure on Instagram Against Native Digital Dissonance Levels (Quantitative Explanative Study of Budi Mulia High School)", researchers wanted to find out the extent of the influence of Hedonic Lifestyle Exposure on Instagram Against Dissonance Rates of People Digital Native.

Hypodermic Needle is a communication theory that emphasizes how messages can provide strong, spontaneous, automatic and reflective responses. This Hypodermic Needle has a Stimulus-Response relationship when digital native gets exposed to hedonic lifestyle messages on Instagram through visual form, it can cause affective responses in the form of dissonance. This level of dissonance is the effect of messages from Instagram media in the form of discomfort in digital natives.

It can be seen from the results of the questionnaire data distribution that showed that out of 114 respondents, 79% of respondents were 16-year-old students, 18.4% of respondents were 17-year-old students, 2.6% of respondents were 15-year-old students. Also, 42.5% of respondents agreed to use Instagram for 5 hours, 29.2% strongly agreed to use Instagram for 5 hours and 28.3% of respondents were neutral using Instagram for 5 hours a day. All respondents in this study are very appropriate to be the object of research because of the characteristics of respondents who are digital natives, where they are the target of active social media users who are affected by dissonance from the high exposure to hedonic lifestyle on Instagram.

Based on the results of the statistical analysis of the Product Moment Correlation Coefficient Test for the influence of hedonic lifestyle exposure on Instagram on the level of digital native dissonance obtained a value of 0.631 including the strong category. So that the relationship between hedonic lifestyle exposure on Instagram to the level of digital native dissonance has a strong relationship. The exposure of the hedonist lifestyle on Instagram can have an impact on digital natives.

From the ANOVA or F-test calculation results, there is a calculated F value of 74.076. The probability value (sig) is $0,000 < 74,076$. Then the simple linear regression model is accepted or it can be concluded that the simple linear regression equation $Y = a + bx$ can already be accounted for. Thus it can be stated that the independent variable (exposure to the hedonic lifestyle on Instagram) can significantly influence the dependent variable (the level of the dissonance of digital native people). This shows that

exposure to the hedonic lifestyle on Instagram affects the dissonance of digital natives.

From the simple linear regression equation $Y = (-2.044 + 0.392)$ it can be interpreted that with every change of one hedonic lifestyle exposure unit (X) there will be a decrease of 0.392 dissonance rate units (Y) in line with a constant of -2.044.

According on testing using the F test results obtained F count: $74,076 > F$ table: 3.93 and at $\alpha = 5\%$, the decision is H_0 rejected, then H_1 is accepted. Thus, it can be stated that there is a significant influence of exposure to a hedonic lifestyle on Instagram on the level of digital native dissonance.

V. CONCLUSION

Based on the results of research on the effect of hedonic lifestyle exposure on Instagram on the level of digital native dissonance can be concluded:

1. The influence of Hedonic Lifestyle Exposure on Instagram on the Digital Native Dissonance Rate of 39.8%, while the remaining 60.2% is influenced by other factors not examined.
2. Based on the results of the analysis of correlation coefficient (R) test results obtained by 0.631 or 63.1%. This shows that there is a strong relationship between the variable Hedonistic Lifestyle Exposure on Instagram with the Dissonance Rate of the Native Digital.
3. Based on the hypothesis test (F test) on the Figure 4, Anova obtained Hedonic Lifestyle Exposure variable on Instagram sig value of 0,000, then compared with a probability of 0.05, F count: $74.076 > F$ table: 3.93 and at $\alpha = 5\%$, then the decision was that H_0 was rejected, that is, there was an influence of the hedonic lifestyle exposure on Instagram on the level of digital native dissonance. Thus, it can be stated that there is a significant influence of exposure to a hedonic lifestyle on Instagram on the level of digital native dissonance.

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Spatial Pattern Analysis on Dengue Hemorrhagic Fever (DHF) Disease in Tanjung Emas Port Area using Moran Index

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Abstract—Tanjung Emas Port area is the State's entrance in Semarang City's administrative area. Data shows a significant increase of Dengue Hemorrhagic Fever (DHF) disease cases from 38 cases in 2018 to 137 cases in 2019. The objective of research was to conduct a spatial analysis using spatial autocorrelation to find out the correlation pattern between locations. A descriptive and analytical observational study of 137 coordinate points of DHF patients was carried out for mapping purpose. This research employed spatial autocorrelation with Moran's Index. Using such the method, the spatial autocorrelation of DHF spread can be determined, and so can be the spatial distribution of DHF in Tanjung Emas Port area, Semarang. Spatial autocorrelation analysis showed Moran's Index value of 0.192725 at interval of $0 < I \leq 1$ indicating positive spatial autocorrelation; Moran's index > 0 indicates the Cluster spread pattern. One-way significance test showed the positive autocorrelation in Dengue hemorrhagic fever case in Tanjung Emas Port and cluster spread spatial pattern.

Keywords—Dengue Hemorrhagic Fever, Spatial Autocorrelation, Moran's Index.

I. INTRODUCTION

Dengue hemorrhagic fever (DHF) case is still fairly high in Indonesia, about 65,602 cases in 2018, with Incidence Rate (IR) of 24.73 per 100,000 Population and Case Fatality Rate (CFR) of 0.70%.¹⁾ In Central Java province area, DHF disease is still a serious problem, as 35 regencies/cities have ever been affected by this disease, with 3,133 DHF cases.²⁾ Semarang City is an endemic region in Central Java Province. Data of Semarang City's Health Office shows that an extraordinary incidence has occurred on December 2018 at City level, with 27 cases. In 2018 there were 102 DHF cases (IR = 6.17) and 1 death (CFR = 0.97%).³⁾ Tanjung Emas Port belongs to Semarang City's administrative area as the state's entrance and national and international ship traffic. Tanjung Emas Port area consists of 2 subareas: perimeter and buffer. Buffer subarea belongs to Port Health Office (KKP) Class II of Semarang work area located in a land with 2 (two)-kilometers radius beyond the Perimeter subarea.⁴⁾

Dengue Hemorrhagic Fever (DHF) is a disease found widely in some tropical and subtropical regions, particularly South East Asian, Central American, American and Caribbean areas. The natural host of DHF is human being, while its agent is dengue virus belonging to

Flaviridae family and *Flavivirus* genus, consisting of 4 serotypes: Den-1, Den-2, Den-3 and Den-4. DHF is transmitted to human beings through the bite of mosquito infected, particularly *Aedes aegypti* and *Ae. Albopictus* mosquito.⁵⁾

The control of DHF in Tanjung Emas Port area including perimeter and buffer subareas is inseparable from the activity of controlling environmental risk conducted by Port Health Office (KKP) Class II of Semarang. The objective of research is to find out whether or not there is a spatial autocorrelation and the spread pattern of dengue hemorrhagic fever (DHF) in Tanjung Emas Port area, so that the spatial information provided can be utilized as surveillance data understandable to DHF program holders. This research is expected to be basic information for program planning and decision making to policy holder in the attempt of preventing and controlling DHF cases.

Some spatial analytical studies on DHF disease have been conducted, one of which is Andri Ruliansyah's study on Spatial Analysis of Dengue Hemorrhagic Fever in Tasikmalaya city, in 2011-2015.

II. METHODS

Data of DHF case came from Semarang City's Health Office in 2019. The sample of research was total population of DHF patients in Tanjung Emas Port area, based on hospital's diagnosis. Data collection was conducted by plotting DHF patients' houses using Global Positioning System (GPS). The result of plotting is included into Semarang City's Basic Map on which Buffering has been conducted over 2-km Port land. The combining process aims to represent qualitative and quantitative data visually with 2-kilometer radius. Thus, spatial data of Dengue Hemorrhagic Fever disease was obtained. The spatial data provides integrated information, the location of Tanjung Emas Port area in the form of vector and attribute information constituting the number of Dengue Hemorrhagic Fever cases in each of locations. Furthermore, the calculation process was conducted using spatial statistical model to identify the autocorrelation occurring, whether it is positive or negative. Spatial data analysis was conducted using ArcGIS. GIS was used to solve problem and to give necessary understanding in using its analytical system and result.⁶⁾

The author employed a map developing application for data processing purpose. Shapefile (shp) produced was then opened on the map developing application to be processed further. The application will edit all Shapefile to produce sign or symbol that can represent individual characters. The spatial analysis used is the spatial autocorrelation of DHF disease spread measured using spatial autocorrelation using Moran's index. The interval of Moran's index value in standardized spatial weighted matrix case is $-1 \leq I \leq 1$. Value interval of $-1 \leq I < 0$ indicates negative spatial

autocorrelation while value interval of $0 < I \leq 1$ indicates positive spatial autocorrelation, Moran's index value of zero (0) indicates spreading. Moran's Index value of I (I) found by calculating the spatial autocorrelation can indicate the created feature pattern.⁷⁾

Table 1. Created Feature Pattern

Moran's I	Notes
$I > 0$	Cluster (there are many value similarities in the feature)
$I < 0$	Random (unclear feature pattern)
$I = 0$	Spreading (high and low feature values spread in dataset)

Source: (Mitchell, 2005)

This research has passed successfully the ethical study conducted by Ethical Commission of Health Researchers, Faculty of Public Health, Diponegoro University, No: 540/EA/KEPK-FKM/2019, on November 27, 2019.

III. RESULTS

Tanjung Emas Port, in addition to serving as an economic and trading center, is also the entrance and the exit of transportation vehicles, people, and commodities at national and international scales in Central Java Province. Data of 2019 shows 381 ships from foreign countries and 11,988 ships home visiting this port.⁸⁾ Therefore, an attempt should be taken to detect, to prevent, and to respond to any diseases potentially resulting in public health emergency, including DHF disease, in Tanjung Emas Port area.

Table 2. Distribution of DHF in 2019 of Urban Village in Tanjung Emas Port Area.

No	Village	DHF Case	No	Village	DHF Case
1	Bandarharjo	7	16	MuktiharjoLor	0
2	Bangun Harjo	0	17	Pandansari	1
3	Bugangan	0	18	PanggungKidul	4
4	BuluLor	1	19	PanggungLor	16
5	Dadapsari	7	20	Plombokan	1
6	Kaligawe	2	21	Purwodinatan	4
7	Kauman	0	22	Purwosari (North Semarang)	6
8	Kebonagung	1	23	Rejomulyo	2
9	Kembangsari	0	24	SawahBesar	0
10	Kemijen	15	25	Sekayu	0
11	Kranggan	0	26	Tambakrejo	4

12	Kuningan	16	27	Tanjungmas	28
13	Mlatibaru	10	28	Tawang Mas	0
14	Mlatiharjo	11	29	Tawang Sari	1
15	MuktiharjoKidul	0	30	TerboyoKulon	0
			31	TerboyoWetan	0
Total					137

The data shown in the table above shows the list of 31 in 2-kilometer buffer of Tanjung Emas Port land. villages and the spread of DHF case (137 cases)

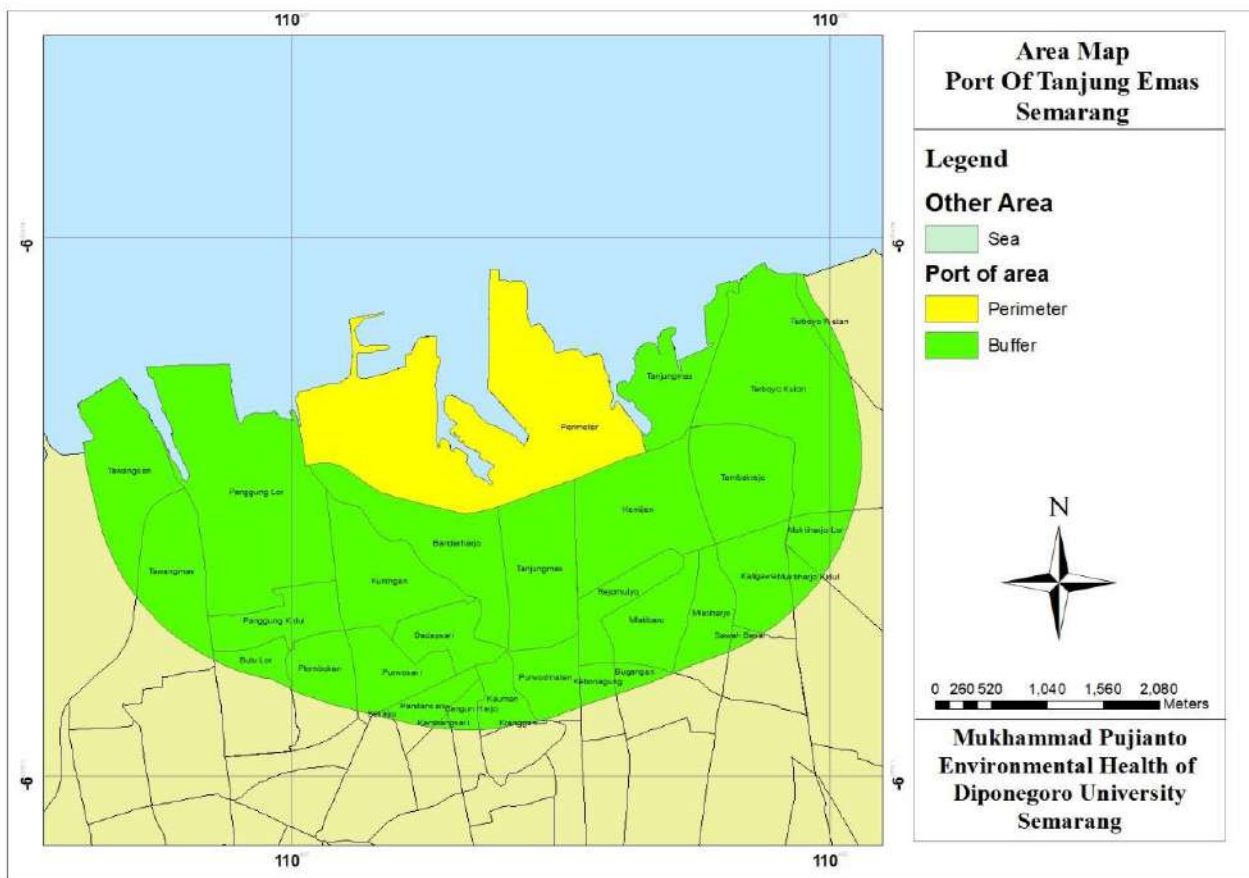


Fig.1: Map of Perimeter and Buffer Subareas in Tanjung Emas Port.

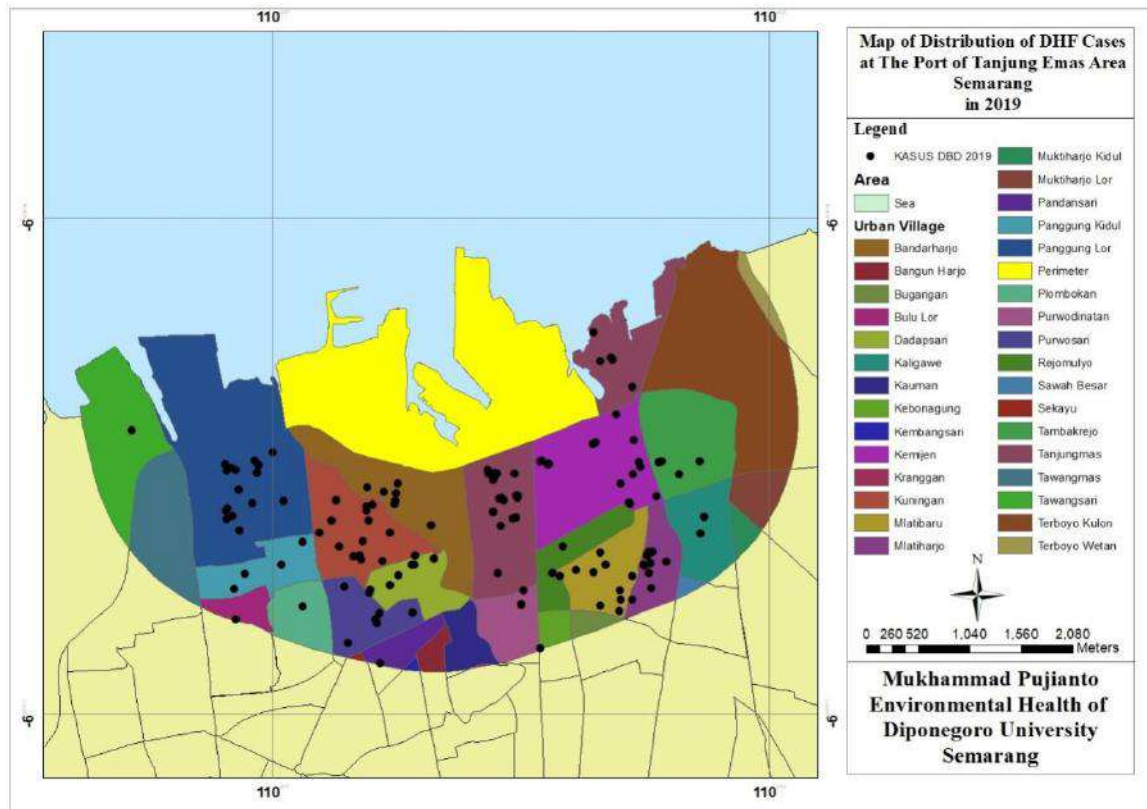


Fig.2: Distribution of DHF patients in Tanjung Emas Port area, Semarang, in 2019

Figure 1 reveals the Map of Tanjung Emas Port area consisting of Perimeter and Buffer subareas. Buffer subarea includes 2-km land beyond Kilometer area, with administrative area distributed in 31 urban villages in Semarang City.

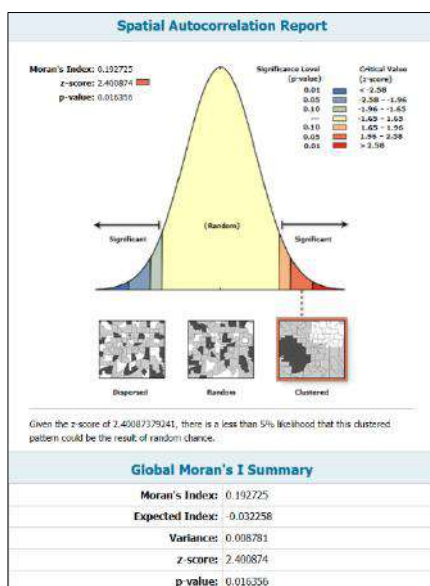


Fig.3: Result of Spatial Autocorrelation Analysis on Dengue Hemorrhagic Fever Disease in 2019

The map above shows that there are 12 Villages free of DHF case, while 29 Villages are the area with DHF cases, with Tanjung EmasUrban Village being the areas with highest number of DHF cases, 28 cases.

From the result of spatial autocorrelation analysis on Dengue Hemorrhagic Fever as shown in Figure 4, it can be obtained Moran's Index value of 0.192725 at value interval of $0 < I \leq 1$ indicating the positive spatial autocorrelation, Moran's Index value > 0 indicating Cluster spread pattern (there are many value similarities in the feature). Recalling z-score of 2,400874, there is a less than 5% probability that this cluster pattern can be random result, thereby having confidence interval of 95 %.

IV. DISCUSSION

In this research, DHF case was obtained based on hospital's diagnosis as reported by Semarang City's Health Office. Spatial interrelationship in DHF spread is measured using spatial autocorrelation with Moran's Index, indicating the positive spatial autocorrelation in 2019. The cluster case spread pattern indicates that there is vector habitat concentration, thereby more potentially resulting in local transmission. It is in line with another study finding

that DHF spread shows positive spatial autocorrelation, with cluster case spread pattern (in group or colony); the areas where clusters are formed are the ones vulnerable to DHF disease.⁹⁾

Still another study found that there is a significant relationship between DHF incidence and Larva Free Index (LFI), House Index (HI), Container Index (CI), and behavior. The highest risk of DHF transmission occurs in the location with unqualified LFI, HI, CI, and DHF preventing behavior. Spatial analysis revealed that risky LFI and HI, and poor practice of coping with mosquito nest increase the DHF incidence rate.¹⁰⁾

Generally, the clustering of DHF incidence tends to follow the high population density and the low larva-free index (LFI). It is in line with Agcrista Permata Kusuma's study finding that the cluster pattern of DHF spread occurs in the urban villages with highest population density potentially leading to DHF transmission.¹¹⁾ This current study is also in line with the research conducted by Rika Hernawati on Spatial Pattern Analysis of Dengue Hemorrhagic Fever in Bandung City using Moran's Index finding that there is a positive spatial autocorrelation. From the result of significance test with Moran's index method, it can be concluded that the spatial spread pattern created for Dengue Hemorrhagic Fever has cluster spread pattern.¹²⁾ The cluster spread pattern also occurs in Tanjung Pinang city and the result of analysis indicates that there is a relationship of HI and RR to DHF spread pattern in Tanjung Pinang.¹³⁾

The risk factor of environment is also closely related to the cluster spatial pattern occurring. The significant relationship also occurs in the area with high rainfall with high DHF case, while the area with high larva free index (LFI) is closely related to low DHF case, the area with high population density is related to high DHF case incidence, so that the preventive attempt can be taken by increasing LFI in each area and increasing the alertness in the areas with high population density and rainfall.¹⁴⁾

Integrated Vector Management (IVM) is one of attempts taken to control DHF case. Similarly, Mursid Raharjo's study on malaria control in Purworejo found that no ecological monitoring for early warning system, poor collaboration between sectors, no cross-institutional program, and no society's culture in managing malaria are main factors leading to the ineffectiveness of IVM and the increased number of vector-transmitted disease case.¹⁵⁾ In addition to IVM, the reengineering of vector control is very desirable. Nanotechnology is the new form of reengineering in vector control and it has been developed. Toxicity test on nano-particle (Ag₂NO₃) shows that

nanosilver (Ag₂NO₃) kills the tested animal (*Aedes aegypti* larva) more effectively.¹⁶⁾

Population density factor affects transmission process or the process by which a disease moves from an individual to another. Without adequate preventive attempt, the denser the population, the more conducive is the situation to the proliferation of virus, thereby resulting in the increase in the case number. Population density needs special attention from government, in relation to human's life feasibility particularly due to unplanned and uncontrolled urbanization. For that reason, information on population distribution geographically is required to enable the government to solve the population density problem. Information on density highly affects the health interest efforts.¹⁷⁾

Climate change contributes considerably to the increase and the emergence of vector with new species. It is in line with a previous study finding that weather triggers the increase of *Anopheles* species population. *Anopheles aitkenii* is identified as a new species with density of 4 species/day and is the vector of malaria transmission.¹⁸⁾

Environment and behavior factor also contributes considerably to the increased number of vector-transmitted disease cases. A study conducted in Pekalongan found that environment and behavior factor contributes to filariasis case incidence.¹⁹⁾ Meanwhile a study conducted in Semarang Regency revealed that water reservoir containing larva and habit of applying mosquito repellent are related significantly to DHF incidence.²⁰⁾ The presence of place where mosquito proliferates, the number of mosquito proliferation places, ABJ, CI, and HI are related to DHF case.²¹⁾

Surveillance should be conducted on endemic area of DHF and other vector borne diseases for the controlling program purpose. It is in line with a studied conducted in Pekalongan City finding *Culex quinquefasciatus*, *Aedes aegypti*, and *Armigeressubalbatus* mosquito. The surveillance activity is intended to be an effective attempt of controlling *filariasis* and DHF in the future.²²⁾ Bad habitat appropriate to mosquito's proliferation place and public participation can contribute considerably to the transmission of *Filariasis* and other vector borne diseases.²³⁾

V. CONCLUSION

The spread of Dengue Hemorrhagic Fever cases in Tanjung Emas Port area occurs in cluster, so that the surrounding areas are vulnerable to DHF disease. Spatial

analysis is recommended to be done more in DHF case endemic area periodically as it can provide basic information in the attempt of preventing and controlling DHF case.

VI. ACKNOWLEDGMENTS

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Mystery, Magic and Morals: Looking at themes and ideas in select Indian and Arabic Literature

Aflah Zahoor

Abstract— Arabic and Indian literature and culture are known for their richness and can be traced back to ancient times. Yet these texts written long back, from being passed down orally to becoming bestselling books hold relevance in our lives today. Fairy tales, fables, stories have a major impact on the cognitive development of children and form the major component of children’s literature. Even adults find these stories, now even presented to us as series or movies fascinating. Indian and Arabic literature are rich in lingual and intellectual aspects, this paper looks at certain texts and tries to determine how they represent culture and ideology, reminding of cultural commonalities.

Keywords— Arabian nights, Fantasy, Islam, Literature, Panchatantra.

I. INTRODUCTION

A direct quotation, often attributed to Einstein, runs: “If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.” Indian and Arabic folk literature has mostly been read in isolation rather than as something where one influences the other. Folk tales, orally passed from one generation to another convey a moral and intellectual effect to the readers and listeners alike. This paper aims to look at the similarities and differences between the folk literature of India as well as the Arabic tales. Focusing on some selected texts we will try to see how these are stories we have all grown up listening to but never tried to critically look at and understand what commonalities they have. This paper will attempt to look at the origin of these folk tales and the purpose they serve, placing the Arab and Indian texts parallel to one another. It will also throw light on the social and cultural background of the places in question. We will examine how successful these texts have been in the representation of the culture and society.

II. SPREAD OF ARABIC LITERATURE IN INDIA

From the very beginning Islam created waves across the world, further India was also under the rule of muslims. However , India was not part of the caliphate here as such but Turks and Mughals established sovereign powers in very less time and Delhi became the centre of their power. Arabic

culture began developing in India which lead to wide access to Arabic language and literature. Madrassas started operating somewhere around this point with the main purpose of inculcating the knowledge of Arabic for religious reasons but later acquired an important status in the entire system of education. These madrassas produced major scholars in the field of Islamic religion and experts of language and literature. Also, Arabic as a language in india is important for the strengthening of the relationship between the two countries. Teaching of Arabic is focused on in india for this very reason. Students having attained proper knowledge of the language futher are allotted good jobs in the middle east and other Arabic speaking places. Knowledge of the language also strengthens the cultural bonds with certain communities, so to say.

“The rapid spread of the Islamic faith brought the original literary tradition of the Arabian Peninsula into contact with many other cultural traditions—Byzantine, Persian, Indian, Amazigh (Berber), and Andalusian, to name just a few—transforming and being transformed by all of them. At the turn of the 21st century, the powerful influence of the West tended to give such contacts a more one-sided directionality, but Arab litterateurs were constantly striving to find ways of combining the generic models and critical approaches of the

West with more indigenous sources of inspiration drawn from their own literary heritage.”¹

III. WRITINGS IN INDIA

Writings from South Asia, particularly the Indian subcontinent is known for the rich and diverse languages, including Sanskrit, Prakrit, Pali, Bengali, Bihari, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Oriya, Punjabi, Rajasthani, Tamil, Telugu, Urdu, and Sindhi, among others, as well as in English. The term Indian literature is used here to refer to literature produced across the Indian subcontinent prior to the creation of the Republic of India in 1947 and within the Republic of India after 1947.

Literature in India which set a benchmark in Indian writings mainly consisted of Hindu sacred writings, known as the Vedas, which were originally written in Sanskrit. To the Vedas were added referential texts in the prose form such as the Brahmanas and the Upanishads. The production of Sanskrit literature extended from about 1500 BCE to about 1000 CE and reached its height of development in the 1st to 7th centuries CE. In addition to sacred and philosophical writings, such genres as erotic and devotional lyrics, court poetry, plays, and narrative folktales emerged.

India's multiple languages have enriched it in many ways and this gift has acted as a boon to the literary production in the country, with varying cultures and ways of life ideas that are totally unique emerging from different parts of the country, making India a country rich and varied in literature. Fantasy literature has not been much of a focus in recent times but older fables and tales continue to have a major place in the genre. Children grow up reading Aesop's fables, Harry Potter and the like while in India we keep going back to Panchatantra and Vikramaditya's tales of wisdom which have set a benchmark in the genre of fantasy in India.

IV. THE ONE THOUSAND AND ONE NIGHTS

“The One Thousand and One Nights (Arabian Nights) is easily the best known of all Arabic literature and which still shapes many of the ideas non-Arabs have about Arabic culture. The stories of Aladdin and Ali Baba, usually regarded as part of the Tales from One Thousand and One Nights, were not actually part of the Tales. They were first

included in French translation of the Tales by Antoine Galland who heard them being told by a traditional Arab storyteller and only existed in incomplete Arabic manuscripts before that. The other great character from Arabic literature, Sinbad, is from the Tales. The Thousand and One Nights is usually placed in the genre of Arabic epic literature along with several other works. They are usually, like the Tales, collections of short stories or episodes strung together into a long tale. The extant versions were mostly written down relatively late on, after the 14th century, although many were undoubtedly collected earlier and many of the original stories are probably pre-Islamic. Types of stories in these collections include animal fables, proverbs, stories of jihad or propagation of the faith, humorous tales, moral tales, tales about the wily con-man Ali Zaybaq and tales about the prankster Juha. The epic took form in the 10th century and reached its final form by the 14th century; the number and type of tales have varied from one manuscript to another. All Arabian fantasy tales were often called "Arabian Nights" when translated into English, regardless of whether they appeared in *The Book of One Thousand and One Nights*, in any version, and a number of tales are known in Europe as "Arabian Nights" despite existing in no Arabic manuscript.”²

The art of creativity which is dominant in the story telling of the One Thousand and One Nights has time and again tickled the thoughts of many. It is perhaps the greatest gift of Arabic literature to the whole world, in all its forms, genres and themes. It has influenced other forms of art, literature, music, cinema etc and does so even now. The stories the Queen narrates to the king are full of twists and turns and have found place in various adaptations. Almost everyone is aware of the stories of Ali Baba, Aladdin, Sindbad etc. These stories become a beautiful part of almost everyone's childhood. These tales later fascinated the west

“The first complete translation was done by Antoine Galland into French in the early 18th century, later, many European translations would follow in various languages, including English, French, German, and practically every other language, the most well-known being Sir Richard Burton's 16 volume, “*The Thousand Nights and a Night*” in 1885-1888. This epic has been influential in the West since Galland's translations. Many imitations were written, especially in France. Various characters from this epic have themselves become cultural icons in Western culture, such as Aladdin, Sindbad and Ali Baba. Part of its popularity may

¹ Roger Allen,
<http://www.britannica.com/EBchecked/topic/31722/Arabic-literature>

²Arabic epic literature, World Heritage Encyclopedia

have sprung from the increasing historical and geographical knowledge, so that places of which little was known and so marvels were plausible had to be set further "long ago" or farther "far away"; this is a process that continues, and finally culminate in the fantasy world having little connection, if any, to actual times and places. A number of elements from Arabian mythology and Persian mythology are now common in modern fantasy, such as genies, bahamuts, magic carpets, magic lamps, etc. When L. Frank Baum proposed writing a modern fairy tale that banished stereotypical elements, he included the genie as well as the dwarf and the fairy as stereotypes to go."Arab epic literature consisted of more than just Arabian nights. A german scholar discovered Arabic scripts and short stories in 1933 in the mosque ofHagia Sophia and translated it to german, a decade or two later the Arabic version was printed.

As Edward Said says in his Orientalism that the inroads of Orientalism made it difficult for even those with a genuine interest in the East to see it truthfully, so we don't really know if the European translators moulded the Arabic texts into something they desired, as they continue treating people for the Orient as the other, using varied spellings and words for Arabic terms that cannot be translated. Here, the west gets a chance of presenting the orient as exotic and change it 'according to it's own lens which can be dangerous. Although we see in many stories that female characters are presented to us as bold and independent, which is different from the general notion that women in Islamic environments are governed by patriarchy and the like. In spite of that, many translations have objectified women. These translations involved a whole new population in the reading of these texts and started influencing new European texts as well.

Dante Alighieri's Divine Comedy, considered the greatest epic of Italian literature, derived many features of and episodes about the hereafter directly or indirectly from Arabic works on Islamic eschatology: the Hadith and the Kitab al-Miraj (translated into Latin in 1264 or shortly before as Liber Scale Machometi, "The Book of Muhammad's Ladder")³ concerning Muhammad's ascension to Heaven, and the spiritual writings of IbnArabi.

It all started in 9th century Baghdad during the Islamic golden age, under the ruling of the caliph Harun Al-Rashid, the region was ripe with scientific, cultural and religious

prosperity. Art and music also flourished significantly during his reign. It was even said that the dome of his palace in Baghdad was capped with a bronze horseman, whose lance pointed in the direction from which enemy invasion might be expected. From this period was the beginnings of what we know of as the Arabian Nights today. Yes The Arabian Nights are that old if not older, as some sources believed that the Arabian Nights derived from the Jataka tales which were brought to the middle east by Indian traders. Meanwhile as all this was going on Western Europe was going through its dark ages period until the Italian Renaissance in the 14th century.

The Arabian Nights also introduced a lot of the techniques of fantasy writing that we see today in great literature, things like the embedded narratives and dramatic visualization. The Arabian nights is also was the first to utilize plot devices like Fate and Destiny and foreshadowing, again an Islamic understanding of things was represented here. What is also really fascinating is that the Arabian Nights also contains several elements that we see in fiction today like fantasy, horror, crime story, satire and believe it or not even Science fiction all have their place in the Arabian nights.

One of the best examples of this is The City of Brass. The Story features a group of travelers on an archaeological expedition across the Sahara to find an ancient lost city and attempt to recover a brass vessel that Solomon once used to trap a djinn. Along the way the group encountered a mummified queen, petrified inhabitants, life like humanoid robots and automata, seductive marionettes dancing without strings, and a brass horseman robot who directs the party towards the ancient city, which has now become a ghost town. Another good example is The Ebony Horse which features a flying mechanical horse controlled using keys that could fly into outer space and towards the Sun. The Arabian Nights is filled to the brim with stories like this. When you think about it all these great elements and more were mined like gold by other truly great fantasy authors to hone their craft after reading the Arabian Nights to create other great works of fiction. ⁴

Whichever way you look at it, the contributions that the Arabian Nights and Arab folklore in general gave to the fantasy genre as a whole is that important, it really is, and we must not forget that. Every time you go through Arabian nights, you will be transported to a magical realm that is like

³ Dante Alighieri, Liber Scale Machometi, "The Book of Muhammad's Ladder") concerning Muhammad's ascension to Heaven

⁴http://www.isfdb.org/wiki/index.php/Series:Arabian_Nights

no other and at the same time you are reliving some of the great history that the fantasy genre has to offer.

“They are central and elemental, still,” says Paulo Lemos Horta, an assistant professor of literature at New York University Abu Dhabi, who teaches *One Thousand and One Nights*. “So yes, we stereotype and call it fantastical. But there was something revolutionary about these stories of merchants or cobblers – everyday people – which remind us that our histories are intertwined and interwoven.”

V. INDIAN WRITINGS, PANCHATANTRA

The folklores and folktales have been an eternal part of every culture since ages. When it comes to Indian folk tales, the country of diverse religions, languages and cultures has a complete range of tales and short stories. Indian folklore has a wide range of stories and mythological legends, which emerge from all walks of life. The interesting stories range from the remarkable ‘Panchatantra’ to ‘Hitopadesha’, from ‘Jataka tales’ to ‘Akbar-Birbal’. Not only this, the great Indian epics like ‘Ramayana’, ‘Mahabharata’ and ‘Bhagavad Gita’ are full of didactic stories inspired from the lives of great souls. Being full of moralistic values, Indian folklore makes perfect stories for children, who are required to be, instilled with right values. All these ancient stories have been passed from generation to generation, creating bondages of traditional values with present-day generation. The Panchatantra is an ancient Indian collection of interrelated animal fables in verse and prose. The original Sanskrit work, which some scholars believe was composed around the 3rd century BCE, is attributed to Vishnu Sharma.

Vetala Panchavimshati (Sanskrit: वेतालपञ्चविंशति, IAST: *vetālapañcaviṃśati*) or Baital Pachisi (“Twenty-five (tales) of Baital”), is a collection of tales and legends within a frame story, from India. It was originally written in Sanskrit. The Vetala stories are popular in India and have been translated into many Indian vernaculars. Several English translations exist, based on Sanskrit renditions and on Hindi, Tamil, Bengali and Marathi versions. Probably best-known English version is that of Sir Richard Francis Burton which is, however, not a translation but a very free adaptation.

Literature and culture are deeply interrelated and both have a strong influence on one another, because during years and from the oldest of time, literature embodied culture and continues to directly influence it. Literature stands as a voice that expresses values and beliefs, and shows how people live as individual or as a group with this perspective and how

their cultural life was and how their culture and traditions used to be. Literature becomes the ideal tool to show the learners the certain culture. It gives a great opportunity for the learners to increase their world knowledge as they will have access to a variety of contexts and, which is undoubtedly related to the target culture. An identity intersection (Foss, 2002) is a graphic representation of interrelated and interconnected aspects of one person’s cultural identity. The intersection identifies the cultural groups that a person claims affiliation with and indicates how those cultural groups interact to influence the way that person lives their life. Therefore, we get back to the understanding that literature reflects culture and cultural interactions.

Now looking at the above mentioned categorical specifications associated to certain literatures, which here are Arabic and Indian fantasy writings we can ponder on the fact that what purpose do these texts serve? Fantasy is for sure everyone finds to be a pleasing read. Besides that these texts teach us about cultures, religious traditions, Arabic and Sanskrit terminology, life values, wisdom of ancient people, etc. In recent times works like *Aliens In Delhi* by Sami Ahmad Khan and *The Simoqin Prophecies* by Samit Basu have gained ample popularity in India, while books like *The Wrath and the Dawn* by Renee Ahdieh is a popular contemporary Arabic fantasy novel.

Would Vikramaditya be known for his wisdom and Scheherazade be so famous for her creative and imaginative tales that saved her from being executed? These stories are the representations of writers’ imaginations, of how in those times they could fathom and create stories that have no parallels even now. We see that the Arabic and Indian writings in the genre of fantasy also play a major role in speaking about the prevalent conditions in the society at those times.

VI. CONCLUSION

Looking at *The Thousand and One Nights* we come across an apt summarization in The Islamic Context of *The Thousand and One Nights* by Muhsin J. al-Musawi “Written by a number of authors over a stretch of centuries, *The Thousand and One Nights* depicts a burgeoning, urban Islamic culture in all its variety and complexity. As al-Musawi demonstrates, the tales document their own places and periods of production, reflecting the Islamic individual’s growing exposure to a number of entertainments and temptations and

their conflict with the obligations of faith. Aimed at a diverse audience, these stories follow a narrative arc that begins with corruption and ends with redemption, conforming to a paradigm that concurs with the sociological and religious concerns of Islam and the Islamic state. By emphasizing Islam in his analysis of these entertaining and instructional tales, al-Musawi not only illuminates the work's consistent equation between art and life, but he also sheds light on its underlying narrative power. His study offers a brilliant portrait of medieval Islam as well, especially its social, political, and economic institutions and its unique practices of storytelling." The stories depict how food was served, what purpose music served, how classic music had attained a place, slaves: particularly Abyssinian were kept by the rich folk and these slaves were well read to read out poetry, play music and perform other arts.

Meanwhile, Panchatantra makes use of animal characters to convey to us the moral lessons that the author might have considered important to be understood. Interestingly one of the first translations was made in Arabic. A reason for this could be the discriminatory system of caste in the country which would give the stories a different direction. "The stories of the 'Panchatantra' offer us the possibility of making our lives richer and more meaningful. Through the wisdom of its fables the 'Panchatantra' offers a vision of ourselves, warts and all. In so doing, it makes us aware of the fact that solutions lie within ourselves. The use of animals to present this message is particularly significant since animals are not sentimental; in the words of the translator himself, theirs is a view of life which, "piercing the humbug of every false ideal, reveals with incomparable wit the sources of lasting joy".

Stories of Akbar and Birbal speak of the issues the common man was going through, how they considered their King as someone who would solve all problems and how the king's minister with his wisdom always made the king proud. Similarly the 25 tales of VikramBetaal tell us about the famed king's wisdom while the Betaal's stories speak of complicated situations in the society.

Thus, we see, after the fame Arabian nights gained in India and world over, it affected the Indian literature and language in different ways. Due to the advent of Arabic language. Islamic education grew and developed in India. Many thinkers, writers, intellectuals were born and brought up in India and influenced the Islamic thought as well as contributed to both Indian and Arabic languages. The languages like Arabic and Persian influenced Indian

languages and on the other hand Indian languages influenced Arabic. Panchatantra with its earliest translation in Arabic gained wide readership in Arab speaking countries and impacted the literature there. Fables became more widely read and started forming the major part of children's literature.

Realism has taken over literature; fantasy—and other genres—have been deemed childish garbage. Ursula K. Le Guin in her article "The Critics, the Monsters and the Fantasists," writes, "Universities have taught generations of students to shun genres, including fantasy (unless it was written before 1900, wasn't written in English, and/or can be labelled magic realism).

Not only does fantasy remind us of what we are, it reminds us of what we once were. The industrialization of our current world has severed us from the connection we used to have with nature. In the same article Le Guin says, "The fields and forests, the villages and byroads, once did belong to us, when we belonged to them. That is the truth of the non-industrial setting of so much fantasy. It reminds us of what we have denied, what we have exiled ourselves from.

Animals were once more to us than meat, pests, or pets: they were fellow-creatures, colleagues, dangerous equals ... what fantasy generally does that the realistic novel generally cannot do is include the nonhuman as essential."

In J.R.R. Tolkien's words "Fantasy is escapist, and that is its glory. If a soldier is imprisoned by the enemy, don't we consider it his duty to escape? . . . If we value the freedom of mind and soul, if we're partisans of liberty, then it's our plain duty to escape, and to take as many people with us as we can!"

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Depiction of Indian Society in Kamala Markandaya's Handful of Rice

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Abstract—Markandaya is the most outstanding woman novelist of the Indian English novelists' belonging to both the east and west. India is the country of her birth and upbringing. England is that of her adoption. She lived for sometimes in south India to get the first-hand experience from the rural life. A thorough study of her novels shows that a gradual evolution of maturity is there in her art and genius. Her novels cover a wide range of themes. The study of Markandaya's novels shows a gradual evolution of her art and craft. Omniscient narration, first person narration, the character narrating the story, the flash back techniques, simple but effective conversational style, inclusion of myths from India—these are powerfully employed in her novels. Before her marriage and setting down in England. She spent some years in a South Indian Village and thus gained first-hand knowledge of Indian rural life. In her other novels as well as in *A Handful of Rice* we come across the real and vivid picture of Indian society. The novels of Kamala Markandaya give us ample proof not only of her talent, but also her crusading spirit for the welfare of humanity. From her tragic vision wells the pity and concern for mankind that keeps seeking truth, goodness and beauty even though human ideals are not everlasting and this concern is manifested in her works. Kamala Markandaya makes her novels the forum for her sensitive cries against suffering caused by various things like poverty, industrialization and social tension. We may easily study this description under the following heads:

Keywords—Hunger, Poverty, Rice, Starvation, Society, Unemployment.

I. INTRODUCTION

She is an Indian English novelist. The major themes: Poverty, hunger, starvation, the east-west encounter, cultural conflict, freedom struggles, dislocation of rural life, religious tradition, the after-math effects of freedom and modernization are important and recurrent themes of her novels. The recurrent themes are: Indian womanhood, the sufferings of women, the love between two different sects of people, the sacrifice of love, man and woman relationships, the religious beliefs and the rational outlook—these are other themes which are clearly exploited by the writer.

II. POVERTY

Poverty is the keynote of Indian village life. Most of the people in Indian village are poor as the village do not offer any opportunity to the people to earn a better livelihood. In the villages “ they had all lived between bouts of genteel and acute poverty— the kind in which the weakest went to the wall, the old ones and the babies, dying of tuberculosis, dysentery line the ‘falling fever’,

‘recurrent fever’. People in village live below poverty line. “He(Ravi) knew better the economics of village life, knew the superhuman efforts, the begging and the borrowing that went into raising the train fare, the money for the extras demanded by pride and the standards of a city. His father had managed it once, where many men like him never managed it at all.

Coming to the city, Ravi is disillusioned that for a poor man there is no difference between a city and village. An illiterate or under-educated villager is only suitable for manual labour. Here he is again exploited. Ravi and Apu get 80 rupees for one dozen jackets while the shop-owners sell one jacket for 125 rupees. Ravi becomes very angry at this, “he and his like perennially scratching round for a living, while they sat still and waved fat on huge preemptory margins.” Ravi has to give up all his ambitions and after Apu's death his economic condition worsens. Finally, we find him struggling for a handful of rice. In want of money Apu and Ravi's son, Raju, are not properly cured and both of them die. She brings real reforms in the living condition of the poor, untouchables, the poor peasants, the coolies and the oppressed members of the

society to restore them to human dignity and inculcate self-awareness.

III. HUNGER

Poverty gives birth to hunger and starvation. In our daily life, we may easily find people begging for a handful of rice, flour or any foodstuff. In the very beginning of the novel when the hero is before us, he is very hungry. He goes to Apu's house and says, "I'm hungry, I want a meal. I'm starving." Ravi's friend, Damodar's stomach is lean and curved inward. All he wants is a meal. Fruits are rarity for Ravi and Apu's family. In the village as well as in the city we may see "a cluster of people around the ice-fruit stand, mostly children without the money to buy, who stand transfixed like small worshippers in front of the row of coloured syrup bottles."

After Apu's death, Ravi has to sell many things from the house just to satisfy his and his family's hunger. It is to satisfy his hunger that he leaves his village, comes to the city and indulges himself in petty criminal activities and afterward works very hard in Apu's house, first as his assistant and later as his successor. But even then he is unable to live a better life.

IV. UNEMPLOYMENT

Unemployment is one of the burning problems of our country. When Ravi comes to the city and is acquainted with the hard realities of the city he thinks, "if there had been a job, it might have been different, but there was no job. The city was full of graduates –the college turned them out in their thousands each year- looking for employment, so what chance had he, with his meagre elementary school learning?" "Sometimes he despised them, these refined young men who were having their education slapped back in their faces" and sometimes "pitted against men fresh from the colleges, bearing the seal of these great institutes of learning. And these young men waged as fierce a competition as any he had known. He had seen the queues that every vacancy produced, the long waiting times, the fine-drawn patience that suddenly shaped these mild, well-bred men into screaming agitators."

Another burning problem of our country is rapidly growing population and consequently the problem of accommodation is also taking place. In the beginning we see that the protagonist, Ravi, "had no quarters...it was a matter of chance where he slept. A bench in the park, an empty six-by-two space in a doorway, the veranda of an empty house, the pavement, all in turn had served to bed

down on....since he had left the railway station, the coffee house and its pavement frontage had become a second house to him."

When Ravi first goes inside Apu's house he feels that an army has encamped in the house. After his marriage with Nalini they have to share their room with others. They have no privacy. Ravi has an ardent ambition to have a separate shelter for them, "a place they could call their own where he and his wife could talk, plan, dream, and make love undisturbed." Soon, his dream is fulfilled; he constructs a shelter on the roof of the house. But after some time their privacy is disturbed. Thangam, Nalini's sister often comes there to share their room.

The problem of growing population is also directly discussed in the novel. When Nalini is going to have a child, according to their tradition, Jayamma sends Ravi out of the house. Outside the house, he meets a man and both are indulged in conversation. Ravi comes to know that the man has many children. Ravi says that it is his own fault; he should not have had so many children. Now the man also realizes the fact and says, "one's easy two's easy, three and four one can manage- but when they keep coming – sometimes I tell you, brother, I want to put my hands round their necks and squeeze until I know I'll never again have to think about feeding them, no, never again hear again hear them whimper."

Ravi also has many brother and sisters. Apu has a large family and in time Nalinigives birth to four children. One of them dies. Thangam also has many children.

V. TYPICAL SCENES OF INDIAN LIFE

The novel is replete with typical scenes of Indian life. In the very beginning we have a chance to look into Jayamma's kitchen. It is a typical Indian kitchen. A blackened range runs along one wall, with firewood and charcoal stacked at the end. Jayamma is fanning a slow fire over which a brass vessel is simmering. Apu's house is very small and overcrowded.

When Ravi goes to the market he see a small cluster of people around the ice-fruit stand, mostly children without the money to buy. They have temptation for coloured syrup bottles. Along the sea-side also we may see hungry and able-bodied children.

We also see crowded cinema-halls and people busy in eating and drinking so many things--tea, coffee, cola, monkey nuts, ice-cream, pakora, karabandi etc.

In India generally the people have a bad opinion about police. It is noted for its cruelty. Ravi shivers at the thought of the people. They are "brutes and become devils

when they put on their uniforms, the bigger ones in boots that they brought down so smartly on bare flinching toes.” In the novel we also come to know about bazaar girls who are two a penny, they are perfectly shameless. Damodar and Ravi knew the girls, “who scarcely bothered to draw the cloth of their saris over their breasts; or who were to be seen riding in rickshaws at night on the Marina between Mylapore and the Fort, hidden behind grimy white drapes in perverted semblance of the habit of nun.

VI. CONCLUSION

Kamala Markandaya is wonderfully accurate because of her amazing acquaintance with the rural and urban life of southern part of India. She is the most gifted woman novelist. She portrayed gloomy economic picture in her novels. Her prime concern is to focus our attention on the problems such as poverty and substandard living of the poor under privileged people, their untold sufferings because of the control of Indian Economy by the rich privileged class, the exploitation of labour and peasants by the land owners and the balk breaking impact of industrialization on rural economy. The aforesaid analysis bears testimony to the fact that the novel *A Handful of Rice* presents a lively true picture of Indian Society.

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Relationship of online Gaming addiction and study skills and habits of College Students

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Abstract— Online gaming is one of the major trends today and is one of the most common source of entertainment for people specially students. However, it can be addictive and may have negative effect to students. This study described the college students' experiences in online gaming addiction. Also, it described the domains of study skills and habits of college students in terms of attitude, time management, goal setting, class preparation, and exam preparation. Further, it determined the relationships of college students' sex and year level with their online gaming experiences and the domains of study skills and habits. This study used the descriptive method. The researcher circulated a survey questionnaire with Likert-scale responses to a total of 115 college students consisting of 40 male students and 75 female students which year levels are 30 first year, 34 second year, 22 third year and 29 fourth year students. Based on the results of the study, the researcher concluded that college students' experiences in online gaming are as follows: they are not comfortable limiting their game time, they are bored when they do not play online games, they forgot to eat and they have stolen for gaming. However, college students did not necessarily neglect their responsibilities in school. In term of study skill and habits, the researcher concluded that college students have positive attitude to learn new things from school. They can start studying and they can keep it going. They do review practice problems to prepare for their class. Likewise, college students can adjust their study methods in terms of exam preparation. However, it is also concluded that they have on average goal setting plan though they are setting high standards for themselves in school. Furthermore, their sex and year level have nothing to do with their online gaming experiences and their study skills and habits. Same with their online gaming experiences are not associated with their study skills and habits. Since online gaming can be addicting, the researcher recommends that a school intervention should be done for the college students from where their experiences on it are quite alarming. Further study can be conducted focusing on the compulsive and obsessive behaviors of college students in relation to online gaming. Though positive results are present in terms of the study skills and habits of students, it is still recommended to have continuous monitoring not only of their skills and habits but on their academic performance in terms of academic grades, problems and deficiencies.

Keywords— Online Gaming, Online Gaming Addiction, Addiction, Study Habits, Study Skills

I. INTRODUCTION

Online gaming is one of the major trends today and is one of the most common source of entertainment for people specially students. However, it can be addictive and may have negative effect to students. With the increasing diversity of college students, the factors impacting academic performance are becoming even more important (Santos & Celis, 2020).

A sort of troubling online gaming activity that bears similarities to the nature of the term and the addiction

problem in such a way that it can be beneficially lend itself and compared with it (Hellman et al., 2013). In severe situations, prolonged video game play may have potentially adverse effects on people that tend to display compulsive and/or addictive habits close to those of other more conventional addictions (Griffiths et al., 2012).

Further, online players are mindful of their addictions to video gaming and are usually aware of the impact of their addictions on certain facets of their life, but their self-awareness is not equal to their addictions control (Lee et al., 2007).

Thus, considerable interest has been focusing on the possibility of learning using online gaming and specific words have been coined to characterize this new educational resource, such as ‘technology’ and ‘educational games’ (Paraskeva et al., 2010)

II. CONCEPTUAL FRAMEWORK

Online gaming is more common among youth than among adults, and online gambling addiction is more likely among males than females (Ko et al., 2005). It's obvious that online players prefer to devote a lot of hours devoted to their game and find the social elements of the in-game environment of fun and rewarding than what happens in the real world (Ng & Wiemer-Hastings, 2005).

Students defend their gaming and say it brought them a rich life with many meaningful experiences deserving of the possibility of addiction and displacement (Mozelius et al., 2016). Thus, parents and educators should be mindful of this and pay adequate attention to the psychological state of young online players (Liu & Peng, 2009).

III. OBJECTIVES OF THE STUDY

This study described the college students’ experiences in online gaming addiction. Also, it described the domains of study skills and habits of college students in terms of attitude, time management, goal setting, class preparation, and exam preparation. Further, it determined the relationships of college students’ sex and year level with their online gaming experiences and the domains of study skills and habits.

IV. METHODOLOGY

This study used the descriptive method. Descriptive approach is intended to collect knowledge about presenting current situations and to explain the complexity of the situation as it appears at the time of the analysis, and to investigate the causes of particular phenomena (Camic et al., 2003). The researcher circulated a survey questionnaire with likert-scale responses (Vagias, 2006) to a total of 115 college students consisting of 40 male students and 75 female students which year levels are 30 first year, 34 second year, 22 third year and 29 fourth year students.

V. RESULTS AND DISCUSSIONS

Table 1. College Students’ Experiences in Online Gaming Addiction

	Mean	Verbal Interpretation
I lose hours of sleeping in online gaming.	3.33	Moderately True of Me
I got angry when someone interrupts me from gaming.	3.45	Moderately True of Me
I forgot to eat while gaming.	3.64	Moderately True of Me
I used to enjoy online gaming other than recreational activities.	3.34	Somewhat True of Me
I have less contact with my family members.	3.51	Moderately True of Me
I have stolen anything for gaming.	3.64	Moderately True of Me
I have suffered from any physical pains from intense gaming.	3.36	Somewhat True of Me
I feel anxious when I skipped from my online games schedule.	3.48	Moderately True of Me
I swore to stop online gaming but later returned to it.	3.20	Somewhat True of Me
I fear a life without gaming.	2.98	Somewhat True of Me
I only spend time with people who love online games.	3.12	Somewhat True of Me
I neglect my responsibilities in school.	1.81	Slightly True of Me
I hide to my family about my online gaming.	3.16	Somewhat True of Me
I have tried limiting my game time but not find myself comfortable with it.	3.81	Moderately True of Me
I find myself bored when I do not play online games.	3.71	Moderately True of Me
<i>Average Weighted Mean</i>	3.30	<i>Somewhat True of Me</i>

Legend	Verbal Interpretation		
4.20 – 5.00	Very True of Me	1.80 – 2.59	Slightly True of Me
3.40 – 4.19	Moderately True of Me	1.00 – 1.79	Not All true of Me
2.60 – 3.39	Somewhat True of Me		

Table 1 shows the experiences of college students in online gaming addiction. Based on the result, college students scored an average weighted mean of 3.30 which means that the listed experiences were somewhat true of them. Items 14, 15, 3, and 6 got highest means accordingly. College students have tried limiting their game time but not find themselves comfortable with it ($X = 3.81$). They find themselves bored when they do not play online games ($X =$

3.71). likewise, they forgot to eat while gaming ($X = 3.64$) and they have stolen anything for gaming ($X = 3.64$). All of these experiences were moderately true of the college students. On the other hand, Item 12 got the lowest mean of 1.81 with a verbal interpretation of ‘slightly true of me’. This states that college students slightly neglect their responsibilities in school.

Table 2. Study Skills and Habits of College Students

	Mean	Verbal Interpretation
<i>Attitude</i>		
I love attending to my class.	3.52	Moderately True of Me
I like learning new things in school.	3.04	Somewhat True of Me
I know I can survive schooling even the subjects are hard.	3.90	Moderately True of Me
I think I will get passing marks.	3.46	Moderately True of Me
<i>Average Weighted Mean</i>	3.68	<i>Moderately True of Me</i>
<i>Time Management</i>		
I find it easy to stick to a study schedule.	3.03	Somewhat True of Me
I spend more time on difficult subjects.	3.67	Moderately True of Me
I have enough time to study.	3.65	Moderately True of Me
I can start studying and keep it going.	3.72	Moderately True of Me
<i>Average Weighted Mean</i>	3.51	<i>Moderately True of Me</i>
<i>Goal Setting</i>		
I set high standards for myself in school.	3.46	Moderately True of Me
I am satisfied with my grades	3.02	Somewhat True of Me
I persist when I find it challenging to concentrate studying.	2.91	Somewhat True of Me
I work for my future plans.	3.00	Somewhat True of Me
<i>Average Weighted Mean</i>	3.10	<i>Somewhat True of Me</i>
<i>Class Preparation</i>		
I read notes before class.	3.53	Moderately True of Me
I do review practice problems.	3.65	Moderately True of Me
I translate what I’m studying into my own words.	3.54	Moderately True of Me
I make up and answer questions to test myself.	3.40	Moderately True of Me

Average Weighted Mean	3.38	Moderately True of Me
Exam Preparation		
I know what to study for an exam.	3.53	Moderately True of Me
I adjust my study methods for different subjects.	3.70	Moderately True of Me
I feel confident in my study methods.	3.08	Somewhat True of Me
I take enough time to study difficult subjects.	3.44	Moderately True of Me
Average Weighted Mean	3.44	Moderately True of Me

Legend	Verbal Interpretation		
4.20 – 5.00	Very True of Me	1.80 – 2.59	Slightly True of Me
3.40 – 4.19	Moderately True of Me	1.00 – 1.79	Not All true of Me
2.60 – 3.39	Somewhat True of Me		

Table 2 shows the study skills and habits of college students in terms of attitude, time management, goal setting, class and exam preparations. In terms of attitude, college students scored an average weighted mean of 3.68 which means that the experiences under this domain were moderately true of them. College students know they can survive schooling even the subjects are hard ($X = 3.90$) and this is moderately true of them. While, they like learning new things in school ($X = 3.04$) is somewhat true of them. In time management, college students scored 3.51 on this domain which has a verbal interpretation of ‘moderately true of me’. They moderately experienced that they can start studying and keep it going ($X = 3.72$) but they somewhat experienced to find it easy to stick to a study schedule ($X = 3.03$). In goal setting, college students got an average weighted mean of

3.10 stating that these experiences are somewhat true of the college students. They somewhat experience persist when the find it challenging to concentrate studying ($X = 2.91$) and they moderately experienced setting high standards for themselves in school ($X = 3.46$). In terms of class preparation, this domain got an average weighted mean of 3.38 and with a verbal interpretation of ‘moderately true of me’. College students do review practice problems ($X = 3.65$) and they make up and answer questions to test themselves ($X = 3.40$). Last, exam preparation got an average weighted mean of 3.44. This shows that college students moderately experienced adjusting their study methods for different subjects ($X = 3.70$) and they somewhat feel confident in their study methods ($X = 3.08$).

Table 3. Relationships of College Students’ Sex and Year Level with their Online Gaming Experiences and the Domains of Study Skills and Habits

	1	2	3	4	5	6	7	8
Sex	-	-.026	.067	-.018	.022	.071	-.065	.086
Year Level		-	.054	-.056	-.054	-.049	.033	-.074
Online Gaming Experiences			-	.058	-.083	-.109	-.042	-.048
Attitude				-	-.144	.169	-.044	.154
Time Management					-	-.140	.065	.015
Goal Setting						-	-.062	.114
Class Preparation							-	-.109
Exam Preparation								-

Table 3 presents the relationships of sex and year level of the college students with their online gaming experiences and their study skills and habits (*attitude, time management, goal setting, class preparation and exam preparation*). Using Pearson r correlation, it was found out that sex and year level of college students do not have significant relationships with their online gaming experiences and their study skills and habits. Furthermore, there were also no significant relationships when tested between all variables.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, the researcher concluded that college students' experiences in online gaming are as follows: they are not comfortable limiting their game time, they are bored when they do not play online games, they forgot to eat and they have stolen for gaming. However, college students did not necessarily neglect their responsibilities in school. In term of study skill and habits, the researcher concluded that college students have positive attitude to learn new things from school. They can start studying and they can keep it going. They do review practice problems to prepare for their class. Likewise, college students can adjust their study methods in terms of exam preparation. However, it is also concluded that they have on average goal setting plan though they are setting high standards for themselves in school. Furthermore, their sex and year level have nothing to do with their online gaming experiences and their study skills and habits. Same with their online gaming experiences are not associated with their study skills and habits.

Since online gaming can be addicting, the researcher recommends that a school intervention should be done for the college students from where their experiences on it are quite alarming. Further study can be conducted focusing on the compulsive and obsessive behaviors of college students in relation to online gaming. Though positive results are present in terms of the study skills and habits of students, it is still recommended to have continuous monitoring not only of their skills and habits but on their academic performance in terms of academic grades, problems and deficiencies.

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Research on Inventory Management of Small and Medium-sized Manufacturing Enterprises in China under Supply Chain Environment

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Abstract— *Most enterprises have problems of liquidity shortage and poor capital turnover. This is the pressure of funds caused by the large inventory of enterprises. Excessive inventory will not only occupy a large amount of corporate capital, but also cause a series of The extra cost of the product will increase the cost of the product; while the inventory is too small, it will not be able to meet the market demand in a timely manner, and it will not be able to cope with the complex market changes. The purpose is to solve these problems and find the optimal combination of inventory costs and inventory benefits. On top of these, coupled with the development of information technology, it is the general trend that companies take advantage of the advantages of supply chain management to scientifically manage their inventory.*

Keywords— *supply chain; inventory management; cost.*

PREFACE

With the rapid development of the times, it is difficult for China's manufacturing companies to significantly improve the core technologies such as production technology and operation processes, and it is becoming more difficult to improve production efficiency. In order to cope with the current fierce competition, most companies the goal has shifted to the non-core but significant cost-increasing module-logistics. According to the compilation of public information, China's logistics accounted for gdp is still relatively high. In the first quarter of 2019, the total social logistics of the country reached 66.5 trillion yuan, an increase of 6.57% year-on-year The total cost of social logistics is 3.1 trillion yuan, accounting for 14.52% of the GDP.The proportion of CDP has been declining for many years, but compared to less than 10% in the United States, Japan, and Germany, there is still much room for development in China's logistics industry. From a development perspective, the idea of improving from a logistics perspective is achievable.

Generally speaking, the logistics cost of an enterprise

includes four major sections, namely procurement, warehousing, inspection and logistics. The management and control strategy of the enterprise warehouse will directly affect the cost of procurement and inspection of parts and components by the enterprise, and then affects logistics costs. Therefore, it makes enterprises pay more attention to the management of inventory. With the development of supply chain theory in recent years, the extension of time and space brought by the supply chain has made the enterprise's optimized management of inventory more diversified. Inventory management is also an important part of supply chain management. Enterprises should effectively use the control and information of information flow, logistics and cash flow in the supply chain to maintain a balanced inventory and order times. On the one hand, maintain a proper amount of inventory. On the one hand, to ensure the rational use of funds, to avoid the situation where a large amount of funds are occupied by inventory, so as to improve production efficiency and sales revenue. Maintaining the best inventory under the premise of ensuring production quality and timely supply is the most urgent need of enterprises to solve. Problems are also an

effective way to reduce corporate costs.

I. STATUS OF INVENTORY MANAGEMENT IN SMALL AND MEDIUM-SIZED MANUFACTURING ENTERPRISES

Due to the limitation of enterprise scale, small and medium-sized manufacturing enterprises cannot implement advanced inventory management models such as zero inventory or storage type implemented by large enterprises. The enterprise manages its own inventory and does not involve third parties, so it still relies heavily on it. The experience of the general manager of the enterprise to manage the inventory belongs to the category of experience management. The general manager's influence in this type of enterprise is quite large. It plays a decisive role in both the operation of the enterprise and the management of various links. The status of its inventory management also depends on the importance and attitude of the general manager.

1.1 Excessive pressure on three funds in inventory and analysis of reasons

Small and medium-sized manufacturing enterprises generally face excessive pressure on three funds, which seriously affects the capital turnover of enterprises.

The reasons are as follows:

(1) Due to the gradual distortion of information transmission in the supply chain, enterprises are not allowed to predict demand, which increases the purchase of raw materials and increases the pressure on inventory.

(2) The advance pre-purchase period for some raw materials is too long, which increases the order quantity of raw materials, resulting in an increase in raw material inventory.

(3) The market we face is constantly changing, and the orderer may change or cancel the order if the market changes. If the raw materials have been stored in the warehouse, or are already in production, or have been produced, even the sudden change will be subject to the other party's penalty. Compensation, but raw materials, work in progress, and finished goods in stock will still increase.

(4) Improper communication between various departments within the company, errors in information

exchange, resulting in a mismatch between output and sales, overproduction, and redundancy in finished products.

(5) The procurement periods of various raw materials are different. Without one, the production and assembly of the product cannot be completed, which causes the waiting period of some links to increase. In this case, the inventory of work in progress will be increased.

(6) The company's product brands and models are diverse. For most purchasers, they will not only buy a single product. Therefore, according to customer needs, the company needs to stock various products and send them to the purchaser after the distribution is complete. This has caused an inevitable backlog of finished product inventory, and even affected delivery, causing the loss of customers.

(7) Poor universality of raw materials. Most companies have multiple types of products, so the specifications of the raw materials are also very different, because considering the purchase and transportation costs, even if the minimum purchase batch is purchased, the various accumulations will increase the inventory. Taking up funds.

1.2 Low inventory turnover rate and reasons

The inventory turnover rate is an indicator that reflects the speed of the company's products and capital flow, and the low turnover rate largely indicates that the company's goods circulation speed is slow, which means that it takes a long time to obtain profits and therefore restricts the development of enterprises. There are situations where inventory turnover is low.

The reasons are as follows:

(1) The company mainly relies on orders for production, but the time from accepting the order to generating the raw material purchase order is too long. After receiving the customer order, the company plans to purchase staff based on the existing finished products, work in process, and raw materials in the warehouse. According to the actual conditions, a purchase order is generated for the demand for each raw material, and the purchaser starts the purchase according to the order. This process is generally long because the inventory information is not fixed and the warehouse materials are always in a flowing state, making it difficult for the plan purchaser to distinguish The specific use of materials, and secondly, the inaccuracy of some

information in the enterprise because it is not shared in a timely manner, these all make the time for generating purchase orders longer.

(2) The procurement cycle of some raw materials is long.

(3) The inventory backlog caused by various reasons has also reduced the inventory rotation rate to a certain extent.

(4) The purchaser delays the delivery. Because the seller also has its own inventory, sometimes because of changes in the market, the seller's own inventory is left, but the forecasted order has been submitted to the manufacturer, and the product has been output, and the purchaser It delayed the pickup for various reasons to maintain the rationality of its inventory, but it caused the manufacturer's inventory rotation rate to be low.

1.3 Customer Satisfaction Failure Analysis and Reason Analysis

After analyzing the feedback from the questionnaire survey of the major customers, it was found that customer satisfaction did not reach the desired goal. If these problems were not resolved in a timely manner, it would affect the company's credibility, which would have a negative impact on sales and cause more inventory backlogs. as follows:

(1) Failure to ship in time. Mainly due to unreasonable production plans and failure to produce all products required by customers in a timely manner. Because customers' orders will not be a single product, but will require multiple product combinations, and the products on the order As long as one of them is not completed on time, it cannot be shipped according to customer requirements. If you choose to distribute to the customer in batches, that is, to send the completed product to the customer first, and the remaining reissue will not only increase the transportation cost, but also the customer may Some products are out of stock and cannot be assembled and used, which causes dissatisfaction with the company.

(2) Incorrect delivery. The types of incorrect delivery mainly include the wrong product model, the lack of some products, and the lack of a certain number of products. The responsibility of the dispatcher is very important. Once negligent, it will cause some irreparable losses. If you send

the wrong goods, you will first reduce your trust in the company and return the goods. The good situation is to give you a chance to re-ship. If you directly return the goods to cancel the order, it will mean that you will lose customers. .

(3) Packaging problems. First, the packaging is not strong enough, and it is damaged during transportation. Second, the packaging is not installed in the way required by the customer.

(4) Product quality issues. First, the quality inspection staff did not detect defective products in a timely manner; second, there is still room for improvement in production technology; third, the impact of warehouse facilities and the environment on the product; fourth, poor packaging Wear; Fifth, the damage to the product caused by insufficient protection measures during transportation.

(5) Transportation problem: The transportation is not carried out in the way requested by the customer.

1.4 Corporate personnel's weak awareness of inventory management informatization

Grass-roots personnel are not highly involved in the overall development of the enterprise, and will only be subject to the orders of their superiors, regardless of right or wrong, only implementation, lack of judgment and courage to reflect the problem upwards. The slow progress of inventory management informatization also stems from corporate leadership And employees' weak awareness of inventory management. First of all, the upper layers of the company do not pay enough attention to inventory management. Secondly, the leaders of the company and the grassroots employees simply believe that the informationization of inventory management is the initial collection of information on the computer, and the accounting is done through the computer. Such a preliminary understanding of operation lacks a profound understanding and attempt of informatization of inventory management. This makes it impossible for leaders of the company to understand all kinds of information in real time, dynamically, and efficiently, despite the implementation of informatization management in name. Nor has it been able to achieve the sharing of inventory information resources between departments and departments, between departments and employees, between departments and

suppliers. The situation where the book data does not match the actual inventory has not been discovered and improved in a timely manner, resulting in a large number of potential losses. This is the case for most SMEs.

1.5 Enterprises' inventory management has not reached the strategic area of the supply chain environment

Most of the enterprise's inventory management stays inside the enterprise. The enterprise's inventory management basically belongs to the category of experience management. The general manager of the enterprise plays a decisive influence in all aspects of the operation and management of the enterprise. His attitude towards the inventory management also determines the status of enterprise inventory management, such as experience management has great personal subjectivity, it is easy to form inherent thinking, lack innovation, and easily fall behind. The lack of information sharing among various companies in the supply chain is also a major culprit in increasing enterprise inventory. So according to the basic principles of inventory management in the supply chain environment, the available resources between the upstream and downstream of the supply chain should be reasonably deployed, the door of information sharing should be opened, and a point-to-chain and chain-to-plane inventory management model should be created to improve work efficiency. To reduce the cost and loss of sluggish inventory.

II. EFFECTIVE MEASURES OF ENTERPRISES FOR INVENTORY MANAGEMENT

Aiming at the common problems in China's small and medium-sized manufacturing enterprises, the following points are given on effective measures for inventory management:

(1) Improve warehouse management. The placement of materials should follow the following principles: avoid unnecessary handling and movement; first-in, first-out (considering the reasons for the shelf life); facilitate the identification of goods, facilitate access, avoid damage, and reasonably use the warehouse area.

(2) Strengthening the construction of enterprise informationization. Informationization construction is necessary for the long-term development of an enterprise.

Informationization construction can not only manage inventory more efficiently, but also timely feedback information to various departments to strengthen the On the other hand, you can also communicate with suppliers with high efficiency to shorten the meeting time and reduce costs. Strengthening informationization makes it easier to introduce advanced inventory management technologies, such as RFID technology. This technology can be used in Quickly read the information of raw materials when entering and leaving the warehouse, and record the read data into the computer, so that the raw materials can be effectively monitored.

(3) Improve the inventory turnover rate. Some suggestions for improving the inventory turnover rate: Strictly control the amount of main materials and strengthen the connection of various production processes, so that the speed and efficiency of material turnover are improved, and it can be put into sales quickly; slow-moving products and senior Inventory price reduction; promote sales and productivity; use advanced information technology to shorten the time from receiving an order to generating a raw material purchase order; shorten the cycle; formulate guidelines, non-special reasons purchasers must not delay delivery.

(4) The supply chain procurement model is adopted. Traditional procurement management is based on inventory procurement. The information of enterprises at all levels is opaque, and it is difficult to avoid the problem of distortion or enlargement of demand information, which leads to high inventory. Under the supply chain procurement model, the supply and demand sides Through strategic partnerships, sharing of inventory data is realized, making purchasing decisions transparent, reducing the distortion of demand information, and reducing the risks caused by unpredictable demand changes. Making strategic purchase plans through joint negotiation.

(5) Select high-quality suppliers and establish long-term cooperative relationships with them. Good cooperative relationships between enterprises and suppliers are the key to the success of procurement strategies.

(6) Appropriate customer surveys. In order to be competitive in the same industry, it is necessary to clarify customer needs. Enterprises should give full play to their

corporate advantages and, based on market grasp, investigate the needs of the supply department to clarify What the customer wants, then boldly conceive according to customer requirements, develop their own ideas, and continuously improve the enterprise. This will not only lay the foundation for their long-term development, but also better meet customer needs and improve customer satisfaction.

(7) Establish a strategic partnership of supply chain and improve the coordination between enterprises. The supply chain is a whole, which needs to coordinate the activities of various enterprises on the nodes to achieve the best operating results. The ability to establish its strategic partnership Strengthening the previous level of trust between each other, companies can also make better use of resources and information in the supply chain, making each other's information more transparent, thereby avoiding enterprises to maintain high safety stocks under uncertain demand, which can achieve The purpose of reducing corporate capital occupation.

III. SUMMARY

Standing in the context of the supply chain, the research on the inventory management of China's small and medium-sized manufacturing enterprises mainly includes four aspects, which are supplier-linked inventory, enterprise's own inventory, consumer-linked inventory, and resource utilization of the supply chain. Supplier-linked inventory is mainly aimed at improving procurement and selection of suppliers; the company's own inventory mainly includes warehouse use, information construction and inventory turnover rate; consumer-linked inventory mainly improves customer satisfaction; and resources in the supply chain Utilization is mainly achieved by improving the supply chain thinking of enterprises and establishing strategic partners.

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Analysis of Factors affect the understanding of International Financial Reporting Standard (IFRS) of accounting students of higher education in Makassar

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Abstract— This study aims to determine the effect of learning behavior, emotional quotient, learning motivation, lecturer competency to understanding of IFRS accounting students. The type of this research is quantitative research using primary data. The population in this study containing by student majoring ini accounting UIN Alauddin Makassar, State University Makassar, and Hasanuddin University, purposive sampling method the using in this study and obtained 240 respondents. Hypotesis testing using multiple regression. The results of this study show that simultaneourly learning behavior, emotional quotient, learning motivation, lecturer competency have a positive and significant effect on the understanding of IFRS accounting student. Partially emotional quotient, learning motivation, lecturer competency have a positive and significant effect on the understanding of IFRS accounting student, However learning behavior have a negative and significant effect on the understanding of IFRS accounting student The result of this research also shows that the independent variables can explain to effect the understanding of IFRS accounting student. equal to 92,6 % the rest effect by other factor not examined in this research.

Keywords— IFRS, learning behavior, emotional quotient, learning motivation, lecturer competency.

I. INTRODUCTION

Each country has different accounting standards in the manner, methods, presentation and reporting, the existence of these differences will cause big problems when the accounting standards of each country are different from the accounting standards used in other countries (Susanti, 2018). On this basis, the issue of convergence of the Financial Accounting Standards Guidelines (PSAK) emerged into the International Financial Reporting Standards (IFRS). This convergence is expected to be a bridge to understanding financial statements so that there are no more misperceptions in interpreting financial statements. In order to have the same perception of accounting in each country, an international accounting standard was formed known as the International Financial Reporting Standards (IFRS), which would aim at facilitating business reconciliation across countries, and now one country at a time in the world has begun to adopt IFRS (Sanjaya and Ulupui, 2016). Business development on a national and international scale, the Indonesian Institute of Accountants (IAI) has condemned the

implementation of the International Financial Reporting Standards (IFRS) convergence program, which took full effect on January 1, 2012.

The implementation of IFRS in Indonesia also requires that accountants and auditors in Indonesia have sufficient knowledge of events and business transactions and the company's economy fundamentally before making judgments, besides that accountants must also understand the ethical and legal implications in implementing standards. (Gayatri et al, 2016). For this reason, education becomes the foundation for improving quality. Moreover, for students who are still expected to study before graduating, students must be equipped with IFRS so that they can compete with job seekers after graduating from college (Ermawati and Kuncoro, 2017). In the learning process there must be several factors originating from the students themselves about how the student is able to understand IFRS.

Some previous studies have also been found by Sunarti (2018) that emotional intelligence and with that

intelligence can support understanding of IFRS, asking for high learning can support understanding of IFRS. Previous research was also found by Ernawati and Kuncoro (2017) who revealed that students who have emotional intelligence have no effect on IFRS understanding, student interest has no effect on IFRS understanding.

II. LITERATURE STUDY AND HYPOTHESIS

1. Theory of Multiple Intelligences (theory of multiple intelligences)

The theory of multiple intelligences or theory of multiple intelligences is a theory of intelligence commonly used as a reference to better understand an individual's talent and intelligence. This theory was put forward by Howard Gardner in 1983 in his book entitled *Frames of Mind: The Theory of Multiple Intelligences*.

2. Learning Theory of Learning

In this theory meaningful is a process of linking new information to relevant concepts contained in a person's cognitive structure. His theory is related to the nature of meaning to learning only if the various concepts originating from the outside world have been able to be transformed into content frameworks by students which involve two processes, namely: reception, which are generated through meaningful verbal learning and discoveries involved in concept formation in solution to problem. Ausubel is more focused on verbal learning methods in speaking, reading and writing, so that in terms of memorization based learning does not help students in gaining knowledge, this theory was developed by David P. Ausubel.

3. Motivation Theory

Humans have five levels of needs, namely: (1) physiological needs; such as hunger, thirst, rest and sex, (2) the need for security; not only in the physical sense, but also mentally, psychologically and intellectually, (3) social needs, (4) self-esteem needs, which are generally reflected in various status symbols, and (5) self-actualization needs. in the sense of the availability of opportunities for someone to develop the potential contained in him so that it turns into real abilities. The above hierarchy is based on the assumption that when people have satisfied a certain level of needs, they want to shift to a higher level of need, this theory put forward by Abraham Maslow.

4. Student Learning Behavior

Learning behavior is often also called learning habits, is a dimension of learning that individuals do repeatedly so that it becomes automated or spontaneous (Agustina and Yanti,

2015). Learning behavior is a way or activity undertaken by students in conducting learning, especially accounting, one's learning behavior becomes one of the factors of a person in understanding accounting, because understanding accounting is valued by using values, then one's behavior in the accounting learning process can also determine a person's understanding of accounting (Nugroho et al, 2018).

5. Emotional Intelligence

Emotional intelligence is the ability to feel and understand effectively in terms of applying emotional power and sensitivity as a source of humane energy, information, connections and influences (Suprianto and Harryoga, 2015). Emotional intelligence can determine how well a person is using the skills he has, including intellectual skills (Horri et al, 2018). Emotional intelligence is able to train students to be able to manage their feelings, the ability to motivate themselves, the ability to be tough in dealing with frustration, the ability to control impulse and delay gratification for a moment, regulate relative moods, and be able to empathize and cooperate with others.

6. Motivation

Motivation means using the deepest desires to move and guide towards goals, help take initiative and act effectively, and to survive facing failure and frustration (Sari et al, 2017). Students who have an effort to improve themselves show a fighting spirit towards self-improvement which is the core and motivation for achievement. Every time students study regularly to find ways to improve themselves, they excel. Those who are driven by the need to achieve achievement are always looking for ways to find their success.

7. Lecturer Competence

Lecturer competence is generally seen from how the ability of the lecturer to master the material in applying appropriate learning models for the material to be taught or studied by students (Sudaryono, 2019). Because the purpose of teaching and learning activities one of which is the achievement of a lecturer in providing material well and can be accepted by students will provide feedback and good learning outcomes.

8. Understanding of IFRS

Understanding is one form of learning outcomes. This understanding is formed as a result of the learning process. Understanding has a very basic meaning that puts the parts of learning in portions, without it, then knowledge, skills and attitudes will not be meaningful. Improving understanding requires a good and correct learning process. Understanding IFRS is a person's ability to recognize,

understand and understand the basis, standards and provisions that apply IFRS. The level of understanding of IFRS can be measured by the extent to which someone knows and understands IFRS.

9. Hypothesis Formulation

This research hypothesis explains the factors that influence the understanding of IFRS in accounting students of State Universities in Makassar.

9.1 Effect of Learning Behavior on IFRS Understanding.

Learning behavior is a way or activity carried out by students in conducting learning especially accounting, one's learning behavior becomes one of the factors a person has in understanding IFRS. This learning behavior is also supported by learning and learning theories developed by David P. Asubel. Based on the description above, researchers formulated a hypothesis:

H1: Learning behavior affects the understanding of IFRS accounting students at State Universities in Makassar.

9.2 Effect of Emotional Intelligence on IFRS Understanding.

This emotional intelligence is able to train students to be able to manage their feelings, the ability to motivate themselves, the ability to be tough in dealing with frustration, the ability to control impulse and delay gratification for a moment, regulate relative moods, and be able to empathize and cooperate with others. In this case it is supported by the theory of multiple intelligences or the theory of multiple intelligences developed by Howard Garden in his book entitled *Frame of Mind: The Theory of Multiple Intelligences*. Based on the description above, researchers formulated a hypothesis:

H2: Emotional intelligence has an effect on IFRS understanding of State University accounting students in Makassar.

9.3 Effect of Motivation on IFRS Understanding

Effect of Motivation on IFRS Understanding

Students who have an effort to improve themselves show a fighting spirit towards self-improvement which is the core and motivation for achievement. Every time a student learns routinely to find ways of self-improvement and achievement, this is supported by the motivation theory proposed by Abraham Maslow. Based on the description above, researchers formulated a hypothesis:

H3: Motivation influences the IFRS understanding of State University accounting students in Makassar.

9.4 Effect of Lecturer Competence on IFRS understanding

Teaching and learning activities one of which is the achievement of a lecturer in providing material well and can be accepted by students will provide feedback and good learning outcomes, hereby supported by learning and learning theories developed by David P. Asubel. Based on the description above, researchers formulated a hypothesis:

H4: Lecturer competence influences the IFRS understanding of State University accounting students in Makassar.

9.5 The influence of learning behavior, emotional intelligence, motivation and competence of lecturers on IFRS understanding.

Learning habits, are dimensions of learning carried out by individuals repeatedly which will be accompanied by intelligence or the ability to feel and understand effectively and the deepest desire to move and guide and the ability of the lecturer to master the material in applying appropriate learning models to the material will affect understanding IFRS. Based on the description above, researchers formulated a hypothesis:

H5: Learning behavior, emotional intelligence, motivation and competence of lecturers influence the understanding of IFRS accounting students at State Universities in Makassar.

III. RESEARCH METHODS

The first paragraph under each heading or subheading should be flush left, and subsequent paragraphs should have a five-space indentation. A colon is inserted before an equation is presented, but there is no punctuation following the equation. All equations are numbered and referred to in the text solely by a number enclosed in a round bracket (i.e., (3) reads as "equation 3"). Ensure that any miscellaneous numbering system you use in your paper cannot be confused with a reference [4] or an equation (3) designation.

1. Types of research

This research is a quantitative study using a survey method, in which the main data from a sample of a population is collected using a questionnaire instrument in the field. The data used in this study are primary data. Primary data obtained directly from the original source through the distribution of questionnaires to respondents.

2. Research sites

Research Locations This research was conducted at the State Universities in Makassar, South Sulawesi Province

namely, Hasanuddin University, Makassar State University and Alauddin State Islamic University Makassar.

3. Population and Sample

The population in this study is the Accounting Students of State Universities in Makassar who are in semesters 4 and 6 with a population of 555 students. The sampling method is done by Purposive sampling, so to find out the research sample, using the Solvin formula

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = Sample Size

N = Population Size

E = Percent Allowance for inaccuracy due to sampling errors that can still be tolerated

$$n = \frac{555}{1 + 555(10)^2}$$

$$n = \frac{555}{6,55} = 84.73 \text{ adjusted by researchers to } 100$$

respondents.

4. Data Analysis Method

This study uses multiple linear regression analysis and descriptive analysis to explain the results of research through data that has been collected previously. Multiple linear regression analysis is useful to measure the effect of independent variables on the dependent variable and predict the dependent variable using the independent variable. The data that has been obtained will be processed using SPSS software. Before conducting multiple linear regression analysis, conducting validity tests, reliability tests to measure how reliable the questionnaire can be used and after testing the classical assumption test is the normality test, multicollinearity test, and heteroskedasticity test. Then the f test, the coefficient of determination (R²) and the t test are performed. After testing the classical assumptions and assessments then the hypothesis test is then performed.

5. Variable Operations

The dependent variable used in this study is Understanding IFRS. While the independent variables in this study are Learning Behavior (X1), Emotional Intelligence (X2), Motivation (X3), Competence of Lecturers (X4). Measurement of each variable in the study of sweet potato using a five-point Likert scale, namely: 1 = strongly disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = strongly agree (SS).

IV. RESULTS AND DISCUSSION

1. Characteristics of Respondents

Of the 240 questionnaires distributed, all questionnaires returned to researchers. The respondents of this study consisted of 64 men and 176 women. Respondents from this study were scattered in three state universities in Makassar, among others, Alauddin Makassar State Islamic University with 80 people, Makassar State University with 80 people, and Hasanuddin University with 80 people. Students from the three universities are divided into 101 people who are still sitting in semester 4, 137 people in semester 6 and 2 people who are still sitting in semester.

2. Validity test

The results of testing the validity of this study, in Table 2 shows the variable learning behavior (X1) with 6 statements, Emotional Intelligence (X2) with 9 statements, learning motivation (X3) with 10 statements, Competence of lecturers (X4) with 9 statements, and Variables Understanding IFRS (Y) with 5 statements, and all variables get a significant value of 0,000 or <0.05 so that all statements are said to be valid

3. Reliability Test

Reliability test is a test to determine whether the research questionnaire that will be used to collect research data is reliable or not. The questionnaire is said to be reliable if the questionnaire is re-measured, it will get the same results. The data is said to be seen from the reliability of the value of cronbach's alpha > 0.6

The results of this study's reliability testing, in table 3 shows the variable learning behavior (X1) with a cronbach's alpha value of 0.846, emotional intelligence (X2) with a cronbach's alpha value of 0.832, learning motivation (X3) with a cronbach's alpha value of 0.845, lecturer competence (X4) with cronbach's alpha value 0.844, and IFRS understanding variable (Y) with cronbach's alpha value 0.863. All variables get a cronbach's alpha value > 0.6, this value indicates the data meet the reliability or can be used to manage the data thereafter.

4. Normality test

Testing for normality in this study uses the Kolmogorov-Smirnov Test approach. A data is said to be normally distributed if the Asymp value. Sig. (2-tailed) is greater than α 5%. (Umar: 2000 in Ariyani; 2013). Table 4 shows that the Sig Kolmogorov – Smirnov (K-S) Assymp value of 0.200 is greater than α 5%. Thus it can be justified that the overall data used in this study is normally distributed.

5. Multicollinearity Test

The results of Multicollinearity testing in table 5 show that learning behavior (X1) with a VIF value of 2.081 and tolerance 0.480, emotional intelligence (X2) with a VIF value of 5.721 and tolerance 0.175, learning motivation (X3) with a VIF value of 3.045 and tolerance 0.328, Competency of lecturers (X2) X4) with a VIF value of 1.568 and tolerance 0.638, all variables are known to show a VIF <10 and a tolerance value > 0.1, so there is no multicollinearity

6. Uji Heteroskedastisitas

The results of heteroscedasticity testing of this study in table 6 show the variable learning behavior (X1) with sig 0.827, emotional intelligence (X2) with sig 0.789 motivation to learn (X3) with sig 0.0338, lecturer competence (X4) with sig 0.205. All variables get sig > 0.05, so overall it can be concluded that there is no heteroscedasticity problem in this study

7. Autocorrelation Test

The autocorrelation test aims to find out whether there is a correlation between variables in the prediction model and the change in time. A good regression model is characterized by no occurrence of autocorrelation. It is said that autocorrelation does not occur if the Durbin-Watson value is between $dl - du$ and $4 - du$ or $du < dw < 4 - du$.

Based on the results of the study in table 7 it is known that the Durbin-Watson value is 1,834 and du 1,809, so that the Durbin Watson value is located between du and $4 - du = 1,809 < 1,834 < 2,166$. It can be concluded that no autocorrelation was found in the regression model.

8. Determination Coefficient Test

The determination coefficient test or R Square is useful to predict and see how much the contribution of the influence of the given variable x simultaneously (together) to the variable Y .

From table 8 we can get Adjuster R square value (coefficient of determination) of 0.926 or equal to 92.6%. This means that learning behavior factors (X1), emotional intelligence (X2), learning motivation (X3), Competence of lecturers (X4) contribute simultaneously to the understanding of accounting students about IFRS

9. F Test

The f test is used to test whether the regression model that we like is good / significant or not good / non-significant, is said to be significant in terms of the magnitude of sig <0.05. The results of the study in table 9 show the Ftable Value obtained $F = (4; 236) = 2.409895$ while the F calculated in the F test obtained processed data is equal to

= 751,306 and significant 0,000 so $F_{count} = 0,000 < 0.05$ or $751,306 > 2, 409895$ there is a significant influence of learning behavior variable (X1), emotional intelligence (X2), learning motivation (X3), lecturer competence (X4) contributing simultaneously to the understanding of accounting students about IFRS.

10. T Test

The t test is used to test how the effect of each independent variable independently of the related variable. Said to be influential seen from the size of sig <0.05 or $t_{count} > t$ table. The results of the study in table 10 of the t test show that the results of multiple linear regression analyzes can be calculated systematically. The equation is as follows:

$$Y = 0.130 - 0.175 X1 + 0.686 X2 + 0.116 X3 + 134 X4 + e$$

10.1 Learning behavior, towards IFRS understanding of State University accounting students in Makassar.

Based on the results of research that learning behavior has a negative effect on the understanding of accounting students about IFRS (H1 accepted). The learning process requires learning behavior that is in line with educational goals. It means that the learning behavior of students decreases, so IFRS understanding also decreases. This learning behavior has a significant but negative effect on students' understanding of IFRS. This is understandable because students do not learn in a disciplined manner, another thing that can be understood is because each student has its own constraints in absorbing the material provided so that the results of the exam in the form of grades are used as a measure of understanding of IFRS.

According to David P. Ausubel in learning theory learning reveals that through verbal learning in speaking, reading and writing so that in terms of learning based on memorization does not help students in gaining knowledge. The connection with this research is that although a lecturer has good competence in terms of mastery of the material or the concept of learning to be taught to students, but the learning behavior of a student that is not good such as lazy learning behavior, lazy reading and other negative behaviors associated with max learning behavior students will not or difficult to understand the material provided by lecturers with good learning concepts.

10.2 Emotional intelligence, on IFRS understanding of State University accounting students in Makassar

Emotional intelligence has a positive effect on the understanding of accounting students about IFRS (H2 accepted) meaning that the higher the emotional intelligence causes the better understanding of students about IFRS which shows that increasing emotional intelligence then the level of understanding of IFRS will

also increase. someone who is able to control his emotional intelligence well, then understanding accounting will also increase. The ability of students to manage their feelings, motivate themselves, be able to empathize and work together with others can support students in understanding accounting. The results of this study are in accordance with research conducted by Anaharulla (2013) that emotional intelligence has a significant positive effect on the level of accounting understanding. Emotional intelligence drives a person to motivate himself to make progress. For students who have good emotional intelligence, their social skills can be a source for absorbing a lot of information, including about IFRS, which is learned from the ability to control from a good mental and sociable, making it easier to connect with people who can be a source of information.

According to Howard Gardner in 1893 in his book entitled *Frames of Mind: The Theory of Multiple Intelligences* states that the theory of multiple intelligences is a theory of intelligence commonly used as a reference to better understand an individual's talents and intelligence? The connection with this research is the high level of emotional intelligence of a student, so the level of understanding in determining the skills he has to understand a problem, object and so forth. Likewise with the results of this study when a student has a high or high level of emotional intelligence, he has the ability to determine what he must do to understand IFRS with the skills he has and be able to know the impact of his understanding of IFRS.

10.3 Motivation, towards IFRS understanding of State University accounting students in Makassar. Motivation, towards IFRS understanding of State University accounting students in Makassar.

Learning Motivation has a positive effect on students 'understanding of accounting about IFRS (H3 accepted) motivation in learning is an important factor in students' understanding of IFRS, because motivation is a condition that drives students to do learning. But in this case student understanding is not only influenced by motivation to learn, because many other things outside of motivation that sometimes give greater prana to student achievement, encouragement from outsiders can also affect even the learning environment can also affect student achievement.

Students who have an effort to improve themselves show a fighting spirit towards self-improvement which is the core and motivation for achievement. Every time students study regularly to find ways to improve themselves, they excel. Those who are driven by the need to achieve achievement are always looking for ways to find their success.

According to Abraham Maslow Humans have five levels of needs, namely: (1) physiological needs. (2) the need for

a feeling of security. (3) social needs, (4) needs for self-esteem, and (5) needs for self-actualization. The connection with the results of this study is to focus on the need for self-esteem in which to obtain a self-esteem or achievement against the background with a good level of intelligence or understanding. With the motivation to get self-esteem or achievement, a student must have intelligence and a level of understanding, one of them is understanding IFRS.

10.4 Lecturer Competence, towards IFRS understanding of State University accounting students in Makassar.

Lecturer competence has a positive and significant effect on the understanding of accounting students about IFRS (H4 accepted). Lecturers have a central role in the lecture process. Even though the students' knowledge is not entirely dependent on the lecturer, the role of the lecturer is still large in producing competent students in their field. It is explained in Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers which states that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research and community service. Therefore, lecturers need to continue to develop their competencies in order to produce students who are potential human resources. This study is in line with the research of Budiadi and Sulistyawati (2013), Harimurti and Rispanyo (2014), which shows the results that lecturer competence has a significant effect on the level of accounting understanding. It can be interpreted that lecturers need to improve their competence in providing knowledge to students, because lecturer competencies can improve accounting understanding.

Menuru David P. Ausubel in the theory of learning and learning revealed that through verbal learning in speaking, reading and writing so that in terms of memorization based learning does not help students in gaining knowledge. The connection with the results of this study is that a lecturer in influencing students must have the ability generally seen from how the teacher's ability to master the material in applying the appropriate learning model for the material to be taught or studied by students.

10.5 Learning behavior, emotional intelligence, motivation and competence of lecturers influence the understanding of IFRS accounting students of State Universities in Makassar

The results of this study indicate that there is a significant influence on learning behavior variables (X1), emotional

intelligence (X2), learning motivation (X3), lecturer competence (X4) contributing simultaneously to the understanding of accounting students about IFRS (H5 Accepted).

All variables X have a significant effect on Y or learning behavior (X1), emotional intelligence (X2), learning motivation (X3), lecturer competence (X4) contribute simultaneously to the understanding of accounting students about IFRS. Even though partially the learning behavior has a negative effect on this study, however, the learning behavior can also positively influence students' understanding of IFRS.

Based on the partial test results in this study said that each variable in this study had a significant positive effect but the level of influence of each variable would have a higher effect on students' understanding of IFRS when each variable contributed or together to influence the level of student understanding accounting for IFRS as the results of this study indicate that the contribution of all X variables in influencing the Y variable was 92.6%.

V. CONCLUSION

Based on the results of the research above, it is recommended as follows:

1. Based on the test results of the coefficient of determination of learning behavior (X1), emotional intelligence (X2), motivation to learn (X3), Competence of lecturers (X4) contribute simultaneously to the understanding of accounting students about IFRS by 92.6%
2. Based on the F test, there are significantly different variant (X1, X2, X3, X4) to the variable (Y).
3. Based on the t test the variable of learning behavior gives a negative and significant effect on the Y variable, the variable of emotional intelligence gives a positive and significant influence on the Y variable, learning motivation gives a positive and significant effect on the Y variable, the lecturer competence influences positively and significantly with respect to the variable Y,

This study has several limitations. First the sample used in this study only came from three tertiary institutions so that a larger sample is needed in order to analyze what factors influence IFRS understanding. Both of these studies only focus on the S1 education level.

Based on the research conclusions and limitations, the authors recommend the following suggestions, first adding variables such as infrastructure, self-confidence, and others. The second broadens this research by enlarging the scope of research such as all universities in Makassar, a

state university in Indonesia and others.

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Tracer Study of Nueva Ecija University of Science and Technology Graduates (Atate Campus)

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Abstract— *The essence of a higher education institution or university is to produce employable graduates. This study described the profiles of the graduates of batch 2018 and 2019 (Bachelor of Science in Information Technology, Bachelor of Science in Business Administration, and Bachelor of Science in Entrepreneurship) of NEUST Atate Campus in terms of Sex, Employment Status, Year Hired, and Monthly Salary. It also described the work location, and list of agencies where the graduates of NEUST Atate Campus were employed. The descriptive survey method of research was used in this study. A total of 118 graduates from NEUST Atate Campus which comprises of 65 BSIT (27 graduates of year 2018 and 38 graduates of year 2019), 24 BSBA (Batch 2018), and 29 BSEntre (Batch 2019) were surveyed. Based from the results of this tracer study, it can be seen that only more than half of the graduates were already employed. The employed graduates are working in their nearby cities/towns and few are working abroad. It is then recommended by the researcher to have a follow up study on the status of the employment of their graduates. The follow up study should include other information would be beneficial for the improvement of the programs and activities related to the graduates of their alma mater, Nueva Ecija University of Science and Technology. A study must include the employed graduates' position in the agency, their challenging experiences while applying on their work, do their current work aligned with their graduated courses, and the like. This should also include an evaluation of the agencies on the graduates' work attitude and behavior. Thus, evaluating the quality of graduates the university is producing yearly based on the university's mission.*

Keywords— *Tracer Study, Nueva Ecija University, higher education institution.*

I. INTRODUCTION

The essence of a higher education institution or university is to produce employable graduates. It measures the individual institution's success and potential to deliver work-ready students (Latif & Bahroom, 2010). New and emerging innovations are questioning the conventional teaching and learning cycle, and how things are organized and operated (Macatangay, 2013).

High Education offers longitudinal systemic data on jobs and occupation, the essence of the job and related skills, and knowledge on their students' personal orientation and experience (Millington, 2008). Further, the Philippine Qualifications System requires department roles such as DepEd, CHED, TESDA, PRC and DOLE to review learning requirements in basic education, technical skills growth and higher education and in the coordination of licensing exams (Philippines Executive Order no. 83, s, 2012). This is

essential to ensure that learners are introduced to career opportunities and, more specifically, work experience early in their college preparation and throughout (Cosser, 2003).

With the gradual increase in the number of college graduates, job opportunities have become highly competitive for students. Most universities have the strategy of improving existing connections and creating new pathways to the work world (Ramirez et al., 2014). Through developing relationships when communicating with clients, the students learned how to connect and sell effectively, and learned to meet deadlines for inventory distribution and acceptable loan payments, respectively, as built marketing and management skills (Santos, 2020).

Many universities have the philosophy of strengthening existing connections and building new bridges to the industry. In view of this, the NEUST Mission is to develop new knowledge and technologies and transform human

resources into productive citizenry to bring about development impact to local and international communities (NEUST, 2020).

The information gained from these can be used by the graduate alma mater and other educational partners for curriculum development and other new changes by administering and evaluating a survey on the cohort of graduates from a given school, occupation, specialty, level of education, their work characteristics, qualifications and skill development (Gines, 2014).

In view of the foregoing insights, the researcher would like to assess the graduates in terms of employability as a metric of the institution's Mission. The results of the study will also provide information for institutions' linkages that may help in terms of partnership.

II. OBJECTIVES OF THE STUDY

This study described the profiles of the graduates of batch 2018 and 2019 (Bachelor of Science in Information

Technology, Bachelor of Science in Business Administration, and Bachelor of Science in Entrepreneurship) of NEUST Atate Campus in terms of Sex, Employment Status, Year Hired, and Monthly Salary. It also described the work location, and list of agencies where the graduates of NEUST Atate Campus were employed.

III. METHODOLOGY

The descriptive method of research was used in this study because it involves description, recording, analysis and interpretation of condition that really exists. It is appropriate to use descriptive method in gathering information about the present existing condition (Creswell, 2014). A total of 118 graduates from NEUST Atate Campus which comprises of 65 BSIT (27 graduates of year 2018 and 38 graduates of year 2019), 24 BSBA (Batch 2018), and 29 BSEntre (Batch 2019) were surveyed. This study used survey research since it integrates scientific methods through critical analysis and evaluation of source materials, analysis and interpretation of data, and generalization and prediction (Salaria, 2012).

IV. RESULTS AND DISCUSSIONS

Table 1. Profile of the Batch 2018 Graduates of the Nueva Ecija University of Science and Technology (Atate Campus)

	*BSBA		*BSIT	
	<i>f</i>	%	<i>f</i>	%
Sex				
Male	8	33.33	15	62.56
Female	16	66.67	12	44.44
Total	24	100.00	27	100.00
Employment Status				
Employed	14	58.33	19	70.38
Unemployed	10	41.67	4	14.81
Untracked	-	-	4	14.81
Total	24	100.00	27	100.00
Year Hired (for employed)				
2018	10	71.43	13	68.42
2019	4	28.57	6	31.58
Total	14	100.00	19	100.00

Monthly Salary (in Pesos)(for employed)

20,001 and above	2	14.29	-	-
17,001 – 20,000	-	-	-	-
14,001 – 17,000	-	-	2	10.53
11,001 – 14,000	-	-	5	26.31
8,001 – 11,000	2	14.29	9	47.37
5,001 – 8,000	10	71.42	3	15.79
5,000 and below	-	-	-	-
Total	14	100.00	19	100.00

***Note:** **BSBA** - Bachelor of Science in Business Administration (major Entrepreneurship)

BSIT – Bachelor of Science in Information Technology

Table 1 shows the profile of Batch 2018 graduates of Nueva Ecija University of science and Technology (Atate Campus).

For BSBA, there were a total of 24 graduates composed of 8 males (33.33 %) and 16 females (66.67 %). 14 out of 24 or 58.33 percent were already employed and the remaining 10 or 41.67 percent of graduates were not yet employed. For all the employed graduates, 10 (71.43 %) were hired in 2018 and 4 (28.57 %) were hired in 2019. Their monthly salary is ranging from 5,001 and above (in Pesos) where 10 out of 14 or 71.42 percent of the employed graduates receive their monthly salary ranging from 5,001 to 8,000 pesos.

For BSIT, 15 males (62.56 %) and 12 females (44.44 %) for a total of 27 students have graduated in this course. Their employment status showed that 19 out of 27 (70.38 %) were already employed, 4 (14.81 %) were unemployed and the other 4 (14.81 %) were untracked or were not able to respond the tracer study during the conduct of this research. These employed graduates were hired in 2018 (13 or 68.42%) and in 2019 (6 or 31.58 %). Their monthly salary is ranging from 5,001 up to 17,000 pesos where almost half of the employed graduates (47.37 %) receive their monthly salary ranging from 8,001 to 11,000 pesos.

Table 2. Profile of the Batch 2019 Graduates of the Nueva Ecija University of Science and Technology (Atate Campus)

	*BS Entrep		*BSIT	
	<i>f</i>	%	<i>f</i>	%
Sex				
Male	7	24.14	23	62.56
Female	22	75.86	15	44.44
Total	29	100.00	38	100.00
Employment Status				
Employed	14	48.28	20	70.38
Unemployed	11	37.93	14	14.81
Untracked	4	13.79	4	14.81

	Total	29	100.00	38	100.00
Year Hired (for employed)					
2019		14	100.00	20	100.00
	Total	14	100.00	20	100.00
Monthly Salary (in pesos)(for employed)					
20,001 and above		-	-	1	5.00
17,001 – 20,000		-	-	1	5.00
14,001 – 17,000		3	21.43	3	15.00
11,001 – 14,000		3	21.43	-	-
8,001 – 11,000		5	35.71	3	15.00
5,001 – 8,000		3	21.43	12	60.00
5,000 and below		-	-	-	-
	Total	14	100.00	20	100.00

***Note:** **BS Entrep** - Bachelor of Science in Entrepreneurship
BSIT – Bachelor of Science in Information Technology

Table 2 shows the profile of Batch 2018 graduates of Nueva Ecija University of science and Technology (*Atate Campus*).

For BS Entrep, there were a total of 29 graduates composed of 7 males (24.14 %) and 22 females (75.86 %). Of all these graduates, 14 out of 29 or 48.28 percent were already employed, 11 or 37.93 percent of graduates were not yet employed, and the remaining 4 or 13.79 percent were untracked or were not able to respond during the conduct of this tracer study. These employed graduates were all hired in 2019 which could possibly be month/s right after their graduation. Their monthly salary is ranging from 5,001 up to 11,000 pesos, in general.

For BSIT, 23 males (60.53 %) and 15 females (39.47 %) for a total of 39 students have graduated in this course. Their employment status showed that 20 out of 39 (52.63 %) were already employed, 14 (36.84 %) were unemployed and the other 4 (10.53 %) were untracked or were not able to respond the tracer study during the conduct of this research. These employed graduates were all hired in 2019 which could possibly be month/s right after their graduation. Their monthly salary is ranging from 5,001 and above (*in pesos*) where majority of the employed graduates (47.37 %) receive their monthly salary ranging from 5,001 to 8,000 pesos.

Table 3. Work Locations of the Batch 2018 and 2019 Employed Graduates of Nueva Ecija University and Science and Technology (*Atate Campus*)

	2018				2019				Total	
	BSBA (n = 14)		BSIT (n = 19)		BS Entrep (n = 14)		BSIT (n = 20)		f	%
	f	%	f	%	f	%	F	%	f	%
Region 3										
Nueva Ecija										

Bongabon	4	28.57	-	-	1	7.14	-	-	5	7.46
Cabanatuan	3	21.44	9	47.37	7	50.00	5	25.00	24	35.82
Cabiao	1	7.14	-	-	-	-	-	-	1	1.49
Laur	1	7.14	-	-	-	-	-	-	1	1.49
Palayan	1	7.14	2	10.53	3	21.44	7	35.00	13	19.40
Talavera	-	-	-	-	-	-	1	5.00	1	1.49
Bulacan	2	14.29	-	-	-	-	-	-	2	2.99
Pampanga	-	-	1	5.26	-	-	1	5.00	2	2.99
Outside Region 3										
Cainta	-	-	-	-	-	-	1	5.00	1	1.49
Calaocan	-	-	-	-	-	-	2	10.00	2	2.99
Laguna	-	-	1	5.26	-	-	-	-	1	1.49
Makati	-	-	2	10.53	1	7.14	-	-	3	4.48
Manila	-	-	4	21.05	-	-	1	5.00	5	7.46
Pasay	-	-	-	-	1	7.14	-	-	1	1.49
Quezon City	-	-	-	-	1	7.14	1	5.00	2	2.99
Abroad										
Bahrain	1	7.14	-	-	-	-	-	-	1	1.49
China	-	-	-	-	-	-	1	5.00	1	1.49
Taiwan	1	7.14	-	-	-	-	-	-	1	1.49
	14	100.00	19	100.00	14	100.00	20	100.00	67	100.00

*Note: **BSBA** - Bachelor of Science in Business Administration (major in Entrepreneurship)

BS Entrep - Bachelor of Science in Entrepreneurship

BSIT – Bachelor of Science in Information Technology

Table 3 presents the work locations of the two batches of graduates (2018 and 2019) for three different courses (BSBA, BS Entrep, and BSIT) of Nueva Ecija University of Science and Technology. Results show that majority of the employed graduates are working within the region and mainly in the province of Nueva Ecija.

Specifically, 47 (67.16 %) of the employed graduates are working in different towns / cities in Nueva Ecija, 15 (22.39 %) are working outside the region (in National Capital Region), and 3 (4.48 %) are working abroad like in Bahrain, China, and Taiwan.

Table 4. List of Agencies where the Employed Graduates are currently Working

BSBA / BS Entrep	BSIT
1. K Servico Laur	1. Puregold
2. Malipampang Elem Sch	2. SMLI

3. Motor Trade Cab Burgos	3. NEUST
4. Taiwan Factory	4. Provincial Government of Nueva Ecija
5. Motor Trade Palayan	5. GENEIUS Enterprises
6. K Servico Cabiao	6. Super Value Inc.
7. Eo Manpower Agency	7. SPI Global
8. Royce Bongabon	8. NHGL Phils. Inc.
9. Mayor Ricardo Padilla	9. Gigahertz Computer System
10. K Servico Bongabon	10. MPOTECH Digital System
11. Juffair Grand Hotel Bahrain	11. Pines Seamless Mobile Inc.
12. World Of Fun	12. Maeda Katsumi
13. Philippine Battery Inc	13. Premiere Medical Center
14. Palawan Pera Padala	14. Leopalace21
15. DSWD Cabanatuan	15. REEL Service Phils, Inc/Amkor Tech. Phils.
16. EXL Service Phils Pasay City	16. Honda Motors
17. Wheeltek Cabanatuan City	17. SM Cabanatuan
18. Royce Cabanatuan	18. Puregold
19. DOLE Palayan City	19. DOLE
20. BPI Makati City	20. Sutherland
21. Mercury Drug	21. JBC Food Corp
22. Puregold Cabanatuan	22. Teletech
	23. Shine Nueva Ecija Shine
	24. NEUST-Atate Campus
	25. Professional Regulation Commission
	26. Ideaserv
	27. Kodec Pampanga
	28. Sutherland
	29. National Housing Authority

Listed on Table 4 are the agencies where the graduates of Nueva Ecija University of Science and Technology (Atate Campus) are currently working. Some of the following agencies are partner agencies of the NEUST which are composed of private companies, schools, and government institutions.

V. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Based from the results of this tracer study, it can be seen that only more than half of the graduates were already employed. The employed graduates are working in their nearby cities/towns and few are working abroad.

It is then recommended by the researcher to have a follow up study on the status of the employment of their graduates. The follow up study should include other information would be beneficial for the improvement of the

programs and activities related to the graduates of their alma mater, Nueva Ecija University of Science and Technology. A study must include the employed graduates' position in the agency, their challenging experiences while applying on their work, do their current work aligned with their graduated courses, and the like.

This should also include an evaluation of the agencies on the graduates' work attitude and behavior. Thus, evaluating the quality of graduates the university is producing yearly based on the university's mission.

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Contemporary Tibetan Literature in English: Witnessing Exile

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Abstract— *For a very long time, Tibetan scholarship had been much focused on mysticism, spirituality, philosophy and religion. Tibetan medicine had also found its due place in the vast corpus of Tibetan studies. This linearity of development of Tibetan literature that had started with the advent of Buddhism in the 7th century, was brought to an abrupt pause and the course of its progress was altered when Tibet was violently occupied by the People's Republic of China in 1959. Although a major portion of this tradition has Buddhist teachings as its chief motif, the diversity within the Tibetan literature is easy to observe. It includes subjects such as linguistics, literature, biography, history, philosophy, astronomy, medicine etc. The translations of Indian Buddhist treatises that are occupying the maximum of the Tibetan literature corpus. The present research intends to explore how the contemporary Tibetan literature has arisen in exile has brought the issue of Tibetan displacement on a global platform fetching much support for cause of 'Free Tibet', offering an opportunity to observe and contemplate on the problem of exiles perceived by the Tibetans living outside of Tibet.*

Keywords— *Exile, Contemporary Literature, Expatriation, Translation, Culture, Buddhism.*

Living a nomadic life in the high terrains before the political chaos took place, the Tibetans had learnt to survive the hardships in the cold mountains, delimiting themselves to minimized needs which were fulfilled from their land and livestock. Along with their spiritual leader, His Holiness the 14th Dalai Lama, around 80,000 Tibetans left Tibet on foot and crossed the Himalayas to reach the borders of Nepal and India to escape atrocities at the hands of the Chinese. Being a theocratic nation for centuries, governed by the Dalai Lamas – the spiritual leaders revered by all Tibetans, it isn't surprising that the Tibetan literature was more or less synonymous with Buddhist literature before the invasion. The Tibetans were and still are, firm believers of Buddhism which outlines their approach towards life, such that their thoughts and actions are defined by the teachings and philosophies of Buddhism. Thus, Buddhism had always occupied the centre stage of Tibetan literature which was particularly created by monks and religious who had the privilege of literacy. The Chinese invasion on Tibet in the 1950s caused the displacement of thousands of Tibetans inflicting upon them the suffering of exile, however, the visionary effort of the Dalai Lama to educate every Tibetan child brought a transformation in the Tibetan society in exile. Not only monks and lamas but the lay Tibetans also became involved

in the literary activity which led to a major shift in the content and form giving shape to what is now known as Contemporary Tibetan Literature. The exile gave the Tibetans the opportunity to acquire a new language – English, which amplified their reach and empowered them in exile. Moving beyond the mysticism of spirituality and philosophy as literary themes, the emergent literature in English by the exiled Tibetans voices the grave issue of displacement, loss of identity, homelessness and primarily the quandary of “inbetweenness”. Academic studies have been steered on the literature formed by countless ethnic groups around the world who have suffered displacement. The contemporary Tibetan literature which has arisen in exile has brought the issue of Tibetan displacement on a global platform fetching much support for cause of 'Free Tibet'. It offers an opportunity to observe and contemplate on the problem of exiles perceived by the Tibetans living outside of Tibet. It predominantly raises enquiries on the issues of identity, continuity, memory, alienation, assimilation and homecoming. Tibet's literary heritage which is more than 1300 years old, had remained inaccessible to the scholarly world until it was brought outside of the boundaries of Tibet after the political crisis. (Tsepag, 2005) Although a major portion of this tradition has Buddhist teachings as its chief motif, the

diversity within the Tibetan literature is easy to observe. It includes subjects such as linguistics, literature, biography, history, philosophy, astronomy, medicine etc. The translations of Indian Buddhist treatises occupy the maximum of the Tibetan literature corpus.

Migration and displacement have been important factors in the course of human civilization. It acquired terms such as exile, expatriation and immigration with time but in this unending process of moving and settling, man has always felt the need to be connected to his roots and keep the memories of his origin thriving. There is a strong urge to belong to some territory which can be called 'homeland'. Particularly, when we talk about exile, the sense of loss and the 'urge to reclaim' becomes prominent. Identity crisis is an essential feature of diaspora writing. (Mishra & Mishra, 2018) Today, thousands of Tibetans are living as refugees in various parts of the world. The plight of the Tibetans who had to flee from their homeland leaving everything behind in the dark of the night, taking the perilous journey through the snow-capped mountains for days to reach an unknown but safe land, then surviving the harsh weather and sicknesses in the new land and live in poverty as homeless refugees, is not easy to imagine. India has been home to the largest Tibetan refugee community since last sixty years but majority of Indians primarily identify a Tibetan either as a monk wrapped in a maroon shawl or as people who come to sell woollens in temporary stalls in the winters. The distinct tradition, rituals, language and culture of the Tibetans and their somewhat shy nature has to some extent led to the creation of a gap between both the communities such that Tibetans have lived unnoticed among us for long. The Tibetans before the invasion and exile had lived a self-sufficient nomadic life in the midst of mountains and fields in spite of the hostile and harsh conditions of weather and landscape. (John, 2016) The love for their homeland and their desire to return was very strong and this nostalgia is the inheritance of the second and the third generation Tibetans in exile. Therefore the immigrants dwell in between two different worlds, compromising the two variant cultural modules and absorb hyphenated identities through bi-national transfer. This mingling and acclimation of a new culture forms in-medial spaces. (Mishra & Mishra, 2017)

After almost six decades, there has now surfaced a certain form of Tibetan literature in English which can be considered as a direct consequence of their experience of exile. It is vital to approach the contemporary writings of Tibetans living outside of Tibet as exile poetry/narratives to understand the sociocultural and psychological effects of displacement on individuals and communities. The emerging exilic writings by the Tibetans settled in various

parts of the world is gaining the attention of the literary world. Their poetry and narratives have emerged as the very expressions of pain and nostalgia that these people experience every day in exile. Today, the Tibetan community in exile is one of the most successful refugee groups in the world having been able to sustain themselves economically and at the same time being able to preserve their culture. The Tibetan nation which was theocratic for long, formed a democratic government-in-exile. It transformed from a society in which the lay people were largely illiterate to a completely literate society. (Ed. Bernstorff & Ed. Welck, 2004)

Tibetan Literature is segregated into four sections or periods. The Early period includes literature produced till 10th century, the Middle includes literature produced from 11th to 18th century, Modern period which is up to 1950 and literature produced after 1950 is categorized as Contemporary Tibetan Literature. (Kar, 2017) During the early and the middle period, the works of the Tibetan scholars who were the authors of the vast literature, chiefly dealt with subjects of philosophy and religion however, the scholars also devoted themselves to historical works and to subjects such as grammar, medicine and astrology. They compiled the Sanskrit-Tibetan dictionaries, vocabularies of technical terms and old words, bibliographies and treatises on the art of government. Pilgrim's guides and travel accounts with geographical descriptions have also been found. Collections of letters written by high-ranking ecclesiastics to colleagues and kings and notes taken during classes or lectures also form a part of the Tibetan literature. We get the glimpse of the art of writing or creative writing in various enriching legends. Many works including chronicles and biographies have been written in ornate flowery style which displays the influence of Indian *alamkara*. (Stein, 1972) Tibet's long literary history includes both – works directly influenced by the Indic Buddhist literature and the indigenous works of the Tibetans. Though a script was devised in the 7th century, the pre-existing oral literature contributed immensely to shape the Tibetan literature of that time. Tibet already had a rich folk tradition and the amalgamation of Indic tradition and Tibetan indigenous folksongs resulted in the creation of the major corpus of what we know as Tibetan Literature today.

Contemporary writing in English presents a strange conjunction between at least three different categories: language, society and cultural tradition. This is a journey astride two cultures and across two traditions, yet it is an ongoing journey where, hopefully the forms and structure will expand to accommodate cultural needs of today. (Dutta, et.al. 2019). The Contemporary Tibetan Literature

is different from other periods on account of its diversified themes. Before the exile situation, the Tibetan literature was primarily composed of 'buddhism, philosophical texts, and liturgical and biographical accounts of the lamas' but the exile has resulted in a more diversified creative writing and the contemporary Tibetan English writings are 'politically and aesthetically complex'. Today, it is difficult to give an accurate number of languages available across the world because a particular language has many sub-plots as per its dialects. Thus, linguistic variety, diversity and multi-linguistic approaches are dominant over the entire world and India is not an exception. (Mishra & Mishra, 2020). Bhoil (2011) argues that exile of Tibetans has brought about a change in the language and culture along with other changes but new languages and forms of expression which emerged in exile empowered them to negotiate their culture, identity and aspirations outside their homeland. The connection between socio-cultural contexts, language and genres in the contemporary manifestations of ancient Tibetan culture and history in the modern popular Tibetan poetry shows that 'much of the Tibetan secular and lay culture was transmitted and experienced orally through poetry and especially 'song' in Tibetan culture. The genre of poetic songs was more about the experiences of the poet and it is this genre in the contemporary situation which has evolved due to the exile experience and taken the form of protest poetry conveying nationalist sympathies and is playing an important role in articulating and unifying Tibetan resistance. The contemporary Tibetan poetry has emerged as a spiritual as well as therapeutic remembering. Memory and oblivion manifest itself in these literary works particularly the ambivalence between past and immediate reality of the diaspora. While the Tibetans have maintained their roots, they have also evolved in the foreign societies bringing a sort of transcendence which is the new reality reflected in the contemporary Tibetan writings. (Puri) The common feature of all contemporary Tibetan writings is the urge to return to their homeland. Certain features make up the essential 'tibetanness' such as deep association with religion and culture, specific ethnic identity, presence of three generations in exile, the right to resist and express, the desire to return, presence of hope, and the voice of a political orphan. These are visible in some or the other form in the contemporary Tibetan poetry in English. (John, 2016)

The contemporary Tibetan writings in English, particularly poetry, is a mode of showing resistance to the colonial oppression in exile. John (2016) categorises the Tibetan poets into first, second and third-generation poets. The poets who were born and raised in Tibet, who were forced out of Tibet only after the invasion of 1959 have been

called the first-generation poets. Their poetry is mostly about the golden past of Tibet, its beauty and culture. The themes are derived from the rich mythical sources and legends of Tibet. AmdoGendunChophel, ChogyamTrungpa and DhondupGyal are the prominent names among the poets of this age. The second-generation poets are those who were either born in exile or were brought into exile at a very young age, immediately after the Chinese invasion. These poets had the opportunity to grow up in the foreign land and experience the culture of the host land. For these poets, Tibet is what they can see from the eyes of their parents. The motif of exile takes a major space in the poetry of these poets and disillusionment is a common theme. K. Dhondup, Lahsang Tsering, Gyalpo Tsering, NgodupPaljor, Norbu Zangpo and TsoltimShakabpa are the poets and writers belonging to the second generation. John defines the third-generation Tibetans as those who were born and brought up in exile much later after the invasion. Their experience of the host land is very different than that of the earlier generations. They are familiar and to some extent comfortable with the language and culture of the foreign land. Their idea of homeland is completely based on the memories passed on to them by their elders. They have accepted the reality of exile and their poetry is more about the problematic of exile such as alienation, assimilation, memory and continuity. Having received the modern English education, these poets are comfortable writing in the foreign language which does not seem foreign anymore. Tenzin Tsundue, Tsering Wangmo Dhompa, Buchung D. Sonam, Gendun Chophel Jr., Tenzing Sonam are very few names out of the big group of authors, poets, essayists and translators that make up the third-generation. (John, 2016)

The exile experience has had a profound impact on the contemporary Tibetan literature. The Tibetan poets/authors in exile are connected strongly to their homeland Tibet and their writings raises questions about identity, home/homecoming and memory. As such, the emergent Tibetan writings in English has provoked deeper analysis and a place for itself in the contemporary Exile Literature. What makes Tibetan exile unique is that the sense of being displaced and the nostalgia persists in the second and third generation Tibetans too. The desire to return to their homeland Tibet is as strong as that of their parents and grandparents who were actually a part of the exodus that happened six decades ago. Berg's (1996) remark below helps us to get a better understanding in this context:

The exile is subject to bouts of nostalgia, in which memories of the past is richer than the actual present. The loss of home creates the desire to regain it whether through return or recollection.

Home becomes more precious for having been lost, and most precious by having been lost forever. (Berg, 1996)

Meerzon (2017) argues that unlike other forms of movement such as immigration, expatriation, migration etc, the term 'exile' signifies a metaphysical condition which affects an individual metaphorically and psychologically. It is more than a mere physical displacement. It defines a situation of alienation, loss of home and disconnection from home and kinspeople. The scholars agree that the term 'exile' may be more appropriate to discuss a displacement which has connotations of force and suffering with a political bearing. Said (2000) comments that exile is a situation of pain and loss and that 'longing to return' to homeland is its essential feature. These essential features of exile such as memory, nostalgia and longing are observed in all the three generations of exiled Tibetans. In the concept of exile, homeland plays a major role. Dao (2014) comments that "loss of homeland marks exile's beginning and thereby continuously defines and reproduces it." Longing, nostalgia and a prolonged memory are the essential features of exile. The question of 'home' is difficult as well as fundamental to any debate on exile, migration, or displacement.

Based on this brief analysis, we can conclude that the introduction of Buddhism in Tibet in the 7th century was a turning point in the development of Tibetan literature as well as Tibetan culture and society. Classical Indian literature is a medium through which one is offered a sneak peek into the ancient times. (Sinha & Mishra, 2019). A script was devised by the Tibetan scholars and Sanskrit Buddhist texts were translated in Tibet shaping and influencing the Tibetan literature forever. Since then, the Tibetan literature progressed continuously on a linear path enriching itself with knowledge of all field such as linguistics, literature, biography, history, philosophy, astronomy, medicine etc.; but it was primarily concerned with the philosophical and spiritual Buddhist teachings and accounts of the lamas. Tibetan Buddhism and Tibetan literature grew parallelly seventh century onwards. However, the Chinese invasion, exodus and exile in 1959 disrupted the linear evolution of the Tibetan literature changing its path again. Diverting it from the philosophical motifs, it brought the world face to face with the immediate reality of exile of the Tibetan community. It broke the mystic image of Tibet, the image of the "forbidden land" and compelled the world to perceive the problems of the Tibetans in a more realistic sense. The major motif visible throughout the contemporary Tibetan literature is that of exile. It compels readers to contemplate over the problems

of identity crisis, alienation, assimilation, memory and homecoming. The shift of language from Tibetan to English has allowed wide readership of the emergent Tibetan literature across the world. Communication, both spoken as well as written is an essential aspect towards empowerment and cultural identity. (Mishra & Mishra, 2017) Accepting and adapting themselves to the requirement of a new language gave them another opportunity to empower themselves and create a cultural identity in exile. These are significant changes in the Tibetan literature, a consequence of exile and it won't be an exaggeration to say that exile has shaped the contemporary Tibetan literature significantly. These exilic overtones of nostalgia, pain, homesickness and longing to belong define the present-day Tibetan literature.

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He's a man and she's a woman: A Conversation Analysis on Linguistic Gender differences

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Abstract— This study used a conversation analysis design guided by a questionnaire adopted from Rowe and Levine (2015) to assess the linguistic gender differences of male and female. Three pairs of interactants of varied age group, children, teens, and adults, were observed as they engaged in dyadic conversations. Interactants chose the topic of their choice to give the conversation a natural and smooth flow. Age, gender and physical appearance were noted to describe the profile of interactants and to find out how these would possibly influence their dyadic encounters. Elements of communication such as number of interruptions, clarifications, reference to past and future events, and initiators were noted. Social aspect of communication relating to speech acts were also observed since this would show similarities and differences between male and female interactants. One of the conclusions reached in this study was age and physical appearance had no impact since each pair of interactants belonged to the same age group and all interactants were physically fair. Gender differences, however, were manifested in the varied communication elements as well as in the social aspects of communication, particularly in speech acts.

Keywords— conversation analysis, gender differences, elements of communication, linguistic differences, speech acts.

I. INTRODUCTION

Language is an important factor in our day-to-day communication. Through language, people can express emotions, share personal views, needs and everything they want to say. This means that language surrounds, defines personality, determines social behavior, supports societal system, indicates thoughts and feelings and provides a platform to share ideas, co-operate and refine development process (Chaturvedi et.al. 107) However, men and women use language differently. In sociolinguistics, the relation between language and gender is one of the major issues raised long time ago.

Gender differences of all kinds fascinate people, and so it is not surprising that there is curiosity about the way women and men talk and whether there are linguistic gender differences. Gender differences can also be observed between and among conversations. Baquee (2016) mentioned that the amount of words used when talking is another field where men and women have the difference. Academic research has shown that while women tend to have more expressive, tentative, cooperative, and polite communication

characteristics, men use more aggressive, assertive, direct, and powerful communication traits (Basow & Rubenfield, 2003; Maltz & Borker, 1982; Wood, 1996; Mason, 1994).

II. THEORETICAL BACKGROUND

The Genderlect theory of Deborah Tannen strongly believes that men and women have different ways of communicating, different dialects which can best be described in a cross cultural format (Tannen, 1990). These differences may be seen in elements of communication including the duration of time a male or female speaks, number of interruptions, number of clarifications, referent to past and future events, and even who initiated the start and end of conversation.

In the same token, Gray (1992) postulated that there are significant and consistent differences in communication styles between men and women. The extent of these differences can be observed not only in the physiological elements of communication but also in the social aspect including the purposes of communication.

Among these are social functions are questioning, instructing, demanding, and correcting.

Similarly, the difference approach is in consonance with Tannen and Gray which emphasizes the idea that women and men belong to different subcultures. Men and women live in a different or separate cultural world, and as a result, they promote different ways of speaking (Nemati, 2007). Women's growing resistance to being treated as a subordinate group led them to assert a different voice, a different thinking, and a different way from me. Based on observations, stylistic differences can be seen between male and female. Women's speech has been said to be more polite, more formal, more clearly pronounced, and more elaborated or complex, while men's speech is less polite, more elliptical, more informal, less clearly pronounced, and simpler. On the other hand, males interrupt females more than they interrupt other males, and males are more likely to give direct orders than females.

Furthermore, the dominance theory believes that men and women inhabit a cultural and linguistic world where power and status are unequally distributed. This approach focuses on male dominance, and assigns language differences between men and women to the dominance of men with a society (Baquee, 2016).

Another theory which serves as a basis for this research is the Speech Act Theory. It holds that the meaning of linguistic expressions can be explained in terms of the rules governing their use in performing various speech acts (e.g. admonishing, asserting, commanding, exclaiming, questioning, requesting, warning). Ludwig Wittgenstein and J.L. Austin provided important stimuli for the theory's development which explains linguistic meaning in terms of use of words and sentences in the performance of speech acts. Some advocates claim that the meaning of a word is nothing but its contribution to the nature of the speech acts that can be performed using it.

III. METHODS

The study employed conversation analysis in order to find out the linguistic differences of male and female interactants. Conversation analysis is an inductive, micro-analytic, and predominantly qualitative method for studying language as it is used in social interaction where its focus is on language as a resource for social action; and its procedure is based on the analysis of details of participants' own behavior.

In order to know the profile needed for the study, interactants are identified according to their age, sex, sociolinguistic background and appearance. Other significant information taken into consideration on the behaviors of the interactants included number of interruptions, number of times interactant referred to past and future events, number of times for clarification, who had the 1st and last word, initiation, and who closed the interaction.

In analyzing the data, the following questions were used to further investigate and identify the linguistic behavior of the interactants. These questions were taken from Rowe and Levine's book, "A Concise Introduction to Linguistics in 2015."

1. What generalizations can be made about the age of interactants?
2. What generalizations can be made about the different sex-gender combinations of interactants?
3. Could you notice any effects that the physical appearance of interactants had on the communications?
4. Who spoke the most? The least?
5. Who interrupted whom the most often? How did gender, age, or other factors affect this?
6. What generalizations can you make about the nature of interactants and the type of 'speech acts' as they performed?
7. Humans are the only animals for which communication about past and future events is common. What does the data show about this?
8. What correlations can you make between asking for clarification and nature of the interactant?
9. Could you see any consistencies in who opened and closed an interaction and how it was done?
10. Did age have anything to do with this?
11. Did gender have anything to do with this?

Dyadic communication of three pairs of male and female interactants were recorded to answer the research questions. Each dyad was timed at ten minutes. The pairs were told that their conversation would be recorded for research purposes and their identity were kept confidential in accordance with ethical considerations in research.

The researcher purposely chose that research interactants must have an age gap of not more than five years to minimize the impact of age and to focus on the gender differences. The children interactants are siblings, teens were classmates, and adults were office mates. Participants were

chosen using a purposive sampling to suit the targeted profile.

IV. RESULTS AND DISCUSSION

Three pairs of dyadic interaction between male and female of different ages were recorded to answer the research questions. Their conversation is recorded to answer the questions needed in this research. The first table presents data on the duration of speaking, number of times of interruption, number of times referring to past and future events, number of times for clarification, and initiator of first and last words.

As can be seen in the table females generally engaged longer speaking time. Byrd (1994) explained that females tend to regard experimental situations (recorded interactions) as relatively formal settings, and as a result,

speak more carefully than the male participants. Females also have the tendency to pronounce words more carefully and to add an explanation whenever they felt the need to assert or to make their point clear.

In all three pairs, males interrupted more times than the females. When analyzed, the interruptions made by males were made to hint that they understood their female interactants. In a conversation between male and female, male often interrupts females although this is less likely to happen in conversations of both males. Michael Karson, a psychologist indicated that in a lively culture, not interrupting someone usually means the speaker thinks that the other party is boring or too stupid to merit a response. He added that interruption spares the communication partner from having to wind up every sentence with a grammatical stopping point.

Table 1. Elements Found in the Conversation of Interactants

Interactants	Communication Elements							
	Gender	Speaking time	No. of times of interruption	No. of times referred to		No. of times for clarification	Initiator	
				Past Event	Future Event		First word	Last word
2 children	Male (9)	2.10	3	0	1	3	√	
	Female (4)	3	2	1	2	1		√
2 teens	Male (14)	3.15 secs	3	3	2	4		
	Female (13)	5.30secs	1	4	5	3	√	√
2 adults	Male (28)	3.07secs	6	0	2	4		
	Female (32)	5 secs	3	1	4	1	√	√

Recalling past events and referring to future events in communication is inevitable. The teen male interactant referred to the past when he said, "I played volleyball since I was in grade two. Human beings love to talk about the past so that they could provide a background of themselves for better understanding. Yet another reason why people do refer to past is for them to consolidate the events in their well. This was obvious with the adult female said, "I've been to Manila several times. My family lived there for five years." This confirms the view of Charles Fernyhough, a

psychologist, who said that recalling or recollecting the past is one way in which people could organize their memories and the best way of doing this is by talking about them. It could be noted that in the three pairs of interactants, females tend to refer more to past and future events more than males.

A correlation can clearly be seen that those who initiated the interactions were also the ones who frequently asked for clarification. This implied that the initiators are obliged to make sure that they achieve their goal-

understanding. In teen and adult dyad, the initiator were the females and they also had more times of clarifications than their male counterparts. In the children dyad, the boy who initiated the conversation also had more clarifications than the girl.

In teen and adult conversations, females were the ones who opened and closed the interactions. This shows consistencies of their roles as initiators. In children conversation, however, the boy initiated the talk but was closed the girl.

Furthermore, other than gender, age and physical appearance, certain social factors like different speech acts such as interrupting, questioning, instructing, demanding and correcting within the interactions are observed. Dan and Rui

(2017) stated that people’s social background is closely related to people’s language behavior, and even people who use the same language will have many differences because of their social backgrounds. In this study, each pair of interactants have almost similar social backgrounds since they share something common, home in the case of the children, classroom in the teenage interactants, and work place in the case of adults.

In table 2, it can be noted that age did not have a great impact in the three dyadic communications. Age is not a major factor in this study that each pair of interactants belonged to the same age category- children, teenagers, and adults. Thus, they have the same topic of interest making conversation easy and natural.

Table 2. Analysis of Communication Elements Found in the Conversation of the Interactants

INTERACTANTS	SOCIAL ELEMENTS					
	Physical appearance		# of times an interactant performed the act on:			
	Age		Questioning	Demanding	Instructing	Correcting
2 children	Male (9)	lean fair skin	2	1	0	0
	Female (4)	chubby a bit fair	2	2	2	0
2 teenagers	Male (14)	skinny wavy hair	3	0	0	1
	Female (13)	a bit chubby fair complexion	0	2	1	1
2 adults	Male (28)	tall chubby	4	1	0	1
	Female (32)	fair skin slender round eyes	2	3	2	1

Physical attractiveness is important in human interaction according to Timothy Newton. In this research, the three pairs of interactants ere pleasing looking and fairly attractive. Physical attractiveness related positively to the quantity of social interaction with both males and females although attractiveness related positively to the quality of social experience for both sexes (Horton Spieler, & Shriberg,

2010). This allowed generally more satisfying, pleasant, intimate, disclosing, more assertive and lower in fear of rejection by the opposite sex.

It is the nature of interactants to perform speech acts when they offer an apology, greet, request, complain, invite, compliment or refuse. This study focused on the following

acts: questioning, demanding, instructing, and correcting. Philosopher John Austin explained that utterances operate within the natural language. As such, words could be used not only to present information but also to carry out action.

Among the speech acts, questioning was the most observed act performed by male interactants. This was followed by demanding and instructing which is mostly carried out by female interactants. Interactants had equal number of correcting. This is largely due to their close age gap. The act of correcting usually happens when there is a big age gap between communicators. Tannen (1990) described that women's conversational style is more supportive, while male is seen as more competitive. This explains why male dominated the questioning among the types of speech acts.

V. CONCLUSIONS

Generally, in this study of linguistic behavior in dyadic interactions, the interactants language was analyzed based on their age, gender, physical appearance, elements of communication and social aspect in terms of speech acts.

Interactants belonged to the same age group, hence, they agreed in almost all aspects of communication where they share the same topic of interests. This aided the smooth flow of conversation where each one assumes responsibility in the communication process.

As regards gender combination, male and female differ in the way they use language. Based on this study, female's speech is more distinctive, more precisely articulated and better differentiated phonetically, than that of male. Male interactants spoke more rapidly without being too conscious of their pronunciation.

Lastly, it is the nature of interactants to perform speech "acts" such as questioning, demanding, instructing, and correcting. This proved that they used words not only to present information but also to carry out action. Speech acts include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture. Truly, language reflects, records, and transmits social differences, so it is not surprising to find reflections of difference in language as reflected in this study.

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The other Foot in George Farquhar's: The Beaux Stratagem

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Abstract— This article is designed to highlight the innovation of George Farquhar in his play *The Beaux Stratagem*, and to illuminate the factors behind its everlasting appeal to audiences since its first performance in 1707 and after. The play still retains a magnificent appeal to all audiences for centuries, and remains alluring and fascinating to even the 21st Century audiences. Its magnitude lies in the sure-fire comic devices and witty characters as well in the profound insight adjoined the comic situations and events. As a transitional playwright, Farquhar has one foot in the declining traditions of the *Comedy of Manners*, and the other foot in the growing vogue of *Sentimental Comedy*, employing some character types of the old tradition with innovative alteration, together with introducing prototypes of the coming sentimental types. To keep pace with the shift in tone, he modifies the purpose of his play to suit the specifications of critics, moralists and theatre goers. With its innovative particulars, it sets an early premise for the approaching changes in the dramatic conventions and trends of the 18th Century comedies. More crucially, it forms a gateway to move into the world of sentimentalism, or a bridge between the two.

Keywords— *George Farquhar, The Beaux Stratagem, Comedy of Manners, Sentimental Comedy, Innovation of English Comedy.*

I. INTRODUCTION

Farquhar's play *The Beaux Stratagem*, has been a huge success since its first performance in 1707 on the Theatre Royal in London. It was performed more than six hundred times in the 18th Century (Kenny 1988), and has remained a favorite dramatic piece of entertainment up to the 21st Century. Many theatric and academic groups have performed the play in its original text or with some modification, but mainly the spirit of Farquhar remains intact. Among critics, the play keeps hovering between high estimation of its comic spirit, and adverse ideas related to its plot. In all measures, the events in *The Beaux Stratagem* are neatly contrived, yet with some notable setbacks. Like an old tale, the plot relies upon coincidences (Hume 1976, Bevis 1997, Canfield 2001). For instance, it is a mere coincidence that Archer is in the house at the time of robbery. It is also a sheer coincidence that Archer strikes out of the blue upon the name Mackshane Foigard, and this forces Foigard to tell the secret he shares with Gipse, planning to rob the house of Bountifuls'. Another coincidence is employed at the end of the play: Lord

Aimwell dies unexpectedly, and his younger poor brother Aimwell inherits the title and estate of his deceased brother and happily marries Dorinda. It is also coincidental that Gibbet steals the papers of Mr. Sullen and then those papers fall into the hands of Archer. This coincidental theft grants Mrs. Sullen divorce and gives her the power of law to get her money back from her boorish husband. With this defect, adverse criticism comes to an end.

At large, the play always draws warm reception from theater-goers. Most critics acknowledge its sure-fire comic devices and witty characters, and the innovation and literary contribution of Farquhar to English Comedy. With its innovative particulars, it set an early premise for the approaching changes in the dramatic conventions and trends of the 18th Century comedies. More crucially, it formed a gateway to move into the world of sentimentalism, or a bridge between what preceded and what came after.

Farquhar is actually a transitional playwright standing between the *Comedy of Manners* and the *Sentimental or Exemplary Comedy*. He wrote *The Beaux Stratagem*, seven

years after Congreve's most popular play, *The Way of the World*, performed on stage in 1700. Farquhar's play comes out as an admixture of Congreve's temper and the increasing vogue of sentimentalism in English comedies. He neither splits completely with the traditions of Restoration comedies nor entirely adheres to the new traditions. His brilliant blending of the two genres encourage critics to see Farquhar a peculiar playwright, having a foot in both, the ending world of comedies of manners, intrigue and farce, and another foot in the rising vogue of sentimental or exemplary comedy. John Wilson comments,

The Beaux Stratagem is invariably successful because it is made up of sure-fire comic devices and characters, and because it has a mildly sentimental ending. As the last writer of Restoration intrigue comedy and one of the first of the new eighteenth-century sentimental dramatists, Farquhar was a transitional poet with a foot in both worlds. His comedies are neither satiric nor witty, but they are well-plotted, genuinely amusing, genial, and humorous (Wilson: 1965, 146-147).

In the light of Wilson's and others', it could be said that Farquhar's work is a fusion of both the Restoration dramatic traditions and the newly rising sentimental vogue. Many critics commend his peculiarity and notable distance from the playwrights who came before and after *The Beaux Stratagem*. Dobree (1966), for instance, marks the uniqueness of Farquhar as follows,

Farquhar, it is true, commented upon manners, but such criticism was only a side issue with him. He was more intent upon lively action and the telling of a roguish tale. It is all fun and frolic with him, a question of disguise and counterfeits, the gaining of fortunes, and even burglarious entries. This is the real spirit of Farquhar, a huge gust of laughter... Life was a disgusting and painful thing to him, and the only remedy was to treat it as a game, not the delicate intellectual game of Etherege, but a good Elizabethan romp (162, 167).

William Archer, one of the ardent admirers of Farquhar, launches thorough comparisons between Farquhar and his contemporaries and predecessors. To Archer, Farquhar has a *sweeter, cleaner, healthier mind* than Congreve and Wycherley. He sees Farquhar more humane, and more inclined to display greater moral standards than most of his contemporaries. Beside moral standards, his dialogue is more natural than others'. In his plays, natural humor takes the priority over wit or cynical retorts customarily seen in

Restoration comedies. To Farquhar, wit should either naturally come off, or it should not be forced. In other words, if wit comes not naturally as it should, it had better not come off at all:

Farquhar reduced wit within something like the limits of nature, subordinating it to humor, and giving it, at the same time, an accent, all his own, of unforced buoyant gaiety (Archer and Strauss, 24).

II. A FOOT IN RESTORATION COMEDIES

In truth, Farquhar's plays were written at a time when the early exuberance and rakish irreverence of Restoration comedy beginning to give way to a more sentimental and moralized comedies. More possibly he made out that his audience had a change of heart, and no more interested in what a traditional comedy of manners and intrigues offer. For such convictions, Farquhar curbed the natural bent toward wit and tried to engage a more sentimental side instead. As implied above, *The Beaux Stratagem* neither completely overlooks the declining traditions and vogues common in the plays of his elders, nor entirely adopts the rising traditions of the 18th Century. Farquhar makes use of the common traditions of Restoration comedy, albeit with some alteration, and concurrently introduces innovative devices that anticipate the upcoming changes in English Comedy. In *The Beaux Stratagem*, Farquhar employs the same character types customarily seen in the comedies of his predecessors Etherege, Wycherley, and Congreve, yet he brilliantly modified and further developed those types to be more amusing and appealing to the audience of his time. The character types, Farquhar employs, sound more typical and better examples than those encountered in other Restoration plays, as evident in the following sections:

1. Country Squire

Farquhar introduces one of the best examples of a country squire, a character type, most often surfaces in earlier comedies of manners and intrigues. Mr. Sullen, the country squire, is attributed with memorable traits like others, yet greatly modified to look more genial and humorous. Like Sir Willful in Congreve's *The Way of the World*, or Sir Jasper and Pinchwife in Wycherley's *The Country Wife*, Mr. Sullen is fond of drinking, the trade mark of most country squires. His wife, Kate, describes his penchant as follows:

He came home this morning at his usual hour of four, wakened me out of a sweet dream of something else, by

tumbling over the tea-table, which he broke all to pieces; after his man and he had rolled about the room, like a sick passenger in a storm, he comes flounce into bed, dead as a salmon into a fishmonger's basket. (II.i.71-77)

In addition to drinking, blockheadedness and sluggishness are other common attributes attached to Squire Sullen. Boniface, the landlord of the inn, where the main characters Aimwell and Archer reside, once gives a better insight of this country squire: [Mr. Sullen] says little, thinks less, and does nothing at all, and adds, *But he's a man of a great estate, and values nobody* (I.i.99-101). Though alcoholic, boorish, and unthinking, he is a man of pleasure; he plays whist [cards] and smokes his pipe eight and forty hours together sometimes (II.i.103-105). This card player and inveterate pipe smoker is yet a sad brute. He spends long hours with low company as Boniface explains to Sir Charles:

Freeman: *Is Mr. Sullen's family a-bed, think 'e?*

Boniface: *All but the squire himself, sir, as the saying is-he is in the house.*

Freeman: *What company has he?*

Boniface: *Why, sir, there's the constable, Mr. Gauge the excise man, the hunchbacked barber, and two or three other gentlemen.* (V.i.8-19)

Furthermore, Farquhar's Squire has a tendency to act and behave like city people in relation to his wife and in relation to the concept of honor. He is excessively an indifferent husband, neglecting completely whatever his wife does. By contrast, he cares only about the appearance of honor, like most hypocrites in the Beau Monde community. Like Sir Jasper Fidget, the cuckold, in *The Country Wife*, Squire Sullen pays the least of attention to the flirting of his wife, provided her extramarital affair is kept concealed, and his public image remains untarnished. On the occasion of finding Count Bellair courting Kate, he raves at the Count and his wife, yet the reason behind his rage is not foreign to his early counterparts':

Look' ee, madam, don't think that my anger proceeds from any concern I have for your honor, but for my own, and if you contrive any way of being a whore without making me a cuckold, do it and welcome. (IV. i. 436-440)

Like a city cuckold, Mr. Sullen is willing to tolerate her flirting only if she keeps it away from others' notice. Kate, his wife, perhaps goes by the recommendation of Lady Fidget's advice: *Who for business from his wife will run/ Takes the best care to have her business done* (*The Country*

Wife, II. i. 619-620), and she has a reason to do so. For being battered and neglected, Mrs. Sullen revenges her indignation by debauchery and flirting, however with no avail since Mr. Sullen gives a blind eye to what she does in private. He is a country squire for sure, yet acts and behaves like a newly initiated city gentleman, infected by the social diseases of the Beau Monde.

2. Gay Couple/ Serious Couple

In addition to the country squire, the play provides one of the funniest examples of a *gay couple* together with a *serious couple*. On one hand, Archer, who assumes the livery of a servant to Lord Aimwell, and Mrs. Sullen, a comely London Lady and unhappily married to Squire Sullen, are a grand example of a gay couple. Their humorous repartees are largely witty, genial, and sometimes risqué, as is the common repartee of traditional gay couples if not better. On the other hand, Aimwell, a Londoner who comes to Lichfield and poses as his elder brother Lord Aimwell, together with Dorinda, a wealthy heiress, represent the *serious couple*. These two soon grow earnest in their pursuit of decent marriage, more probably like Mirabell and Millamant in Congreve's *The Way of the World*. Furthermore, while Aimwell, the protagonist, acts like a rake at least when he first meets Dorinda, he displays attributes different from those of typical Restoration rakes. Unlike most gay and witty rakes, Aimwell is graver than Mirabell, yet less witty, less rakish, and obviously more sentimental. However, his exclamations on coming out of an affected fit breach the outward manifestation of sentimentalism in his character:

Aimwell: *Where am I? Sure I have passed the gulf of silent death. And now I land on Elysian shore-- Behold the goddess of those happy plains, Fair Proserpine: let me adore thy bright divinity.* (Kneels to Dorinda and kisses her hand)

Aimwell earnestly continues his rant entreating Dorinda, the lady he desires to take as a wife, and further carries his rant to excessive lengths:

How could thy Orpheus keep his words and not look back upon thee? No treasure by thyself could sure have bribed him to look one minute off thee. (IV.1.185-195)

3. Label Names

Like other playwrights of the comedy of manners and intrigues, Farquhar retains the same tendency of giving label names to his characters. Archer and Aimwell are given typical label names. Both names suggest fortune hunters,

hunters of women, Cupid and love. These two names are also closely connected to the title of the play. *Beaux* can allude to bow, and *stratagem* is related to love, in that Cupid is known for planning stratagem, whereas Aimwell is in the habit of aiming only at the right target. Other characters are given label names too. Mr. Sullen's name suggests gloomy, morose, and dismal person with disagreeable moods. Lady Bountiful's given name suggests generosity and openhandedness; she is an old civil, country gentlewoman, often volunteering to cure her neighbors of all distemper, yet she is foolishly fond of her son, Mr. Sullen. Sir Charles Freeman is a Londoner gentleman, coming to free his sister from a brute husband, and the connection between his given name and his conduct is quite perceptible. The same can be said about the given names of Gibbet, a highwayman, and his associates Hounslow and Bagshot. Clearly each given name has something to do with the nature and profession of its bearer, as is the case in other Restoration comedies, for instance Mr. Horner, Lady Squeamish, Lady Fidget, and Sir Pinchwife in Wycherley's *The Country Wife*; Mirabell, Millimant, Lady Wishfort, Sir Willful, Mr. Fainall, and Foible, in Congreve's *The Way of the World*; and Mr. Medley Sir. Fopling, Lady Woodvill and Loveit in Etherege's *The Man of Mode*. All these are label names given to specific characters with a related conduct.

III. THE OTHER FOOT OR THE INNOVATION OF FARQUHAR

Though Farquhar retains some traditions of the Comedy of Manners and Intrigues, he sounds more innovative in *The Beaux Stratagem*. The innovation of Farquhar can be detected in the setting of his play, the new purpose of comedy he adopts, the role assigned to low characters, the blending of high and low worlds, the alteration he makes in the portrayal of chief characters, and the earnest discussion of marriage and divorce. The following sections illuminate Farquhar's innovation and literary contribution:

1. Locale of Events

Farquhar's first notable split with the common traditions of contemporary playwrights lies in the locale he gives to his play. He moves the locale of events from the traditional harbor of Restoration comedies, the city to the country. He set *The Beaux Stratagem* in the country rather than the city drawing rooms, the city parks, or malls, the traditional

locales of the typical Restoration comedies of his time. All the events in Farquhar's play take place at a country inn and a close-by country house. The two major characters, Aimwell and his friend Archer are taken from the city, London, and brought to Lichfield, the heartland of the country looking for a country wealthy heiress to fill their empty coffer.

2. Purpose of Comedy

The second notable split lies in the purpose of *The Beaux Stratagem*. As common, the beginning of the 18th Century witnessed a growing shift in tone toward Restoration comedies (See Hume 1976, Hughes 1996, Corder 2000, and Gosse 2004). The new shift received some impetus from the increasing criticism of many moralists and even from some playwrights. Jeremy Collier, the self-appointed paragon of morality, launched a severe attack on the whole enterprise of theater (Rose 1966, Kaneko 1997). Long before Collier, the playwright Shadwell took aim at the *Comedy of Wit*, particularly its immorality. Shadwell vocally resented the publicity of obscenity, sexual explicitness, vices, and risqué language of Restoration comedies, and often called for a moral reform in drama (Armistead 1984, McMillan 1997, Nicoll 1965). In addition to Collier's and Shadwell's, the attitude of women had a hand in the campaign against the immorality of Restoration comedies. Women, actually formed the great bulk of theater goers and their response was highly considered by authors and producers. To the end of the 17th Century, women's response grew more critical of the theme of libertine seduction, cuckolding, infidelity, frailty of females, rakish behavior, and coarse language of comedies. Such attitudes pressured playwrights to modify the tone, language, and trends in their plays. Many playwrights devise dramatic situations and language that suit women's specifications in particular (Nicoll: 1965, Dobree: 1966, Bevis: 1997). In additions, one may assume that theater goers in general were fed up with what became a boring stereotype, repeatedly showed on stage for three decades though in different forms and guises. Having or not having a wit, the used-to-be a favorite theme, was no more a point of attraction or a source of laughter. The reminiscent schemes played by a rake upon helpless women was no more appealing as before. The audience had a change of heart and anxious to see something different on stage. In response to the moralists and theater goers, the purpose of comedy took a new turn in the 18th Century: it is no more for entertainment sake only; comedies, supposedly, became a

medium of instructions too, not only to amuse but to instruct and give lessons. Such trends formed a major shift in the purpose of comedy.

Farquhar soon felt the shift in tone and insightfully responded. His play *The Beaux Stratagem* renders a different purpose, perhaps responding to the growing debate on the purpose of comedy by critics, influential moralists, and theater-goers. While other playwrights continued playing up burlesque and mockery and playing down instruction, Farquhar adopted new trends, and embraced the idea that the sole purpose of comedy should not be only entertainment, but also instruction. Both should go hand in hand in a comic presentation. His inclinations to instruct while entertaining soon found their way to the comedies of his contemporaries and also to the comedies of Sentimental Age in which the blending of instruction and entertainment became customary.

Equally important, one may infer that Farquhar's moving the comedy setting out of the city into the country is apparently done for an instructional purpose. More likely, his move is meant to provide a more realistic image of the country and its people, an image often distorted by Restoration playwrights. Both William Archer and Louis A. Strauss in their introduction to the edition of *The Beaux Stratagem* commend Farquhar's skills for brilliantly portraying,

the life of the inn, the market place, and the manor house. He showed us the squire, the justice, the highwayman, the innkeeper, the recruiting office, the country bell, the chambermaid, and half a score of excellent rustic types. (Archer & Strauss 24)

The portrayal of the country in *The Beaux Stratagem* is different from what the audience was accustomed to see in Restoration comedies. The country is neither entirely fascinating nor completely disdainful. Like the city, it comprises the virtuous and the vicious, the intelligent and the blockhead, the witty and the dull, the brute and the kindhearted. In *The Beaux Stratagem*, some cified characters express distain and contempt to the country and its people, yet others express a different attitude. For example, Mrs. Sullen mocks the idea of *leaping of ditches, and clambering over stiles* (II.1.33), and adds *when a man would enslave his wife, he hurries her into the country* (II.1.33-34). However, her unpleasant assessment of the country can be taken as merely an individual case, especially if we know that Kate Sullen is a London lady

whose fate has recently thrown her into the lap of a vicious country squire. Mr. Sullen, a boorish and rude, displays the ignoble norms of some country people. Opposed to Sullen, some country individuals are decent enough to offset the contemptible attitude held by city people toward all country and its people. Dorinda, a country lady, is fresh and intelligent. Like Harriet in Etherege's play *The Man of Mode*, and Millamant in Congreve's *The Way of the World*, Dorinda is so compassionate and possesses no less charm and far more wit and worldly wisdom than her counterparts. Lady Bountiful, a country lady too, is philanthropic and ready to kindly and generously serve her neighbors. At large, Farquhar seems more "*sensitive to the charms of simple country life* than his contemporaries do (Stone 349), and his presentation of both sides is meant to rectify the common attitude wrongly publicized on stage by other playwrights.

3. Role of Low Characters

The role of low characters is modified too in *The Beaux Stratagem*. The low characters, country boobies and servants, are assigned more important roles than that given before to country boobies such as Sir Willful, in *The Way of the World*, or Pinchwife and Sir Jasper in *The Country Wife*. The introduction of low, yet important characters, is another notable contribution. Farquhar employs and develops bewitching personalities of new types. Both Mr. Boniface, the country innkeeper and his daughter Cherry, a great favorite to audiences, give expression to the genial side among low characters. Both are insightful, witty, and cheerful. Their vivid presentation is quite appealing not only to theatre goers, but also to several 18th Century playwrights. Following the footsteps of Farquhar, Goldsmith later used the idea of an *innkeeper* and his daughter to complicate the case of a mistaken identity in his renowned play *She Stoops to Conquer* (Jeffares 2002). Gibbet, another low character, is portrayed as an entertaining rogue whose witty remarks and gay retorts add an amusing flavor to the play. When Archer claps a pistol to his breast and says, *Come, rogue, if you have a short prayer, say it*, Gibbet wittily retorts, *Sir, I have no prayer at all; the government has provided a chaplain to say prayers for us on these occasions* (V.iii.184-188). Another instance of freshness and high spirit can be detected in Gibbet's remark to Boniface about Cherry,

Look 'ee, my dear Bonny—Cherry 'is the goddess I adore,' as the song goes; but it is a maxim that man and wife should

never have it in their power to hang one another; for if they should, the Lord have mercy on them both! (V. i. 187-191)

4. Blending of High and Low Worlds

Farquhar's innovation can be seen also in his blending of the two worlds, the high and low. They are brilliantly combined and then made complementary to each other in several ways. First, the high and low worlds are linked through Archer, for he poses as Aimwell's servant, though a real gallant and rake. With such guise, he is able to move freely in both worlds. Secondly, the two worlds ironically complement each other in another manner. When Aimwell, together with his fake servant Archer, comes to the inn and asks Boniface to keep his horse saddled for he may leave at a minute's warning, his command confuses the host and his daughter. Cherry immediately concludes, *Ay, ten to one, father, he's a highwayman* (I.i.344). Indeed, Archer and Aimwell are highwaymen of a more refined type. Their approach is different, yet the goal is the same. Still, the blending does not stop there. The attempted breaking and robbery of the house occurs at the time Archer is attempting to rob Mrs. Sullen of her virtue:

Mrs. Sullen: *I hope you did not come to rob me?*

Archer: *Indeed, I did, but I would have taken nothing but what you might ha' spared.* (V.ii.110-113)

In additions, the combining of the two worlds surfaces in other events. Archer and Aimwell, the high people, have a reserve fund of two hundred pounds to use to find a wife in France if they fail in Lichfield. Likewise, Gibbet, the real highwayman, has spared two hundred pounds to save his life at the session. *Yes, sir, I can command four hundred but I must reserve two of them to save my life at the session,* Gibbet says to Archer (V.iii.197-198).

5. Portrayal of Chief Characters

Another notable innovation of Farquhar can be seen in the portrayals of Aimwell and Dorinda, the main characters. They are portrayed as more sentimental in nature, less rakish in behavior, and to some extent exemplary characters in conduct. They are depicted as role models to be admired and imitated, and not to be ridiculed. In all measures, they are different from the stereotypes seen in other plays. The heroine Dorinda, though genuinely in love and serious in her pursuit for marriage, expresses serious fear of disillusionment in marriage. She draws upon some discouraging experiences of married couples. She reasons out, as does a rational person, before she decides. Her reflection on the unhappy marriage of Mrs. Sullen, her

sister-in-law, discourages her of hurrying heedlessly into matrimony. Bewildered by what she sees, Dorinda expresses serious inhibitions before Aimwell,

But first, my lord, one word, I have a frightful example of a hasty marriage in my own family; when I reflect on it, it shocks me (V.iv.8-10).

Her frankness and genuine compassion make more probable the reform of the rake, her lover. Aimwell, hiding his real identity as a rogue, proposes to Dorinda as *Lord* Aimwell and his proposal wins her liking, though. Yet under the compunction of his sincere love for Dorinda, he decides to confess. His conscience is over stricken at the thought of marrying under false pretenses, and thus confesses to Dorinda his being fraud, falsely bearing his brother's title, and scheming to marry her for money, not love. Luckily, his honesty pays off. It touches Dorinda's sensitive heart, and she takes him a husband in spite of his empty coffers.

6. Themes of Marriage and Divorce

The Beaux Stratagem might be the first play to throw into a serious debate the question of marriage and more importantly the question of divorce. Such a peculiar debate can count as another expression of a growing shift in the purpose of English comedy. Through sensitive characters, Aimwell and Dorinda, the theme of marriage and love is, at all rate, treated more earnestly. The serious pursuit of marriage is indicated in Dorinda's suggestion that Aimwell should know her better before they get married, despite the passionate love they share:

I should not cast a look upon the multitude if you were absent. But my lord, I'm a woman; colors, concealments may hide a thousand faults in me – therefore know me better first. I hardly dare affirm I know myself in anything except my love. (V.iv.16-21)

Marriage to Farquhar has a religious overture. It is no more a trap to be avoided at all cost, as most Restoration rakes are accustomed to do. Instead, it is a heavenly ordained knot; however, this knot might be dissolved in case it contracts two individuals with different tempers and minds. In line with this, Mrs. Sullen, on one hand, ponders more often on what should be there to invigorate the holy wedlock and keep it intact, and on the other hand she ponders on what should make it dissolvable,

Wedlock we ordained by heaven's decree

But such as heaven ordained it first to be – Concurring tempers in the man and wife,

As mutual helps to draw the load of life. (IV.i.505-508)

The same ideas can be detected in the words of Sir Charles Freeman when trying to relieve his sister from the constraint of her husband. Freeman underscores that the absence of mutual understanding and unison of minds, may give a legitimate excuse for married couple to dissolve marriage, regardless of the unreasonable yokes the society imposes on married people in tabooing divorce:

You and your wife, Mr. Guts, maybe one flesh, because you are nothing else, but rational creatures have minds that must be united. (V.i.64-66)

In other words, without mutual understanding and unison of minds, marriage should be dissolved. As critics observe, Farquhar is the first playwright to call for a better understanding of divorce and divorcees. To them, Farquhar's inclinations *reach boldly beyond all precedent in Restoration comedy* by bringing *the concrete discussion of divorce upon the stage* (Stone 350). The thought of divorce, which was tabooed in Farquhar's society, is openly debated via the exchange of Mrs. Sullen and Dorinda. Mrs. Sullen often complains of the taboo the society holds against divorce, despite the absence of what keeps marriage untied. As a wife, she has a reasonable ground to ask for divorce. The boorishness, heavy drinking, and neglect of her husband are too hard to endure (Act II, scene 1). In Act IV, Mrs. Sullen calls for a better understanding of married people's earnest inclinations for untying the matrimony knot:

Dorinda: *But how can you shake off the yoke? Your divisions don't come within the reach of the law for a divorce.*

Mrs. Sullen: *Law! What law can search into the remote abyss of nature? What evidence can prove the unaccountable disaffections of wedlock? Can a jury sum up the endless aversion that are rooted in our souls, or can a bench give judgment upon antipathies?* (IV.i.488-495)

The call of Mrs. Sullen for better understanding of divorcees has its echo in the concluding speech of Archer. While the group celebrating the wedding of Aimwell and Dorinda, and concurrently the divorce of Mrs. Sullen's and her husband, Archer thoughtfully ponders:

'T would be hard to guess which of these parties is the better pleased, the couple joined or the couple parted, the one rejoicing in hopes of an untasted happiness, and the

other in their deliverance from an experienced misery. (V. iv. 330-334)

At large, the debate over marriage and divorce is meant to educate and calls for a serious review of the shackles the Law puts before people when applying for divorce.

IV. CONCLUSION

To conclude, one may say that *The Beaux Stratagem* draws warm reception from theater-goers and critics. Its sure-fire comic devices, witty characters and profound insight give grand expressions to Farquhar's literary contribution to English comedy and sustain the play's lasting appeal to audiences. With its innovative particulars, it set an early premise for the approaching changes in the dramatic conventions and trends of English comedy. More crucially, it forms a gateway to move into the world of sentimentalism, or a bridge between what preceded and what came after, the Comedy of Manners and the Sentimental or Exemplary Comedy. Farquhar would remain a remarkable playwright whose play *The Beaux Stratagem* supplies a lasting entertainment to audiences of all ages.

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A Conversation Analysis of Repair Strategies in Communication Breakdowns: A Case Study of Algerian Bilingual Students

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Abstract— The present study seeks to delve into the intricacies of repair strategies used by Algerian bilinguals. The topic of repair strategies has attracted ample attention in the last couple of decades. Consequently, this study is hoped to enrich previous findings. In this respect, the different types of repair strategies used by Algerian bilingual students are explored. Similarly, it attempts to examine the different functions lying at the very heart of each repair strategy. The participants taking part in this study are Algerian bilingual students at the University of Jordan. Data are elicited by audio-recording the participants who, in pairs, were asked to engage in casual conversations. The analysis of the results obtained is couched within the framework of conversation analysis. In addition, the study is a replication of Al Harahshah's (2015) investigation. In fact, the findings indicate that Algerian bilinguals adopt nine different strategies of repair; namely: Expansion, repetition, meta-repair, hesitation, abort and abandon, code switching, abort and restart, avoidance and questioning. In a similar vein, these appear to serve different functions depending on the objective of the speaker and the type of communication breakdown taking place. The conclusions drawn from this paper may constitute basis for a fruitful line of inquiry in forthcoming research.

Keywords— Repair strategies, communication breakdowns, conversation analysis, Algerian bilinguals.

I. INTRODUCTION

In research spanning over the last decade, the repair strategies deployed to fill the gaps emerging from communication breakdowns have been a matter of great interest for the general public under the assumption that effective communication is a key element of successful everyday interaction between individuals. Indeed, communication is a fundamental means for achieving one's goals on a daily basis. As a result, people need to interact with each other to exchange information and make acquaintances. However, such communication is sometimes interrupted due to diverse factors such as: errors in turn taking and turn allocation, misunderstanding, false starts, problems in hearing, and simultaneous talk to mention but a few.

In fact, in an attempt to define communication, Keyton (2011) holds that communication refers to the process of transporting and conveying information. It similarly refers to the shared understanding taking place between individuals when embarking in an interactional event. Lunenburg (2010) further claimed that, in essence, communication encompasses four fundamental elements,

namely: the sender, the receiver, the medium and finally feedback. Indeed, in a communicative act, the sender is the person who encodes information; that is, who initiates communication in order to convey a previously determined idea. This is realized by means of different resources including: words, symbols and a set of gestures. The receiver on the other hand is the addressee whose role is to decode information into meaningful units. The medium is the tool through which the message is transferred. This may be a written article or a phone call. Finally, feedback refers to the reaction of the receiver to the message he/she receives from the sender.

However, it is worth pointing out that even with the presence of these elements, some problems may arise during communication. These appear to be due to a set of barriers. In this respect, Eisenberg (2010) pinpoints to the existence of three main elements of barriers: physical, semantic and psychosocial barriers. First, physical barriers refer to the *physical obstacles* and limits that might hinder effective communication such as distance between individuals. Second, as its name implies, *semantic barriers* touch upon the lexical choices made by the sender and the

way these are used when conveying meaning. Indeed, it is recurrent to come across a word which has different meanings for different people. Finally, *the psychosocial barrier* encompasses three intricately intertwined components; namely: field of experience, filtering and psychological distance. Field of experience is person-specific as it involves the set of beliefs, values and background of individuals. Accordingly, the addresser and the addressee can encode and decode information only in the context of their fields of experience. It is noteworthy though that if the sender's field of experience overlaps with that of the receiver, communication may become problematic. Filtration is the effect that one's own beliefs and concerns exercise on his/ her understanding and consequently guide it. Finally, psychological distance (Antos, 2011) is in essence similar to physical distance.

The aim of the present study is to capture insights about the set of repair strategies adopted by Algerian bilingual students in everyday life with a focus on self-initiated repair strategies. Similarly, the study tries to cast light on the main functions behind the use of such strategies.

II. RESEARCH QUESTIONS

In order to frame and guide the present study, the following research questions are devised:

- a) What repair strategies are used by Algerian bilingual students when facing communication breakdowns?
- b) What are the different functions that these repair strategies fulfill with regard to communication?

III. LITERATURE REVIEW

Given the effects of communication breakdowns in impeding and hindering effective and successful interaction, a multitude of research has been conducted with an eye towards the range of compensatory techniques and repair strategies that might be undertaken to bridge the gap between interlocutors. As a result a number of taxonomies may be encountered in the literature.

3.1. Types of repair strategies:

Casting light on self-initiated repair strategies, Schegloff (1979) argued that self-initiated repairs might be either *pre* or *post-positioned*. Pre-positioned self-repair strategies takes place when the ongoing utterance includes pauses and instances of inarticulacy and it is repaired within the same turn. Post positioned self-initiated repair on the other hand ensue when the speaker suspects that he/she made a mistake but come to repair it not within the same utterance but in the next.

Similarly, Tarone (1977) attempted to group the different communicative repair strategies into basic categories. His attempt resulted in the emergence of four typologies: *Avoidance strategies* including topic avoidance and message abandonment; paraphrasing which comprises three sub strategies: approximation, word coinage and circumlocution; appeal for assistance and mime which involves either a complete replacement of verbal output by some gestures or the accompaniment of the verbal output with gestures.

In recent years, emerging awareness seems to take place regarding the interrelationship between conversation analysis and the study of bilingual interaction that was once neglected. In fact, most analyses that took place within this framework had been conducted on monolingual individuals or balanced bilingual children. However, neglect regarding the exploration of adult unbalanced bilinguals' interaction may be noticed.

3.2. Previous studies on repair strategies:

Upon trying to investigate the use of repair strategies, Comeau, Genesee and Mendelson (2010) compared bilingual and monolingual children's repairs of some types of breakdowns in conversations experienced by both populations. These occurred when they use a language distinct from that of their interlocutor or for some other reasons like inaudible and ambiguous utterances. To this end, the researcher asked frequently for clarification to trigger children's repairs. The results indicated that there were not significant differences between the set of repairs used by monolingual and bilingual children. Similarly, the research outcomes strengthen the body of evidence that bilingualism does not interfere with the language development of simultaneous bilinguals.

In an attempt to fill the gap between the study of conversation and repair in relation to bilinguals, Gafaranga (2012) tried to investigate where in the repair sequence can language alternation occur and what does language alternation do in repair sequences. It was concluded that there is no constraint as to when language alternation should take place within a repair sequence. Furthermore, language alternation was seen as a repair technique used to overcome conversation breakdowns.

Similarly, Rabab'ah (2013) shed light on the use of repetition and self-initiated repair strategies by EFL students in Germany and Jordan (non-English speaking countries) when facing communication breakdowns in story retelling. To this end, third year students enrolled in the linguistics department at Chemnitz Technical University in Germany and the University of Jordan. Two short stories were selected from 100 free English short

stories for EFL learners to trigger the students' use of repair strategies. Students' retelling of the stories was faithfully and carefully transcribed. Subsequently, the researcher detected repair strategies in the transcripts of the spoken discourse of the German and Jordanian learners of English and then classified them into two categories. The mean scores for each category were computed and a t-test was conducted to see whether there was a significant difference between the two groups. The results obtained indicated that both German and Jordanian students made use of repair strategies to compensate their linguistic lacks and to gain more time for retrieving the required items. In a similar vein, it was concluded that repetition was the most widely used repair strategy in contrast with self-initiated repair strategies. However, it is worth mentioning that Jordanian students exhibited more frequent use of repair strategies than German students. This was attributed to their production of many story events. Similarly, the influence of their mother tongue was considered as one factor triggering this result.

In a similar vein, Al Harahshah (2015) shed light on the set of self-initiated repair strategies used in Jordanian spoken Arabic. Accordingly, his investigation was conducted by employing the framework of conversation analysis which is based on a systematic analysis of talk in interaction. In this respect, he selected 36 Jordanian students at Yarmouk university who were divided into pairs and asked to choose any topic they want to talk about in order to obtain casual conversations. The yielded data revealed that Jordanians made use of 10 types of self-initiated repair strategies. These strategies were approximately in line with Spark's (1994) classification that emerged from his study of the American society. Accordingly, their conducts resulted in the following categories: expansion, hesitation, repetition, replacement, insertion, abort and restart, abort and abandon, deletion, meta-repair and modify order.

3.3. Theoretical framework:

The framework adopted in this investigation is Conversation Analysis. In fact, Wooffitt (2005) argues that Conversation Analysis (CA) highlights the ways in which individuals organize their talk during interaction. It investigates rules and practices from an interactional perspective and studies them by means of a close analysis of recordings of real-life interactions

This framework appears to have started in American sociology. Indeed, the sociologists Erving Goffman and Harold Garfinkel prepared the ground in which CA arose. Enabled by the spread of recording techniques that opened a fruitful path for the inspection of interaction, Harvey

Sacks and Emanuel Schegloff established a contemporary paradigm for researching the organization of human action in and through talk in interaction (Sacks, Schegloff and Jefferson, 1974). A principle that may be evinced along these lines is CA reliance on the analysis of turn-taking. Indeed, the accuracy and acceptance of a given utterance depends on the next utterance (ibid).

By the same token, CA assesses the legitimacy and validity of its results by means of a procedure best known as "*next-turn proof procedure*" (Heritage, 1984). At the core of this procedure is the assumption that, within a conversation, the next utterance is regarded as evidence and confirmation of the clarification of the previous utterance. By way of illustration, a speaker repairs his previous utterance based on the reaction of the listener in the next utterance.

Based on the aforementioned studies, the study at hand seeks to throw light on the set of repair strategies adopted by Algerian bilinguals speaking Algerian Arabic and French. However, it should be borne in mind that Algerian bilinguals appear to include two categories: passive bilinguals who only understand the second language but do not speak or write it and active bilinguals, who speak, write and understand the language. Consequently, when communication takes place between these two types of bilinguals, communicative breakdowns may occur.

IV. RESEARCH METHOD

4.1. Participants:

The participants taking part in the present study are 20 Algerian students: four males and sixteen females enrolled in linguistics, literature and mathematics departments at the University of Jordan. Their age ranges from 23 to 25. The students selected are Arabic (Algerian Arabic)-French bilinguals. The participants speak different dialects of Algerian Arabic as they come from different Algerian regions. At the level of detail considered here, it is worth pointing out that while some students are equally proficient in both languages, others are considered as passive bilinguals. That is, they do understand the second language (French) but do not produce utterances using this language.

4.2. Method of data collection:

In an attempt to answer the abovementioned research questions, a replication of Al Harahsha's (2015) study was conducted. In fact, the researcher first asked for the participants' approval to take part in the present study and to be recorded. The period of data collection lasted for one week. Once their approval was taken, the participants were asked to work in pairs. Accordingly, they were seated in

front of each other and asked to select a topic and engage in a conversation. The length of each conversation was ten (10) minutes. In order not to influence the mainstream of the conversation, the researcher activates the audio record and left the participants before they start conversing. It is worth mentioning at this level of detail that some participants did record their conversations at home and send them to the researcher because of their lack of time. The aim behind the freedom regarding the choice of topics lies in the researcher's desire to get casual conversations under the assumption that these are more representative of real life interaction. It is noteworthy though that the conversations took place based on the participants' availability. In order to get valid and reliable results, participants were not informed about the research topic so that their conversations will not be biased and misled.

4.3. Method of data analysis:

The participants' productions were recorded and passages encompassing instances of repair strategies were then faithfully transcribed. When analyzing the transcribed conversations, light was shed on the occurrence of communicative breakdowns and most importantly on the set of repair strategies deployed by the students to overcome these breakdowns. To get more reliable, decent and faithful results, the recording of each conversation was heard twice by the researcher to make sure that none of the repair strategies in the conversations was omitted or added by mistake. Students' pauses were mentioned in the transcript. Indeed, every 3 dots represent a pause of one second that was measured with a stop watch. Markee (2000) proposes that transcriptions should encompass the pauses to "provide an exhaustive account of the data potentially available for analysis" (p. 105). To answer the first research question, descriptive statistics was used. That is, the researcher prepared a list of the self-initiated repair strategies previously stated in the Al Harahshah's study (2015) that were matched with Spark's (1994) classification and whenever a repair strategy was identified while listening to the recordings, a tick was put next to the strategy in question. Subsequently, the total number of repair strategies was calculated and the frequency of occurrence of each repair strategy was counted and turned into percentages. As far as the second research question is concerned, content analysis of the recording took place: Each repair strategy was put under scrutiny to come up with the functions behind its use.

V. RESULTS AND DISCUSSION

5.1. The Repair strategies used by Algerian bilingual students:

The adoption of the aforementioned research methodology reveals the existence of a variety of self-initiated repair strategies employed by Algerian bilingual students in response to communication breakdowns. In fact, a total of 109 repair strategies were inferred from the analysis of the casual conversations under investigation. These are categorized under nine main headings, namely: expansion, repetition, meta-repair, hesitation, abort and abandon, code switching, abort and restart, avoidance and questioning. Bearing on this point, it is noteworthy that the self-initiated repair strategies of deletion, replacement and insertion were not used by Algerian bilingual students. Similarly, three new self-initiated repair strategies came to the fore and were labelled by the researcher, namely, code switching, avoidance and questioning. In this respect, it may be noticeable that Algerian bilingual students made use of seven self-initiated self-repair strategies and two other-initiated self-repair strategies. The self-initiated self-repair strategies include: expansion, repetition, meta-repair, hesitation, abort and abandon, abort and restart, and avoidance. However, the other-initiated self-repair strategies consist of code switching and questioning. Accordingly, the frequency of occurrence of each strategy was computed and turned into percentages as clearly displayed in the following table. It is worth mentioning that these are ordered from the most to the least used repair strategy.

Table: Frequencies and percentages of the set of repair strategies used by Algerian bilingual students.

Repair strategies	Frequency	Percentage
Expansion	30	27,52%
Repetition	22	20,18%
Meta-repair	16	14,67%
Hesitation	12	11,00%
Abort and abandon	9	8,25%
Code-switching	7	6,42%
Abort and restart	7	6,42%
Avoidance	4	3,66%
Questioning	2	1,83%
Total	109	100

5.2. The functions of repair strategies used by Algerian bilingual students:

This section is intended to shed light on the uses of each repair strategy and the aim behind its use. Accordingly, each repair strategy is analyzed independently

accompanied with a set of examples taken from the investigated conversations. English translation of the extracts will similarly be presented. Instances of each repair strategy in question are written in bold. In addition, A and B refer to the interlocutors taking part in the conversation.

5.2.1. Expansion:

As clearly demonstrated in table 1, expansion is the most frequently used strategy for repairing communication breakdowns (27, 77%). This may be better characterized from the following extracts:

Extract1:

A: *Sejbatek maƣquuda?*

B: *wah, besah ħna maa ndiruhaaf hakdaa.*

A: *batata wahadha?*

B: *batataw fromaƣ w la ƣaplūr w naqluuha.*

A: *aah ok*

English translation:

A: *Did you like Makouda (Algerian dish)?*

B: *Yes, but we do not prepare it this way*

A: *Only potatoes?*

B: ***Potatoes and cheese which are then fried.***

A: *Ah ok.*

Extract 2:

A: *baƣtuu l amn taƣ l-ƣaamiƣa xaater raħuu qalulhum belli l-filestinijiiin rajħiin jdiru ƣayab mƣa lxajmet loxriin.*

B: *aah kifeh ƣayab?*

A: ***jek qotlek belƣulhum zawija taƣhum xaater daru tsawar l-qaada taƣhum, qalulhum nahuhum maahabuuf jnahuhum aja ƣalquha, awal mara tesra f maƣrad l-ƣalijet!***

English translation:

A: *The University sent the police because they were told that Palestinians will make some trouble and fight with the other communities.*

B: *How will they make trouble?*

A: ***I already told you that they closed the Palestinian corner during the event because they showed pictures of some Palestinian leaders, they asked them to remove them but they did not accept. So, they closed their corner, it happens in the communities' festival for the first time.***

A glance at the aforementioned extracts reveals that expansion was indeed widely used by Algerian bilinguals as a means of communication repair. The aim behind the

adoption of such repair strategy seems to lie in the fact that Algerian bilingual students intended to ensure that the addressee fully understand the intended message. As a result, more elaboration and illustrative examples are provided from the speakers like in the first example where the core of the participants' conversation revolves around the preparation of a traditional dish where B gives the list of ingredients following A's question: *potatoes?* Such results seem to be in line with Al Harahshah's (2015) interpretation.

5.2.2. Repetition:

The second frequently used repair strategy is repetition (20,18%). This is most often used following a speaker's request for clarification. The following examples furnish crucial data bearing on this point:

Extract 1:

A: *tsema ƣew gaƣ l-ƣinsijet, gaƣ lii nasjonalitii?*

B: ***ƣew ƣew, ..., ..., ƣew*** *kibelaƣna zawija ƣew jsaqsu ƣleh. Qolnelhum rana mƣa filestin.*

English translation:

A: *It means that all nationalities were present?*

B: ***They came, they came, ..., ..., they came*** *when we closed our corner; they came and asked why we did so. We told them that we are supporting Palestine.*

Extract2:

A: *besah normalmon yumiin jekfuni beƣn xamel?*

B: *meƣi jumiin, saƣa tekƣik txamli qaƣek*

A: *sah?*

B: ***tem tem.*** *wef jeshaq? Tem tem maa tesħaq waluu. Ʀna lƣam li fet ki kuna ħabtin ruħna ƣriina valizaa ana u amiira u ƣiina xamalna ħwajeƣna.*

English translation:

A: *Do you think two days are enough for me to pack my luggage for travel?*

B: *Not two days, one hour is enough for you to pack your luggage.*

A: *Really?*

B: ***Quickly,*** *what does it need? Quickly, it doesn't need time. Last year when we were going to Algeria, we bought a suitcase, with Amira, and we came back and pack our luggage.*

As displayed above, usually repetition is followed by elaboration which reinforces the repeated segment. Upon trying to disclose the aim behind the adoption of such strategy, it seems tempting to concede that repetition is

aimed at emphasizing the point that speakers want to convey. Only by doing so, they become able to make sure that the addressee has understood the intended message adequately; that is, as the speaker wishes his message to be understood when undertaking the conversation. However, it is worth mentioning at this level of detail that repetition may be intentional or unintentional depending on the speakers' objective (Al Harahshah, 2015).

5.2.3. Meta-repair:

Meta-repair strategies may be defined as the inclusion of expressions which are meant to help clarifying the intended meaning. In English, such expressions may include "what I meant to say is that". The analysis of Algerian bilingual students' speech reveals an important and frequent employment of this strategy (14, 67%). The following extracts encompass vivid examples of the use of such expressions:

Extract 1:

A: *kifef ken rad l-zaalijet lowriin? ana smeft dzajer yelqet!*

B: *lmuhim fuufi, dzajer yelqu u suurja, ..., ih dzajer u suurja haduu li fafthuum. Ana kunt dajra kuursi u qaŕda.*

English translation:

A: *How was the reaction of other communities?*

B: *See, the most important thing is that Algeria and Syria closed their corners... yes, Algeria and Syria closed. I was there sitting on a chair.*

As may be seen, expressions such as: "raak fajef", "lmuhim fuuf", "tsema", "habit nqolek", "fhenti yek" (the translation of which is: *you know, see the most important thing is that, it means that, I want to tell you, you got my point right* respectively) appear to serve the purpose of assessing and checking the addressees' understanding of what the speaker is currently saying. Such evaluation appears to constitute a guideline aimed at helping the speaker modify and adjust his speech in such a way that fits the addressee's actual comprehension.

5.2.4. Hesitation:

Lying at the heart of hesitation, the use of pauses and silence when speaking was significantly noticed in Algerian bilingual students' adoption of repair strategies (11%). Such occurrence of hesitation is better characterized in the extracts below (the dots represent silence. Each second is represented by three dots):

Extract 1:

A: *Kifef kanet la Œurnii taŒek ?*

B: *hajla wallah hajla.*

A: *lukan nqolek wasfiihali f kelma, kifef tawasfiha?*

B: *, ..., tawrija, hasit rohi tawrija.*

English translation:

A: *How was your day?*

B: *Great, it was great.*

A: *If I ask you to describe it in one word, how would you describe it?*

B: *, ..., a warrior, I felt that I was a warrior.*

Extract 2:

A: *siiri wahdoxra kunt tetfaraŒ fiiha...taaf...gotli espanjol.*

B: *aah, ..., casa dii papel.*

English translation:

A: *You were watching another series, ..., that of, ..., you told me it was Spanish.*

B: *Ah, ..., Casa de Papel.*

A glance at the abovementioned extracts reveals the fact that hesitation may serve two main purposes: First, it provides the speaker with more time to organize his/her thoughts. In a similar vein, According to Levelt (1983) (cited in Al Harahshah, 2015), hesitation helps the speaker in checking the order, coherence and cohesion of his/her speech. Second, hesitation is considered as an indication that the speaker still holds the turn. Such observation seems to be in accordance with Al Harahshah's (2015) findings. By doing so, communication breakdowns resulting from errors in turn taking and turn allocation are avoided.

5.2.5. Abort and abandon:

It was common when surveying the conversations under scrutiny to come across instances of such repair strategy (8,25%) such as those found in the following extracts:

Extract 1:

A: *Œouf l-Œibada mahma ken taŒb yziid l aŒer taŒha, ..., nfallah nrohuu nhwsu tema f mekka wel madiina, ..., kayen plajes faabin, ..., dŒabel uhud, ..., maa naŒraf waf daret fiiha riijal!*

B: *rahuum 2-1.*

English translation:

A: *You know, the more you get tired in prayers, the better you are rewarded... If God wills, we will visit Mekka and El Madina, ..., There are beautiful places*

there, ..., ..., Uhud mountain, ..., ..., ..., ..., ..., ..., ..., ..., I wonder what Real Madrid did!

B: The score is 2-1.

Extract 2:

A: wallah sandhum raqs raaqi, besah maa fhamif ida hadiik la dons tradisjonel wela l-andunisijiin gaɣ hakda jefathuu, sandhum wahed l-harakeet kifiyul ʒded, ..., ..., ..., ..., ..., ..., ..., ..., ..., ma byawf jefethu jkonektiw mɣaja.

B: Jkuun?

A: geɣ, geɣ, geɣ, mɣarfi gaɣ, abd el malek xuja dork u mazel maaftehf.

English translation:

A: I swear, their dance is so refined, but I wonder if this is their traditional dance or do all Indonesians dance this way, their moves are somehow new and different, ..., ..., ..., ..., ..., ..., ..., ..., ..., They do not want to chat with me.

B: Who?

A: Everyone, everyone, everyone, all my acquaintances, my brother Abd El Malek has not opened his chat account till now.

Upon trying to throw light on the objective behind the use of abortion and abandon when embarking in a conversation, it seems tempting to assume that speakers usually adopt such technique when recognizing that they are saying something redundant or unimportant that doesn't attract the listener's attention. As a result, they shift to another topic that has nothing to do with the previous one (Al Harahshah, 2015). By doing so, the speaker acquires confidence regarding the attentiveness and enthusiasm that the addressee attributes to his/her speech.

5.2.6. Code switching:

The yielded findings indicate that Algerian bilingual students made use of code switching as a self-initiated repair strategy. Under our belts are some examples of the employment of code switching:

Extract 1:

A: jadraa tjabhum f ramdan amel, qalek lar kúliner taɣhum mefi kima taɣna.

B: huda tjabhum fhamtha besah lar kúliner hadi maa fhemthehf.

A: non amel teɣarfiha fen tabx taɣhum mefi kima taɣna.

B: Aah saha huma tjabhum aylabijtu ruuz.

English translation:

A: I wonder if Jordanians cook the same dishes as ours. I heard that their art of cooking (l'art culinaire) is different.

B: Houda, I did understand what you mean by cooking, but what does l'art culinaire mean? I didn't understand it.

A: No Amel, you know it. It is fen tabx. We do not have the same kinds of dishes.

B: Ah ok. Almost all their dishes are made up of rice.

Extract 2:

A: f ramdan jkun jdirelkum lii kurs amel?

B: euh, ..., ..., ..., lii kurs? teɣarfini fel fransi huda. wef maɣnetha ?

A: habit nquul jkun jeqdii f ramdan

B: aah lqodien dajmen fla ba

English translation:

A: Who goes to the market to buy what you need (les courses) during Ramadan?

B: Euh, ..., ..., ..., les courses? You know my level in French Houda. What does it mean?

A: I want to say who goes to the market (jkun jaqdii) in Ramadan

B: Ah, it is always my father who goes there.

As the above extracts evince, code switching is used when a communication breakdown results because of language choice. As it was previously held in the present paper, Algerian bilinguals differ at the level of proficiency they have in the second language; that is, French. On these grounds, two categories of Algerian bilinguals may be identified: while some are considered as simultaneous bilinguals and as a result they are equally proficient in both languages, others are consecutive bilinguals and consequently more proficient in their mother tongue. In this respect, when interaction takes place between these two types of bilinguals, some communication breakdowns might come to the fore. One way of approaching the problem is the use of code switching. In the first extract, speaker A switches from French "l'art culinaire" to Standard Arabic "فن الطبخ". On these grounds, when the speaker utters an expression in French that the addressee does not understand, the latter asks for clarification and the speaker switches to either Algerian Arabic (as in extract 2) or to Standard Arabic (like in the first extract) to make sure that the message is appropriately and adequately transmitted to the listener

5.2.7. Abort and restart:

The following examples are a concrete characterization of such strategy:

Extract 1:

A: *besaħ l-ordon en gron pe ji maakuntf ħasbuu hakda, ..., ..., kuunt ħasabha saahraa, ..., ..., aah draham bezaaf, draham maaranef qadriin nšifuu.*

B: *saħ, šandek l-ħaq bezaaf.*

English translation:

A: *But Jordan is a great country, I didn't expect to find it like that, ..., ..., I thought it was a deserted place, ..., ..., ah money, it is too much, we can barely survive.*

B: *Yes, you are right.*

Speakers adopting this repair strategy abort or stop their speech for a while and then restart talking about the same point from another perspective (Al Harahshah, 2015). By way of illustration, in the first extract, speaker A was talking about the beauty of Jordan, he then cuts off his speech for a while. When he restarts, he starts talking about economic life in Jordan. This self-interruption technique appears to take place when the speaker suspects that he/she may have said something inappropriate or divergent from the main topic. The speaker thus moves from a prospective to a retrospective process. Once he has reviewed his previous, just uttered speech, he/she then restarts a new turn within the same topic but from a different angle unlike the previously mentioned repair strategy of repair and abandon in which a complete shift of topic does occur following the speakers' interruption of the ongoing talk. This analysis appears to be in parallel with Al Harahshah's (2015) interpretation of the dynamics of this self-initiated repair strategy.

5.2.8. Avoidance:

Avoidance is another strategy employed by Algerian bilingual students when they wish to indicate their uncertainty regarding some fact as exhibited in the following passages:

Extract 1:

A: *had l-film taani šbeb, ..., dajerkima lii film taš indjana žons, ..., ..., kajen wahed jroh l madiina qdiima žaja f suurja... maanešraf wesamha, ..., euh, ..., ..., iirem, iiremđet el šimed.*

B: *aahsaħa.*

English translation:

A: *This movie is also great, it resembles Indiana John's movies, ..., ..., There is one who goes to an ancient city in Syria, ..., I don't know its name, ..., euh, ..., ..., Irem, Iremđet el Imad.*

B: *Ah ok.*

Extract 2:

A: *aħkili wef derti ljuum, ..., smešt beli sraw ašmel šayab wela kifef, ..., ma fhemtš?*

B: *maa šlabaliif. Huuma jqulu wahed zuuž bnet semšu hadra f zawija l-šilestinija u raħuu neqluha l idaret l-žaamiša beštu l emn taš l-žaamiša.*

English translation:

A: *Tell me what you have done today, ..., I heard that there were some conflicts, or what, ..., ..., I didn't understand.*

B: *I don't know. It is said that two girls heard in the Palestinian corner and they went to the University administration. As a result, the university sent the police as they were told that Palestinians will fight with the other corners.*

In essence, the use of such technique is held to be grounded on the speaker's desire to display his uncertainty with regard to a given fact. Indeed, expressions such as "wallah ma šlabali", "wallah ma rani šarfa", "ma rani šaraf" are used by the speaker following the addressee's request for clarification to give a pointer to the addressee that he/she is not sure about the validity, accuracy and legitimacy of his following talk.

5.2.9. Responding by questions:

A surprising result yielded through the analysis of the provided conversations indicates the use of questions as a repair strategy. In fact, in some cases when the addressee asks for clarification, the speaker responds by using a question. Such strategy may be categorized under the repair strategy of other-initiated self-repair (Hutchby and Wooffitt, 1998, Cited in Al Harahshah, 2015). Such occurrences are demonstrated in the extracts below:

Extract 1:

A: *šefti ki kuna xaržin qaletana hadik l-ordonija rakum rajħiin tetfaržu maa šandkumšf dzajer hakda, wasamha?*

B: *wasamha fatma.*

A: *mem hadik wasamha?, ..., nsitha, ..., maha?*

B: *mefi maha, ..., yada?*

A: *yada, yada, ..., qatelha f dzajer šandhum šta w mašrufiin biha.*

English Translation:

A: *You remember when we were leaving, that Jordanian woman asked us if we were going to see the rain and whether it rains in Algeria. What is her name?*

B: *Her name is Fatma.*

A: *And what is the name of the other lady?, ..., I forgot, ..., Maha?*

B: *Not Maha, ..., Ghada?*

B: *Ghada, Ghada, ..., she told her that even in Algeria it rains and that Algeria is known for that.*

Extract 2:

A: *hadek Ze ana mazel maabdit fiih. l'ebt yiir la partii lewla, ..., wef qotli bayi taštini Ze loxer?, ..., ki jsemuh?*

B: *Cause3*

A: *aah ...wah cause3.*

English translation:

A: *I haven't started the other game, I only played the first part, ..., What is the name of the other game you wanted to give me?, ..., What is its name?*

B: *Cause 3*

A: *Ah, ..., yes cause 3.*

It appears that the speaker's aim behind the use of questions like: "wasamhahadik", "kiysamouhansitha?" (what is her name?) is his/her desire to get some help from the listener to complete his/her current utterance. This usually happens when the speaker is looking for a word that he/she cannot remember.

VI. LIMITATIONS OF THE STUDY

In spite of the stepwise development followed to conduct the present study, a number of limitations were inevitable.

To start with, a representativeness issue is worth pointing out. In fact, as the field work started at the end of the second semester, all students were busy preparing for the exams. Such inappropriate circumstances resulted in the limited number of the participants. Consequently, the results obtained may not be representative of the whole population. If the number of participants was higher, richer data would have consolidated the research findings.

Second, as far as the period of data collection is concerned, one week is not enough to sufficiently and adequately collect data. Perhaps, if more recordings took place, results would have been richer and diversified.

Last but not least, having recorded the participants only for ten minutes represents a weighty problem as it minimizes the amount and types of repair strategies that Algerian bilingual students made use of when facing communication breakdowns. If conversations lasted for more time, the results would have been richer and perhaps more repair strategies may have come to the fore; ones that were not mentioned before by the researcher.

VII. FURTHER RESEARCH

Due to the undertaking conditions of the present study and the data obtained, need is felt for supporting the present study findings by carrying out further research with a larger number of participants. Such supplementary inquiry would approve the degree to which the yielded data are acceptable and representative. Additionally, future investigations can utilize a variety of instruments, such as video-recordings to investigate the non-linguistic aspects of repair strategies. The inclusion of such tool can undoubtedly consolidate the results to be obtained. For an extended knowledge with regard to the set of repair strategies used by Algerian bilinguals, forthcoming studies might explore the difference between monolingual and bilingual's use of repair strategies. Similarly, future research might shed light on the way simultaneous and consecutive Algerian bilinguals make use of repair strategies based on their linguistic experience. The findings of comparable studies appear to provide teachers, students, and stakeholders alike with a wealth of information regarding the best initiatives of using effective and efficient repair strategies whenever needed during communication.

VIII. CONCLUSION

In the last couple of decades, ample attention was pointed towards the occurrences of communication breakdowns and the set of repair strategies aimed at solving such a complication. Accordingly, the present paper was intended to delve into the intricacies of the set of repair strategies adopted by Algerian bilingual students. The yielded findings demonstrate that Algerian bilingual students' repair strategies fall under nine general headings; namely: expansion, repetition, meta-repair, hesitation, abort and abandon, code switching, abort and restart, avoidance and questioning. However, it is worth mentioning at this level of detail that such repair strategies serve different purposes depending on the type of communication breakdown taking place on the one hand and on the aim of the speaker on the other hand. In a similar vein, it must be borne in mind that further research will undoubtedly constitute a fruitful path of inquiry as it is hoped to lend further support and enrichment to the present study.

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Motive and Perception as Distinguishing Factors of the use of Analog Camera in the Digital Area

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Abstract— This research is aimed to identify the motives of analog camera users in using the analog camera in the midst of current digital era. It is also conducted to understand the society's perception and opinion on the existence of analog camera in current digital era. The theory employed in this research is "Uses and Gratification" by Elihu Katz and Jay G. Blumler. This theory corroborates that generally the society uses the media for specific motives. Perception is predicated on three things; selection, organization, and interpretation. Selection consists of sensation and attention; meanwhile organization is heavily linked to interpretation which is defined as "attaching a stimulus with other stimuli to derive the whole meaning". This research uses a positivist or classical paradigm with a quantitative approach and a descriptive research form. The data collected for this research was taken from a survey with dozens of questions done to 117 people, consisting of analog camera users and the cyber society. The data analysis used here is discriminant analysis. The result of the research shows that there is a motive of using the analog camera predicated by a desire to experience using analog camera and a desire to gain prestige; the accuracy of using this discriminant model is 57,1%. Meanwhile from the perception argument, the use of analog camera is predicated by "a perception to have unique analog camera images", "a perception to look skilful in photography" and "a perception to cultivate the skills in photography", the accuracy of this prediction achieves 47,1%.

Keywords— analog camera, digital culture, discriminant analysis, perspective.

I. INTRODUCTION

As we move into the digital era, the rise of technology which eases the human life has subsequently created significant change in the social system. Rogers [1] describes that technology is a design of instrumental activity, aimed to reduce the uncertainty resulted from the consequence of causal effect as well to achieve the desired goal. Technology generally can be a hardware and software.

Digitalization, for Rogers (Rogers, 2001), is a product of innovation, meanwhile innovation is described as an idea, thought, or concept deliberately accepted as a new thing for the society or other units receiving it. In other words, digitalization is one of the products of diffusion of innovations model. Everett M. Rogers defines diffusion as a process which an innovation is deliberately communicated through a channel over a period of time within the members of a social system. Diffusion is a particular form of communication, highly related to spreading new ideas. Within the message, there is a novelty which becomes an exclusive characteristic for diffusion which carries uncertainty. The condition of social and

technological change within the society has created needs which subsequently substitute the old methods with the new ones. [2][3]

Digitalization has also penetrated into the world of camera. Camera is an instrument to capture moments or events, as well as a medium functioned to convey a message through an image. Today, the mirrorless camera is probably the newest innovation from the previously existing DSLR technology. Mirrorless is essentially a DSLR camera, removed in its mirror box. Without the mirror box, created to deflect the light from the lens onto the optical viewfinder, the size of mirrorless is significantly reduced compared to DSLR, but it still maintains its image recording quality further with its lens can be easily substituted.

(<https://tekno.kompas.com/read/2016/09/13/10470087/apa.itu.kamera.mirrorless.bedanya.dengan.dslr>. Accessed in March 27, 2018)

Digital camera supports taking as many pictures according to the size of camera storage, it also enables us to easily delete some pictures taken, either mistaken or better discarded pictures. Different to analog camera, the

latter is different in its process of capturing the image, storing with relatively smaller size, but also it is incapable of instantly deleting the taken pictures and it requires longer time to print its pictures compared to mirrorless camera.

This phenomenon can be observed from the high number of visitors of Lowlight Bazaar, an analog photography bazaar. That bazaar has been held twice since 2010. Renaldy Fernando, the founder of Jellyplayground, an analog camera enthusiasts forum, states that the event in 2017 was the eleventh occasion and it managed to attract 1700 visitors. The growth of analog camera photography can also be observed through the search on Carousell phone marketplace. The president and Co-founder of Carousell, Marcus Tan, states that there are 38000 listings in photography category and analog camera steps us to be the most searched item. (<https://www.antaranews.com/berita/658414/kamera-analog-kembali-dicari-kenapa>. Accessed on March 27, 2018)

Besides, many analog camera enthusiast communities have emerged. For instance, Jellyplayground, Komunitas Kamera Analog Jogja, Indonesian Analog Photography Enthusiast Community (IdFilm), Lomonesia Indonesia, and many others. Those community members are spread out in different areas in Indonesia. They manage to share knowledge and experience in using and studying the analog camera. They also find shared objects to their photo, upload it on their own community page on social media, as well as publish it to the vast society or any other analog camera enthusiasts outside their own community.

Based on Kompas Tekno observation on Wednesday, August 2, 2017, it is estimated that no less than 150,000 pictures with hashtag #indo35mm are spread out on Instagram. What does the hashtag #35mm signify? 35mm refers to the most common type used in analog camera. The colouring produced in the analog camera pictures is essentially quite similar to the presets existed in some editing apps such as VSCO, SnapSeed, etc. Mainstream picture effects from analog camera such as flare or burn are also provided in the editing apps of digital photo. (<https://tekno.kompas.com/read/2017/08/02/14282837/kam-era-roll-film-ngetren-lagi-foto-35mm-ramai-di-instagram-tanah-air>. Accessed on March 27, 2018)

This somehow indicates that the analog camera does not necessarily collapse in the current digital era. The analog camera still attracts many enthusiasts. The society actively utilizes media in purpose of fulfilling their necessity. This means that the society uses media to gain gratification for their needs.

This phenomenon is thought-provoking to be researched and studied for what are the laymen and analog or digital camera photographers' perception and opinion on this matter, and what are their reasons in using analog camera as a medium of conveying message through an picture in this digital era. Having elaborated this background, the questions posed in this research are: "How far do perception and motive become distinguishing factors to the use of analog camera in the digital era?" The purpose of this research is as follows: (1) To know the motive of the analog camera users in reviving the use of analog camera in recent digital era; (2) To know the perception, opinion, and perspective of the cyber society on the existence of analog camera in today's digital era.

II. LITERATURE REVIEW

Everret M. Rogers explains that technological development is, in essence, in a line with establishment of communication, the diffusion of innovation. For Rogers, diffusion is a process at which an innovation is communicated to several channels within particular period. Diffusion is a specific form of communication, related to the spread of innovation as a new idea, on this matter, it is the development of analog to digital camera. Rogers also propounds 5 categories of adopters, they are: (1) Innovator (2) Early Adopters (3) Early Majority (4) Late Majority (5) Laggards. [3][1].

In this research, some individuals are known to keep using analog camera in this digital era. The society is actively using media to fulfil their needs. On this matter, the study focuses on the uses of media as to gain gratification for the need of individual.

Some researches using Uses and Gratification theory have been done many times, for instance a study on the spread of pictures through facebook [4], [5], news publishing in the old and new medias [6], using e-book [7], the use of weChat in China [8], study by e-learning [9], mobile communication [10], [11], [12], [13]. This theory, however, employs Uses and Gratification theory in the use of analog camera.

Katz et al. and Dennis McQuail describe the logic which predicates the Uses and Gratification research. [14]. Katz, Gurevitch, dan Haas see that the mass media is an instrument utilized by the individual to connect to the others. This need has actually been classified into 5 categories: (1) Cognitive Need (2) Affective Need (3) Integrative Personal Need (4) Integrative Social Need (5) Tension Release Need.

The gratification is built from hopes. In other sides,

hope affects perception. Perception [15] [16] is an internal process which enables us to choose, organize, and interpret the stimuli given from our surroundings, and that process essentially affects us. Perception includes sensing through our possessed senses, attention, and interpretation. Sensation refers to the message carried to the brain through sight, hearing, touching, smelling, and tasting.

Perception consists of three activities: selection, organization, and interpretation. Selection actually covers sensation and attention, while organization is predicated on interpretation which can be defined as “attaching the stimulus with other stimuli to derive the whole meaning”. These three perception stages (sensation, attention, and interpretation or selection, organization, and interpretation) cannot be strictly distinguished as to when one stage ends and the next stage starts. [17], [18], [19].

Analog camera is a type of camera with its capturing technique using celluloid film, at which the film has three basic elements, the optic, chemical, and mechanic element. Optic element consists of lens and its variety, meanwhile the chemical element is, in essence, the celluloid film. The mechanic element is the camera body and any other components in it. Analog camera is often called as “film camera” because of the use of film as its main storage compared to memory card in digital camera. (<http://scdc.binus.ac.id/klifonara/2017/06/kelebihan-kamera-analog/>. Accessed in March 27, 2018)

While camera advances in evolution, it actually gets smaller and lighter therefore enabling us to carry it more easily. Though the instrument has probably changed in size and shape, for hundreds of years, the principle of film camera in recording image is consistently the same, to capture the permanent image assisted by the chemical components reacting to the presence of the light. (<https://tekno.kompas.com/read/2017/08/05/10465657/berkenalan-dengan-kamera-film-yang-kembali-digandrungi-di-indonesia?page=all>. Accessed in April 13, 2018)

Film format that is commonly used is film 135. It got popularized by a German camera factory, Leica, in the beginning of 20th century because of its small size and therefore allowing a smaller size of camera which used it then. The type of camera which uses film 135 can also be distinguished into different categories, such as rangefinder, compact camera, SLR (single lens reflect), and polaroid camera.

The research on analog camera has been various, for instance in studying the quality, superiority, and the shortcomings of analog camera [20], image quality [21], product quality and brand image of analog camera [22], quality of lighting [23], and the produced picture precision

[24].

III. RESEARCH METHOD

This research employs descriptive quantitative research with survey method and positivist paradigm. The quantitative approach is deliberately chosen as the object of this research is a process or activity or the act of some people, here it is the photography community which uses analog camera as the instrument. This research is an attempt to analyse the opinion and perception of cyber society as the analog camera is revived in this digital era. The survey method also enables us to generalize the certain social phenomenon or variable to greater social phenomenon or social variable. (Bungin, 2005)

The population in this research is some people consisting of cyber society who use analog camera and those do not. The sample of this research consists of 2 parts, they are: (1) Member of analog camera community in Jakarta, Kelas Bina Pagi Analog, consisting of 20 people (2) Cyber society consisting of 97 people.

The sampling technique used here is nonprobability sampling, respectively the purposive sampling. The researcher therefore analysed from two sides respectively the analog camera user and the cyber society who observed the trend of analog camera usage in this digital era. Thus, there are 117 samples in total within this research. The collection data technique was done by giving the questionnaires to the respondents.

This research also employs Univariate analysis. Univariate analysis is an analysis on one variable. This type of analysis is deliberately selected for descriptive research. This research uses descriptive statistics. Descriptive statistics is employed as to describe an event, behaviour or any other particular objects (Bungin, 2005)

Besides, to purposefully know the difference of analog camera users, this research uses discriminant analysis technique, a statistical technique employed for dependent relation (a relation among variables at which responding and explanatory variables can be distinguished). This discriminant analysis is aimed to classify an individual or observation into mutually exclusive and exhaustive category based on several explanatory variables. [25] http://daps.bps.go.id/file_artikel/65/ANALISIS%20DISKRIMINAN.pdf Accessed in December 31, 2019).

IV. RESULT AND DISCUSSION

The respondents, 117 people in total, consist of 51 females and 66 males. Most are university students, respectively 62

people with an average of age ranged from 16 to 25 years old. The rest are 48 people with an average of age ranged from 26 to 35 years, meanwhile only 7 people ranged from 36-45 years old. The respondents are private employees with 52 people, 30 from university students, 12 people from both freelancers and unemployed, government officers with 11 people, 8 people from entrepreneurs, and 4 participants from photographers.

The vast majority of respondents (86,32%) have photography as their hobby and merely 16 people who do not share the hobby. Those who have this hobby, 28% of them are analog camera users, 31% of them are digital camera users, and 27% are the phone camera users. Observing the frequency of doing the photography, many respondents (53,85%) still allocate their time to do photography. Based on the camera type operated, those using phone camera are still the majority (39,32%). Meanwhile, the least are the analog camera users (28,21%).

4.1. Motive

A distinguishing analysis on analog camera users was done based on the respondents' answer to "motive and perception" variable, with the highest mean (4,1 and 4,0) is on the motive of "a desire to experience analog camera" and "a desire of unique analog camera images" within the analog camera users; meanwhile, the mean is 3,8 on the digital camera users. However, on the phone camera users, the highest mean was scored on the motive of "a desire to remove boredom" (3,28) and "a desire of unique analog camera images" (3,27).

Only one variable has sig > 0,05, which is "desire to remove boredom". The rest 8 variables present a difference in the use of different camera type. To test the similarity of varians, here it is used Box's M test with a criterion of judgment: if significance level (α) > 0,05 therefore H_0 is approved; conversely, if significance level (α) < 0,05 consequently H_0 is rejected.

The examined hypotheses in this instance are:

H_0 = Varians of two groups of identical or homogenous data

H_1 = Varians of two groups of non-identical or heterogeneous data

The results of Box's M test are the followings:

Table 1 Test Results Box's M

Test Results		
Box's M		216,629
F	Approx.	2,136
	df1	90
	df2	33018,811
	Sig.	,000
Tests null hypothesis of equal population covariance matrices.		

As the significance level of the Box's M statistical test is = 0,000 (< 0,05) therefore H_0 is rejected. Thus, the variants of the data group are non-identical/ heterogeneous. On the discriminant analysis stage, stepwise method is therefore used as follows:

Table 2 Motive Item on Discriminant Analysis

Variables Entered/Removed^{a,b,c,d}

Step	Entered	Min. D Squared					
		Statistic	Between Groups	Exact F			
				Statistic	df1	df2	Sig.
1	Desire to experience analog camera	,223	Analog Camera and Digital Camera	4,044	1	116,000	,047
2	Desire to gain prestige	,399	Analog Camera and Digital Camera	3,589	2	115,000	,051

At each step, the variable that maximizes the Mahalanobis distance between the two closest groups is entered.

- Maximum number of steps is 18.
- Minimum partial F to enter is 3.84.
- Maximum partial F to remove is 2.71.
- F level, tolerance, or VIN insufficient for further computation

The test above shows that there are two stages which result two motives of differentiating the analog camera users and digital camera. They are "desire_to_experience_analog" and "desire_to_gain_prestige". Both have a significant value of Exact F (< 0,05).

Table 3 Wilks' Lambda and F Value Test

Step	Number of Variables	Lambda	df1	df2	df3	Exact F			
						Statistic	df1	df2	Sig.
1	1	,703	1	2	116	24,499	2	116,000	,000
2	2	,634	2	2	116	14,742	4	230,000	,000

The table shows the changing of Lambda value and F Value Test in each stage. The significance value < 0,05 reach at second step. Therefore, both motives are all considered in discriminant model. The significance value for the two motives are 0,000: at first step F value = 24,499 and at the second step F value 14,742. As the

significance value is 0,000 (< 0,05) therefore both motives in each category actually have significant difference.

Table 5 The Eigenvalues and Canonical Correlation

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	,575*	99,6	99,6	,604
2	,002*	,4	100,0	,048

a. First 2 canonical discriminant functions were used in the analysis.

As shown above, Function 1 has Eigenvalues = 0,575 for two motives within that discriminant function. Function 1 may explain the 99,6% variants in the use of camera. The canonical correlation value shows the relation of discriminant value to the group. The canonical correlation value is 0,604, which means 36,48% variants of the independent variable (group) can be explained from the resulted discriminant model. The value 0,604 describes that its correlation is quite high.

Table 6 Wilks' Lambda value for the discriminant function test

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 2	,634	52,722	4	,000
2	,998	,271	1	,602

Based on the Wilks' Lambda table, it is understood if the employed factors are factor 1 up to 2 (both existing factors) then Chi Square value is 52,722 and its significance value is 0,000. It indicates a significant difference among the three groups of camera users. However, if only 2 factors here, the difference becomes insignificant (Chi Square = 0,271 and Sig. < 0,05).

Table 7 Standardized Canonical Discriminant Function Coefficients

	Function	
	1	2
Desire to experience analog camera	,927	,399
Desire to gain prestige	-,521	,865

From the table above, it is known that function 1 is the motive of "desire to get a different experience in using analog camera" with a correlation score = 0,927, meanwhile function 2 is "desire to gain prestige" with a correlation score = 0,865.

Table 8 Matrix Structure of Discriminant Function

MOTIVE ITEMS	Function	
	1	2
Desire to experience analog camera	,857*	,516
Desire to have unique analog images	,602*	,441
Desire to train analog ability ^b	,571*	,410
Desire to cultivate creativity ^b	,551*	,421
Desire to recognize photographer references ^b	,364*	,327
Desire to gain prestige	-,396	,918*
Desire to cultivate skills ^b	,206	,521*
Desire to add friends	,148	,327*
Desire to remove boredom ^b	,051	,291*
Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions		
Variables ordered by absolute size of correlation within function.		
*. Largest absolute correlation between each variable and any discriminant function		
^b . This variable not used in the analysis.		

The coefficient for the discriminant function is presented in the following table.

Table 9. Canonical Discriminant Function Coefficients

	Function	
	1	2
Desire to experience analog	1,590	,685
Desire to gain prestige	-,500	,830
(Constant)	-4,820	-4,371
Unstandardized coefficients		

On the next table, the discriminant function divides the groups of the camera users based on its factor value.

Table 10. Functions at Group Centroids

Camera Type	Function	
	1	2
Analog Camera	,894	-,050
Digital Camera	,273	,066
Phone Camera	-,892	-,020
Unstandardized canonical discriminant functions evaluated at group means		

The analog camera belongs to factor 1 (0,894), as well as digital and phone camera. Therefore, the use of analog camera by the phone camera users is predicated more by a motive of “desire to get a different experience in using analog cameras”. The difference between phone camera users (having a negative sign -0.892) and analog camera users is at the level of desire: analog camera users have more desires than phone camera users.

Table 11. Classification Results

Classification Results ^{a,c}						
	Camera Type	Predicted Group Membership			Total	
		Analog Camera	Digital Camera	Phone Camera		
Original	Count	Analog Camera	21	12	1	34
		Digital Camera	12	22	5	39
		Phone Camera	2	19	25	46
	%	Analog Camera	61,8	35,3	2,9	100,0
		Digital Camera	30,8	56,4	12,8	100,0
		Phone Camera	4,3	41,3	54,3	100,0
Cross-validated ^b	Count	Analog Camera	21	12	1	34
		Digital Camera	12	22	5	39
		Phone Camera	2	19	25	46
	%	Analog Camera	61,8	35,3	2,9	100,0
		Digital Camera	30,8	56,4	12,8	100,0
		Phone Camera	4,3	41,3	54,3	100,0

- a. 57,1% of original grouped cases correctly classified.
- b. Cross validation is done only for those cases in the analysis. In cross validation, each case is classified by the functions derived from all cases other than that case.
- c. 57,1% of cross-validated grouped cases correctly classified.

The Original section shows that those who were, in the beginning, the analog camera users (34), from the discriminant model, 21 respondents keep using analog camera (61,8%). The digital camera users who keep using the digital camera are 56,4%, and the phone camera users keep using the phone camera are 41,3%. The table above displays the accuracy of this discriminant model up to 57,1%. If it is generally concluded based on the motive, the use of analog camera is predicated by the motives of a desire to experience the analog camera and a desire to gain prestige.

4.2. Perception

The highest mean value (3,82) is on the perception of “to have unique analog camera images” among the analog camera users; while within the digital camera users, the highest mean value is 3,63 on the perception “to have different experience”. Likewise, within the phone camera users, the highest mean value is on the perception “to have different experience” (3,19). In the following, the test of equality of group means is conducted as follows.

Table 12 Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
1. Perception to have unique analog camera images	0,925	4,688	2	116	0,011
2. Perception to merely cultivate photography skills	0,932	4,215	2	116	0,017
3. Perception to have different experience	0,937	3,852	2	116	0,023
4. Perception to have photography references on analog camera	0,939	3,765	2	116	0,026
5. Perception to look prestigious	0,946	3,511	2	116	0,04
6. Perception to look skillful in photography	0,95	3,057	2	116	0,051
7. Perception to merely remove boredom	0,954	2,797	2	116	0,065
8. Perception to look vintage	0,975	1,472	2	116	0,234
9. Perception to look more creative	0,988	0,705	2	116	0,496
10. Perception to have wider network	0,991	0,528	2	116	0,591
11. Perception to know the analog system	0,994	0,366	2	116	0,694
12. Perception to know the superiority and shortcomings of analog	0,999	0,079	2	116	0,924

The Tests of Equality of Group Means table above shows that only five items of perception (no.1 – no. 5) have a significant Wilks' Lambda value at the level <0.05. This means that five items show the differences between the groups of the camera type usage. The five items are:

- a) Perception to have unique analog camera images
- b) Perception to merely cultivate photography skills
- c) Perception to have different experience
- d) Perception to have photography references on analog camera
- e) Perception to look prestigious

Researchers employed the Box's 'M test to find out the equality of the variants. The results of the Box's M test are as follows.

Table 13 The Box's 'M Test Results

Box's M	17,770
Approx.	1,424
df1	12
df2	57100,454
Sig.	,146
Tests null hypothesis of equal population covariance matrices.	

As the Sig. of Box's M statistical test is = 0,146 (> 0,05) hence H₀ is approved. Thus, the variants of the data group are identical or homogeneous. In the discriminant analysis stage, stepwise method is used as follows:

Table 14 Discriminant Analysis

Step	Entered	Variables Entered/Removed ^{a,b,c,d}					
		Statistic	Between Groups	Min. D Squared			
				Statistic	df1	df2	Sig.
1	Perception to have unique analog camera images	,104	Digital Camera and Phone Camera	2,203	1	116,000	,140
2	Perception to look skillful in photography	,318	Digital Camera and Phone Camera	3,325	2	115,000	,039
3	Perception to merely cultivate photography skills	,319	Digital Camera and Phone Camera	2,205	3	114,000	,091

At each step, the variable that maximizes the Mahalanobis distance between the two closest groups is entered.

- a. Maximum number of steps is 24.
- b. Maximum significance of F to enter is .05.
- c. Minimum significance of F to remove is .10.
- d. F level, tolerance, or VIN insufficient for further computation.

From the analysis above, it can be inferred that three stages create three perceptions which distinguish the analog and digital camera users, respectively: (1) Perception to have unique analog camera images. (2) Perception to look skilful in photography. (3) Perception to merely cultivate photography skills.

Table 15 Perception Analysis

Variables in the Analysis				
Step	Tolerance	Sig. of F to Remove	Min. D Squared	Between Groups
1	,772	,000	,102	Digital Camera and Phone Camera
2	,761	,037	,136	Digital Camera and Phone Camera
3	,744	,007	,318	Digital Camera and Phone Camera

To find out how well each level of independent variables contributed to the model, The Wilks' Lambda test is used. The results of Wilks' Lambda test are as follows:

Table 16. Wilks Lambda

Step	Number of Variables	Lambda	df1	df2	df3	Exact F			
						Statistic	df1	df2	Sig.
1	1	,925	1	2	116	4,688	2	116,000	,011
2	2	,821	2	2	116	5,952	4	230,000	,000
3	3	,752	3	2	116	5,827	6	228,000	,000

The table shows the changing of Wilks' Lambda value

and F Value Test in each stage. The significance value < 0,05 reach at third step. Therefore, the three perceptions are all considered in discriminant model. The significance value for the three perceptions are: on step 1, F value = 4,688 with Sig. = 0,011; on step 2, F value = 5,952 with Sig. = 0,000; on step 3, F value of 5,827 with Sig. = 0,000. As the significance value is 0,000 (< 0,05) therefore all perceptions in each category actually have significant difference.

Table 17. Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	,307a	94,6	94,6	,485
2	,018a	5,4	100,0	,131

First 2 canonical discriminant functions were used in the analysis.

As shown above, Function 1 has Eigenvalues = 0,307 for three perception within that discriminant function. Function 1 may explain the 94,6% variants in the use of camera. The canonical correlation value shows the relation of discriminant value to the group. The canonical correlation value is 0,485, which means 23,85% variants of the independent variable (group) can be explained from the resulted discriminant model. The value 0,485 describes that its correlation is rather low.

Table 18. Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	Df	Sig.
1 through 2	,752	32,812	6	,000
2	,983	2,002	2	,367

Based on the Wilks' Lambda table above, it can be recognized that the factors used here were factor 1 up to 2 (or both existing factors) therefore Chi Square value is 32,812 and significant at 0,000. This thereby indicates a significant difference among the three groups of camera users. However, if only 2 factors were used, the difference becomes insignificant (Chi Square = 2,002 and significance > 0,05)

As carefully observed below, factor 1 describes the "perception to have unique analog camera images". Meanwhile, factor 2 is "perception to merely cultivate photography skills" and "perception to look skilful in photography".

Table 19. Standardized Canonical Discriminant Function Coefficients

	Function	
	1	2
a) Perception to have unique analog camera images	-,977	,194
b) Perception to merely cultivate photography skills	,645	,959
c) Perception to look skilful in photography	,511	-,841

These results were less consistent with the Matrix Structure below.

Table 20. Structure Matrix

	Function	
	1	2
a) Perception to have unique analog camera images	-,509*	,263
b) Perception to look skilful in photography	,405*	-,354
c) Perception to have different experience ^b	-,304*	,068
d) Perception to remove boredom ^b	,296*	-,014
e) Perception to gain prestige ^b	,293*	-,084
f) Perception to look more creative ^b	,246*	-,109
g) Perception to look vintage ^b	,192*	,050
h) Perception to have wider network ^b	,101*	-,016
i) Perception to merely cultivate photography skills	,458	,679*
j) Perception to now the system of analog ^b	-,077	,235*
k) Perception to know the superiority and shortcomings of analog ^b	-,117	,200*
l) Perception to have photography of analog camera images ^b	-,112	,158*

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

*. Largest absolute correlation between each variable and any discriminant function. This variable not used in the analysis.

Based on the structure matrix table, factor 1 consists of: “perception to have unique analog camera images” and “perception to look skilful in photography”. Meanwhile

factor 2 consists “perception to merely cultivate photography skills”, as within that factor it has the largest absolute correlation between each variable and any discriminant function.

Function in Group Centroids can be interpreted as follows: (1) In the analog camera users group, the factor is 1, it is “to have a unique analog camera images” and “to look skilful in photography”. (2) Also, in the phone camera users, the factor is 1, it is “to have to have a unique analog camera images” and “to look skilful in photography”. (3) Meanwhile, in the digital camera users, the factor is 2, it is “to merely cultivate the photography skills”.

Table 21. Functions at Group Centroids

Camera type	Function	
	1	2
Analog Camera	-,803	-,077
Digital Camera	,058	,187
Phone Camera	,544	-,101

Unstandardized canonical discriminant functions evaluated at group means

However, glared at the negative sign on -0,803 score on analog camera, this thing can therefore be interpreted that the perception of respondents of analog camera users is not too "perceive the typical work of analog cameras" and "not look too skilful in photography." In contrast, respondents of phone camera users perceive "the work of analog cameras is unique and looks skillfull in photography". This can also be seen in the figure below.

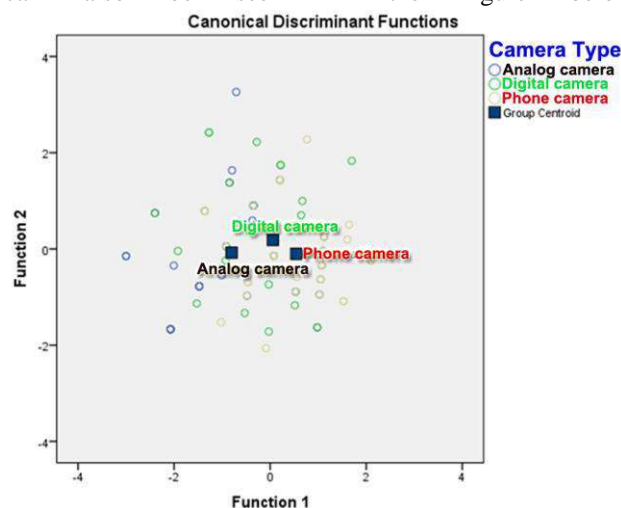


Fig.1: Graph of Individuals on The Discriminant Dimensions

The prediction of discriminant model reaches 47,1%, as seen on the cross-validated grouped cases correctly

classified in the following table.

Table 22. Classification Results

Classification Results ^{a,c}						
	Camera Type	Predicted Group Membership			Total	
		Analog Camera	Digital Camera	Phone Camera		
Original	Count	Analog Camera	18	10	6	34
		Digital Camera	10	15	14	39
		Phone Camera	7	12	27	46
	%	Analog Camera	52,9	29,4	17,6	100,0
		Digital Camera	25,6	38,5	35,9	100,0
		Phone Camera	15,2	26,1	58,7	100,0
Cross-validated ^b	Count	Analog Camera	17	11	6	34
		Digital Camera	11	14	14	39
		Phone Camera	8	13	25	46
	%	Analog Camera	50,0	32,4	17,6	100,0
		Digital Camera	28,2	35,9	35,9	100,0
		Phone Camera	17,4	28,3	54,3	100,0

- a. 50,4% of original grouped cases correctly classified.
- b. Cross validation is done only for those cases in the analysis. In cross validation, each case is classified by the functions derived from all cases other than that case.
- c. 47,1% of cross-validated grouped cases correctly classified.

Generally, it can be concluded that on the matter of perception, the use of analog camera is predicated on “perception to have unique analog camera images” and “perception to look skilful in photography” and “perception to merely cultivate photography skills”. The accuracy of the prediction achieves 47,1%.

4.3. Discussion

Theoretically, the phenomenon of analog camera usage can be viewed from the Uses and Gratification Theory. This theory suggests the problem of motive behind an action, on the other hand it is hope, which later stems to be perception. Therefore, the use of the dependent variables is predicated on motive and perception.

With the discriminant analysis, the camera (analog, digital, or phone camera) users are classified based on the motive and perception, as there might be a mingling of the participants’ exclusive characteristics which may allow the ambiguity of the factors which predicate the reason they use analog camera. The result of discriminant analysis shows those differences. From the motive perspective, the motives of “desire to experience analog camera” and “to gain prestige” distinguish the analog, digital, and phone camera users. The difference, however, is on the negative sign in the phone camera users.

Meanwhile from the perception side, factors “to have unique analog camera images” and “to look skilful in photography” are distinguishing the groups of those using analog camera and phone camera from the digital camera users. However, the analog camera users have more negative perception to those factors compared to phone camera users. Meanwhile, the factor of cultivating photography skills has become a distinguishing factor of the digital camera users group from the other two groups. To explain further, the accuracy of prediction from the discriminant model has actually achieved an average level (in perception), and rather enough in motive

V. CONCLUSION

The findings in this research suggest that there is a motive of desire to experience using analog camera and desire to gain prestiges in using analog camera. The accuracy of discriminant model achieves 57.1%. Meanwhile, from the perception view, the use of analog camera is predicated by “the perception to have unique analog camera images”, “the perception to look skilful in photography” and “the perception to cultivate photography skills”. The accuracy of the prediction reaches 47.1%.

However, it can be thereby concluded that in relation to the Uses and Gratification Theory, the use of media (camera) has correlation with motive and perception.

The recommendation from this research is that to increase the prediction of motive and perception as the distinguishing factors in using media, the future research may consider discovering other aspects, such as hope and other characteristics which are highly linked to the development of technology in this digital era.

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William Blake's "The Little Vagabond" and Organized Religion

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Abstract—This article is an analysis of William Blake's poem "The Little Vagabond" from the angle of Blake's views on organized religion. The article identifies three main themes of the poem; happiness, the sacred and the profane and assesses the tension between them. The article assesses the tension between these three in the poem to show Blake's criticism of organized religion, later developed in his prophetic books. The little vagabond unwittingly identifies a dichotomy of organized religion in its inability to combine happiness with the sacred. Its strictures against happiness make happiness profane. As happiness is exiled to only keep company with the profane, the boy innocently suggests making the sacred the profane. Blake develops these ideas in molding his character of Urizon, the cold lawgiver, father of stern and somber organized religion.

Keywords— Christianity, organized religion, Songs of Innocence and Experience, The Little Vagabond, William Blake.

I. INTRODUCTION

"The Little Vagabond" is a William Blake poem of 1794. It appears in his *Songs of Innocence and Experience*, a compendium of two poetry anthologies. This book appeared in two phases. At first *Songs of Innocence* appeared in 1789 on its own with Blake illuminating and printing the work himself. Five years after he combined the *Songs of Innocence* with a new poetry anthology, the *Songs of Experience* to make the *Songs of Innocence and of Experience* with its subtitle: *Shewing the Two Contrary States of the Human Soul*. "The Little Vagabond" itself is found in the *Songs of Experience* anthology of this book.

"Innocence" and "Experience" refer to two stages in the development of consciousness. Blake's concepts of these two are a social/psychological reimagining of the biblical Christian creation myth division of the human past, which Milton characterized as "Paradise" and "Fall". "Paradise" was an age of innocence before Adam and Eve violated God's rule forbidding they eat fruit from the tree of knowledge. The "Fall" is the world humanity finds itself in after Adam and Eve have been banished from paradise for their transgression. It is the source of the Christian idea of original sin and evil in the world. Paradise corresponds to Blake's stage of Innocence, depicted as words of and for children. The poems in the *Songs of Innocence* revel in the creative and emotional power of children before the strictures of rules and habit have set in, their pleas for freedom, pleasures of the senses and comfort in love. Some

of the poems also hint at the vulnerability of Innocence and the dangerous encroachment of the world of Experience on its simple joys. These poems are usually accompanied by illustrations of bucolic harmony. Experience corresponds to the Fallen world of division and hostility, which arises in the rule-governed, cold world of scientific objectivity. The poems in the *Songs of Experience* thus have a darker tone. They cover themes of exploitation, poverty and social decay, political corruption and the oppression of State, Church and ruling classes. They are usually accompanied by sad illustrations: "almost every design sees an innocent interpretation being undercut by another conveying the more bitter accents of experience. If sheep and oxen appear by a stream, they are bowing their heads to the water, apparently in disregard of anything else. If there is a tree with light serpentine tendrils it is matched across the page by two heavy trunks, intertwining like great serpents but producing more darkness." (Beer, 2005 93) Blake wrote the *Songs of Experience* as a kind of negative counterweight to the *Songs of Innocence*. The resulting volume is that poems in the *Songs of Innocence* are mirrored by poems in the *Songs of Experience*. Often this is highlighted in the *Songs of Experience* in the direct fashion of making its titles repetitions of or slightly altered versions of corresponding titles of poems in the *Songs of Innocence*. So for example in *Songs of Innocence* there is a poem called "Infant Joy" which is mirrored by the poem from the *Songs of Experience* called "Infant Sorrow". In the *Songs of Innocence* there is a poem called "The School

boy". In it a schoolboy extols the joys of freely enjoying nature and bemoans the prison of school as depriving school children of that freedom. "The Little Vagabond", the poem here under research is the *Songs of Experience's* equivalent of "The School Boy" (Gleckner 1961, 373). Here the schoolboy has been transformed into a street urchin who thinks churches should be more like drinking establishments.

1.1 Objectives of the Study

The present study has two main objectives:

1. To identify Blake's views on orthodox religion, happiness, the sacred and the profane underlying the satire expressed in the views voiced by Blake's little vagabond.
2. To examine the poem and identify and explain its main themes: Happiness, the sacred and the profane in terms of the way Blake develops these themes in his later, more sophisticated poetry, his so-called prophetic books.

1.2 Research Questions

With these objectives in mind the article will address itself to two main questions:

1. How do the themes of happiness, the sacred and the profane interact in this poem?
2. How do the views expressed in this poem inform Blake's later Prophetic Books?

II. LITERATURE REVIEW

Tristranne J. Connolly cites "The Little Vagabond" as among the poems in the *Songs of Experience*, "along with 'To Tirzah'...which extol the comforts of physical life and the joys of 'the sexes' (which elsewhere do not merely 'work & weep'), deride those who deny such pleasures, and mock inattention to earthly life in expectation of eternal life. They include 'Ah! Sun- flower'(43), 'The Garden of Love' (44), 'The Little Vagabond' (45) and 'A Little Girl Lost' (51)" (2002, 226).

"The Little Vagabond" has been subjected to some of the most interesting historical speculation on the development of Blake's thinking. G. E. Bentley (1964, 8) has mooted the idea that, if Blake or one of his relations was a member of one of the secretive, nonconformist antinomian religious sects that were prevalent in his time and place they may well have conducted their meetings in public houses. These, real life experiences, Bentley supposes could have directly inspired "The Little Vagabond". Antinomianism is

an umbrella term for doctrines, which reject (or are accused of rejecting) rules in moral and social affairs. In Christianity antinomianism asserts the primacy of faith in God over the observance of the Ten Commandments, seeing virtue as only arising from personal volition and undermined by any external compulsion such as found in laws and customs. E. P. Thompson has gone the furthest in asserting the prevalence of antinomian tendencies in Blake's writings. Thompson argues for "the ubiquity and centrality of antinomian tenets to Blake's thinking, to his writing, and to his painting." Thompson notes that all of Blake's work is shot through with "radical disassociation and opposition between the Moral Law and that gospel of Christ which is known—as often in the antinomian tradition—as 'the Everlasting Gospel'" (Thompson 1993, 19). "The Little Vagabond's" explicit failure to acknowledge organized religion's rules on censure of intemperance is one such example of this antinomian tendency. Thompson, concurs with A. L. Morton's (1958) work in reporting the dissemination of antinomian literature around London in the late eighteenth century. Jon Mee (1994) has recently lent weight to this historical research (some of which was also carried out by Michael Ferber (1985) and its proposal that the extent of this dissemination of literature could reasonably be supposed to have been wide enough to reach Blake. Thompson sees Blake's work "is writing which comes out of a tradition. It has a confidence, an assured reference, very different from the speculations of an eccentric or a solitary" (Thompson 1993, 62-63). Insights like this have led Saree Makdisi (2002, 73) to claim that "The Little Vagabond" is a text written to defend antinomianism against those who accused the antinomian sects of gross depravity in mixing religious discourse with ale.

Harold Bloom suggests that although the narrator of this poem, and ones like it in the *Songs of Experience* is not Blake, "the speaker is treated with sympathy and patient understanding" (2003, 23). Furthermore the historical record does not bear out associating Blake with any particular religious sect, and the evidence Thompson cites in his attempt to associate Blake with the Muggletonian's is not credible (Beer 2005, 223, footnote 14). Nevertheless it is clear that Blake has made the narrator a child because of the naivety of the thoughts expressed. Therefore I think it is overly simplistic to suppose that Blake was here advocating that churches become alehouses, as the little vagabond does. Rather, Blake is interested in the idea that organized religion has made itself so strict and intolerant that happiness is made profane.

III. THE SACRED, THE PROFANE AND HAPPINESS

The central tension of the poem revolves around the triad of the Sacred, the Profane and Happiness. The problem the little vagabond's speech is alluding to is of the necessity of happiness in life. The pursuit and enjoyment of physical pleasure is a natural, animal impulse. Yet austere organized religion has deemed happiness profane. On the other hand the degradation of the boy's social condition has impoverished his outlets for enjoyment and narrowed his horizons to the extent that the only opportunity afforded him for enjoyment comes in the place the church inveighs most against. Because of the incompatibility of religious strictures with life's necessities the boy finds no life in the church except insofar as it compromises itself into becoming the thing its preachers rail against, namely a house of "sin". The demands of the prohibitions on alcohol of the ascetics are so divorced from the daily grind of the city's poor that their pleas for sanctimonious self-torture places an intolerable burden upon the poor. These demands seem, to those whose minds are numbed by the grueling labor that earns their crusts of bread, incomprehensible and absurd. The suffering poor needed some release to get them through their toils. The most readily available release, perhaps the only available release, was the alcohol at the alehouse. The church would deny them even this slight pleasure in the name of a God who has given them the senses and organs of pleasure but forbidden their joyful use. The boy's innocent plea to his mother alludes to this critique of both religious doctrine and social conditions.

IV. THE FIRST STANZA

Dear Mother, dear Mother, the Church is cold,
But the Ale-house is healthy & pleasant & warm;
Besides I can tell where I am use'd well,
Such usage in heaven will never do well.

It is worth noting that this stanza has an ABCC rhyme scheme, whereas all the rest of the stanzas have an AABB rhyme scheme. The rhyme scheme is different in this first stanza because it introduces the poem's central theme as well as directly addresses the narrator's interlocutor, his mother. ABCC is a fairly uncommon rhyme scheme but it has no special significance or connotations with other ABCC rhyme scheme poems. A reason for this choice of rhyme scheme for the first stanza is that it allows it to stand on its own within the poem, to distinguish it from the rest and so to frame the rest of the poem. In Blake's illustration of the poem the space formed in between the shorter CC lines and the stanza below them is filled with a leaf from a

vine which descends from the poem's title. This visually frames the rest of the words. The boy's repetition of his call to his mother first calls attention to the fact that the narrator is young. This is a lyrical but also childish way to address someone. Using a separate rhyme scheme in this way enables Blake to anticipate and squash the various charges leveled against his poem by Galia Benziman (2007). Benziman ignores the rhyme scheme and the boy's interlocutor. Benziman's unsympathetic reading charges that this child narrator should be charged with either hypocrisy or dishonesty because of the undisguised hate his words display for the church. Why would the boy be concerned at all with his use in heaven when he only has earthly wants on his mind? Benziman also charges that the boy is impertinent and obtuse in simply announcing his opinions where they can have no practical effect rather than sharing his thoughts with the priest, the person who could make changes to the boy's church. These charges are unfair. This boy is addressing his mother. The reader is thus being made privy to an intimate discussion where the parties involved have more freedom of speech with each other than in most kinds of conversations. The idea that the boy should come out with his views in front of the priest is to make absurd assumptions about the (largely unwritten) rules of conversation between the classes, age groups and social status arrangements that limited the very possibility of conversation between street urchins and priests in London in the late eighteenth century. This is the land of *Oliver Twist*, where starving children can be beaten in public for asking an adult for food. The boy has charged the church with being a cold and forbidding place where his opinions and any kind of freedom of speech and expression are not welcome. The boy likes the alehouse precisely because it affords him the freedom to say and do things he knows to be impossible in church. His problem is that the taboos of the church, including those against him expressing himself, are rigorously enforced there. If he did have the freedom to simply talk to the priest about his views and expect a fair hearing he would not be complaining about the church in the first place.

Referring to his mother at all is perhaps an odd way to start a poem called "The Little Vagabond" because vagabonds are usually thought of as isolated figures. Homeless families were very common in the times when Blake lived in London (also all too common now) but their extremely vulnerable living arrangements mean that broken families were the norm amongst vagabonds and thus child vagabonds were, perhaps more often than not, orphans, or at least treated as if they were orphans. So the following lines of this stanza immediately, helpfully dispel the puzzle in alluding to this particular vagabond's living

arrangements, in a way which makes sense of both his fortune in having a mother to address and undermines accusations of impertinence from the boy. The boy first compares the “cold” church and the “healthy”, “pleasant” and “warm” alehouse. Perhaps the boy finds the, notoriously unhygienic, alehouse “healthy” in the sense that this is the only place where he can get something to eat and drink. The following line explains how that could be. “Besides I can tell where I am use'd well”. This line indicates that the boy is employed in the alehouse somehow. Perhaps he is a porter or waiter there. In this way perhaps he is “use'd” by the alehouse patrons. This might be the closest thing the boy has to a place to live. If his mother is also frequenting the alehouse but does not live there it is also very probable that she works there. Vagabonds do not have enough money to be frequent customers in an alehouse. If the boy's mother works around there she is either a barmaid or, more probably, a prostitute. However it is also possible that the boy thinks that he is used well in the alehouse in the simple sense that he feels he makes a good use of his body when he is drunk. That is, perhaps “use'd well” just means happy. There was no age limit for alcohol consumption in those times in London. Either way the boy recognizes that whatever happens to him in the alehouse, he likes it but thinks “such usage in heaven will never do well”. Heaven is not the place for whatever makes this boy happy. This is because the boy has heard things about heaven and all the angels and saints up there and the chaste, ascetic lives they have led to get there. The boy seems indifferent to this heaven the church has taught him about because the eternal bliss it promises is too remote from the only sort he knows, the earthy, ebullient sort. While vagabonds were not treated sympathetically in Blake's day and attracted lots of negative associations this boy should be read as having the directness of speech that comes with a greater exposure to the harshness of life and its necessities. In choosing a vagabond to be his spokesman in this poem Blake could be said to have attempted something similar to William Wordsworth in his Lyrical Ballads: “Low and rustic life was generally chosen, because in that condition, the essential passions of the heart find a better soil in which they can attain their maturity, are less under restraint, and speak a plainer and more emphatic language... because, from their rank in society and the sameness and narrow circle of their intercourse, being less under the influence of social vanity they convey their feelings and notions in simple and unelaborated expressions” (Wordsworth 2005, 3-4).

V. THE SECOND STANZA

In the second stanza the boy wishes the church has the comforts of his alehouse and promises that if the church were made more like the alehouse church attendance would not seem so odious, and indeed would be enjoyed.

But if at the Church they would give us some Ale.

And a pleasant fire, our souls to regale;

We'd sing and we'd pray, all the live-long day;

Nor ever once wish from the Church to stray,

The boy's reference to fire in connection with regaling souls in this poem has great significance for Blake's symbolism and Christian metaphor. It recalls Blake's association of fire with, energy, vibrancy, creativity and life. This poem has identified the flames with the fire of excitement inside the rambunctious boy when he thinks of his happiness. The picture at the bottom of the poem depicts an outdoor scene of several indistinct children and parents embracing each other and congregating around a white-hot fire in the middle. Perhaps the people in the picture are a family of vagrants warming themselves around the fire outside because they have no home in which to warm themselves. The association between fire and creativity in Blake is vividly brought to life in his most famous poem “The Tyger” in which the narrator uses the metaphor of the flames of the blacksmith's forge to speculate on the creation of the magnificent beast. The connection between fire and hell was exploited extensively in the major literary epics of the western cannon that influenced Blake the most; Dante's *Inferno* and Milton's *Paradise Lost* and Blake adopts this imagery in his own depictions of hell. The complicated image on the title page of Blake's *The Marriage of Heaven and Hell* shows a woman leaning over from hellish flames on the left and embracing a man on dark heavenly clouds on the right whilst couples (possibly souls or angels) fly up from the flames to a vista at the top of the page of serpent-like trees where one couple promenades and a male serenades a reclining female. Interestingly this image shows movement, the movement of the flying couples, from bottom left to top right, which gives the feeling the creative energy of the picture is arising from the fires of the energy from hell. This work lists numerous so-called Proverbs of Hell, which reflect aphorisms that form mature versions of the infantile opinions in “The Little Vagabond”. I will cite a few examples and make connections here: “Prisons are built with stones of Law, Brothels with bricks of Religion.” Here Blake blames rules and their enforcement for the violence that creates crime and provokes the construction of prisons, as if they are built by a self-fulfilling prophecy. In addition organized religion makes sex into a taboo,

which relegates sexual fulfillment to the deviant culture of brothels. Prostitution is the result of constraints on free love. This is related to “The Little Vagabond” in the way that the boy sees enjoyment of the alehouse can only be had illicitly through the church’s taboos against self-expression. Another Proverb of Hell says: “As the caterpillar chooses the fairest leaves to lay her eggs on, so the priest lays his curse on the fairest joys (8.21, 9.55, E36)”. In its demand for order at the expense of happiness the priest makes all enjoyment into a sin and this debases enjoyment so that it can only be had in seedy locations, like the alehouse. When laws and organized religion use violence to curb pleasure they pervert it.

Dante and Milton were attracted to using fire in their depictions of hell because fire is so frightening, painful and destructive and thus graphically displayed a means of agonizing torture, which they supposed the devils and sinners endured there. Blake’s use of fire was more inspired by Heraclitus’ idea of fire as creative energy. For Blake heaven and hell do not exist in a Manichean struggle of good versus evil, but instead are engaged in an eternal exchange of order and chaos, death and life, stasis and motion. It is important to note that while Christian imagery routinely associates the devil and hell with fire, the Bible associates God with fire a few times. In Hebrews 12:29 English Standard Version (ESV) directly identifies God with fire: “for our God is a consuming fire.” Blake, who knew the bible very well and deliberately set himself against the fear mongering ‘firebrand’ preachers was no doubt attracted to citations from the bible that subverted tropes of Christian popular consciousness.

Another Proverb of Hell states that it is an error deriving from readings of the bible “[t]hat God will torment Man in Eternity for following his Energies”, but on the contrary “Energy is Eternal Delight” (Plate 4, E34). The little vagabond denies that there is anything inherently sinful about his happiness and rather thinks it should be conceived as sacred.

It is perhaps worth noting that some churches did have fires in county parishes but these fires were reserved for the comfort of the local gentry. Therefore the boy’s plea in the second stanza hints at the class inequalities at church. Such unequal practices directly contravene many Bible passages but perhaps they most clearly run counter to words in the Epistle of James in the Bible:

My brothers, show no partiality as you hold the faith in our Lord Jesus Christ, the Lord of glory. For if a man wearing a gold ring and fine clothing comes into your assembly, and a poor man in shabby clothing also comes in, and if you pay attention to the one who wears the fine clothing

and say, “You sit here in a good place,” while you say to the poor man, “You stand over there,” or, “Sit down at my feet,” have you not then made distinctions among yourselves and become judges with evil thoughts? (James 2:1, 1983, 1266, Or brothers and sisters; also verses 5, 14.)

Maybe the boy noticed the fire burning in church for someone else and wanted to see it enjoyed communally by all the parishioners. This would be more in keeping with Christian sentiments found in Bible passages like the one above.

VI. THE THIRD STANZA

Then the Parson might preach & drink & sing.

And we'd be as happy as birds in the spring:

And modest dame Lurch, who is always at Church,

Would not have bandy children nor fasting nor birch.

The first two lines of this stanza link “The Little Vagabond” with the poem from the Songs of Innocence “The School boy”. The first stanza of “The School Boy” exalts the freedom of the bird singing in its tree and the fourth stanza bemoans its loss when caged. The boy in that poem compares the free bird with the boy enjoying nature and the caged bird with the boy at school. Birds sing in spring in the manner that the little vagabond feels the parson should in church. Just below this stanza Blake has sketched a bird in flight.

The last two lines of the third stanza refer to the violence the church uses to enforce its taboos and degrade pleasure: Dame Lurch is the name of a schoolmistress that Blake has contrived for the poem. Her name is chosen apparently because it rhymes with the word “church”. Lurch is an English family name. It is not very common but it shares its spelling with the word “lurch”, a sort of sudden unbalanced movement, not a very complementary word, but it also rhymes with the word “birch”, which was commonly used as a cane for administering corporal punishment. The use of rhyme with these three words poetically links them together. Dame Lurch, the disciplinarian, is associated with both church doctrine and the violence of a kind of child abuse, which was called corporal punishment in the old days. Dame Lurch does not have a very nice name. It rhymes with an unpleasant tool and this is also linked to church. As a personification of the evils of the enforcement of the rules of religious orthodoxy dame Lurch is actually blamed for “bandy children”. Bandy here is Blake’s archaic word for disagreeable and unruly. It is related to the expression to bandy words back and forth as in to argue. The very measures that the church takes to make joy profane are the measures, which create

the unruly behaviour that prompts violent and oppressive disciplinary measures, like fasting or resort to the birch. It is perhaps strange that this little vagabond has access to a schoolmistress because the homeless were rarely given the opportunity to go to school but some churches did operate charity funded schools so it is not beyond the realms of plausibility that this boy is lucky or unlucky enough to attend one.

VII. THE FOURTH STANZA

And God like a father rejoicing to see,

His children as pleasant and happy as he:

Would have no more quarrel with the Devil or the Barrel

But kiss him & give him both drink and apparel.

The fourth stanza introduces God to the boy's plea. He suggests that if church were a happy, lively and convivial place like the alehouse then God himself would be made into a happier being. God would no longer have any enemy in hell. Even the amity between God and the devil would be healed and there would only be friendship in the world. Now, while this stanza is slightly comical in the way it innocently projects theological insights onto the bold child, Blake is still using this stanza making a valuable and even religious point. The illustration at the top of the page is unusual in its depiction of a character with a halo, not many of Blake's pictures use the imagery of the halo. When Blake uses the halo it is always to depict God or an Angel. Here the aged, bearded figure engaged in a kneeling embrace with a child is, presumably, God himself whose love of the boy is either to be interpreted as the approval of his words or the love of his innocence. Either way it seems God is on the vagabond's side in this poem. But such a God, who is either a lover of mirth or lover of innocence, is not the God that Blake thought he found preached from the pulpits of organised religion.

As Blake's thought progressed his antinomian thinking increasingly came to identify organised religion, state and class rulers as not entirely to blame for the oppression and exploitation that he saw resulting from overbearing, dogmatic and intolerant rules and obligations. Certainly, he felt "the eighteenth-century church was lending supernatural backing to the authority of a law that amounted to nothing more than the will of an entrenched ruling class trying to secure its power more firmly" (Beer 2005, 96). Yet he felt that for their oppression to have continued for so long and even succeeded in perverting revolutionary ideals, they must be operating as accomplices to a force more deeply ingrained in the psyche of the human race. Only this way could they enjoy the

complicity of the toiling masses. Thoughts like this prompted Blake to create the most central character of his vast mythos Urizen. An important remark in the aforementioned *The Marriage of Heaven and Hell* goes "men forgot that All deities reside in the human breast". Urizen's name comes from the expression "Your Horizon", as if to point to his dwelling place in the minds of his readers, our minds, and setting our horizons/boundaries for us. Urizen is another such deity. Urizen is a cold God. His tools/weapons were snow, ice and cold plagues. His cold was the church's cold in "The Little Vagabond" and he was a stern lawgiver.

[T]he 1794 First Book of Urizen....one of the darkest of the prophetic books and evidently written as a conscious pastiche of the biblical book of Genesis. Creation is seen here as the result not of a sublime process, translating darkness and chaos into beautiful forms, but of a deliberate turning away from the true state of eternity. That withdrawal is the result of a monumental failure of perception in which all faith in movement, development, even change itself, has been lost. (Beer 2005, 94)

This cruel and jealous God is nevertheless beguiling because he offers people a semblance of order in the frightening chaos of life. But "The Little Vagabond" only presages thoughts contained in Blake's Urizen mythos in an indirect way. From a reading of that poem alone it is not possible to get to the complex universe of Urizen, nevertheless Blake employs many ideas contained in "The Little Vagabond" in the prophetic books.

VIII. CONCLUSION

This article has explained the Blake poem "The Little Vagabond" in terms of the tension in the triad of the sacred, the profane and happiness as well as exploring how this poem has influenced Blake's prophetic books. It was argued that the tension in the aforementioned triad is created by the church in the way it banishes happiness to the world of the profane. Blake has used the little vagabond as a spokesman for happiness and thus an advocate for the sacredness of what the church has designated profane. This thought has been shown to influence Blake's prophetic books in myriad ways, most importantly in the way Blake has developed the character of Urizen as the personification of a social psychological complex, a sickness embedded in ideology.

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‘A Menace to Family Cocoon’ in Rohinton Mistry’s Novel *Such a Long Journey*

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Abstract— Rohinton Mistry’s first novel, *Such a Long Journey*, creates a vivid picture of Indian family life and culture. Indian middle class family pattern is nuclear. All family members live in cordial relationship. Relationship between parents and children is based mostly on conventional practices. The present novel centers around the family of a Parsi gentleman called Gustad Noble who works as a bank clerk. He was deeply devoted to his work and his family of wife Dilnavaz, two sons Sohrab and Darius and a daughter Roshan. Gustad is living in socially and financially petty circumstances which has left him nostalgic for his grandfather’s days. He cherishes dreams of regaining his family’s lost prosperity through his eldest son Sohrab’s admission in prestigious Indian Institute of Technology. It is the only hope for him to carve out a space for himself and his family in a country where politics of regionalism plays a key role and affects common man’s life and gives feeling of ‘otherness’.

Keywords— Parsi, family, nostalgia, betrayal, politics, cocoon, menace.

I. INTRODUCTION

Rohinton Mistry, the best-known Indian Canadian writer was born in Mumbai in 1952. He completed his graduation from the University of Mumbai. He immigrated to Canada with his wife in 1975. There he did his graduation again in English and Philosophy from the University of Toronto. Mistry’s novel ‘*Such a Long Journey*’ published in 1991, became an instant bestseller and received several awards including the Governor General’s Award, the Commonwealth Writers’ Prize for the Best Book and W.H. Smith Award. It was short listed for the prestigious Booker Prize and the Trillium Award. The present novel is based upon a series of real events that took place during the regime of then Prime Minister Indira Gandhi. Mistry raises some problems of community and cultural crisis which are the main under the subaltern studies. The novel presents, through the fluctuating fortunes of the protagonist Gustad Noble, the socio-political turmoil of India. The present paper tries to put before us the glimpses of domestic melodrama in common man’s life.

Such a Long Journey, Mistry’s first novel, is a brilliant portrayal of Indian culture and family life set against the background of the subcontinent volatile postcolonial politics. The personal and political realities are intertwined. Mistry’s

focus is on the disturbing forces which threaten the peace of protagonist Gustad’s family life. For the better understanding of family melodrama in the life of common man, it is necessary to go through genealogy of the protagonist Gustad Noble. Gustad, his wife Dilnavaz, their two sons Soharab and Darius and daughter Roshan live in the Parsi residential colony of Khodadad Building in Bombay. Gustad’s grandfather was a prosperous furniture dealer, a lover of books and tasteful living.

His fortunes were squandered by an alcoholic son. He was a man of “stout-hearted as his own being”. The family was enriched by much more than just wood and dowels. The childhood days engulfed Gustad’s entire life. Gustad’s father was a lover of books and he had a book store. But during the illness of his father in the hospital, his younger brother reduced it all to shambles; bankruptcy invaded the family and the bookstore disappeared. Conflict envelops the life of Gustad Noble and his family. His life is the pilgrimage from the traumatic experiences of his father’s bankruptcy which in a way was worse than death. His life suggests that the simple religious parables of all religions inspire people and help them to grapple with their miseries and woes. As a father, Gustad was looking with hopes and ambitions at his own son Soharab. He was cherishing daydreams to regain

the lost dignity and prosperity of his family. So he resolved to cherish the dream of building and a fine bookcase. It was all in his view, 'a family need'.

"A small bookcase full of right books and you are set for life".

Gustad devotes his whole life to protect and nurture his wife and children. He is self-righteous, self-pitying, stubborn, authoritarian, and bad tempered man. He does everything he can for his family. As his hopes were focus on Sohrab, he makes possible with efforts to get his son admission in prestigious Indian Institute of Technology. Gustad's dream comes true when Sohrab passes the IIT entrance. In the celebration party, the gaiety atmosphere very soon ends into disastrous and violent mood of Sohrab. He announces his decision not to join IIT and instead pursue Arts programme with his friends. Sohrab thwarts his father's plan. Sohrab bursts out: "It's not suddenly I'm sick and tired of IIT, IIT, IIT all the time. I'm not interested in it. I'm not jolly good fellow about it and I'm not going there."

At this Gustad's ambitious thoughts and Sohrab's refusal creates an axis of tension between father and son. As a natural outcome of this tension, Soharab leaves the house. Gustad averts Sohrab's every comment and suggestion. Gustad cannot control his anger when Sohrab speaks of his democracy against his father. When Sohrab explains the anagram Mira Obili and Bilimoria and suggests ways of spending of money received from Jimmy, Gustad springs from his chair without warning and aims a powerful slap at his face: 'Shameless!' Sohrab manages to deflect the blow "Talks like a crazy rabid dog! My own son!". Being a hostage of his own belief in authority and the institution of power, he cannot imagine spending of any of the money. Gustad's second son Darius falls in love with the neighbour's daughter Jasmine. He is a teenager with a romance for animals, a bodybuilder developing character and personal pride. He has an ill-starred romance with the "dogwalla idiot's fatty!". His actions made Gustad angry and he warns him: "I warned you not to talk to the dogwalla idiot's daughter". He warned Darius that nobody even his mother would not be able to save him from the terrible punishment. Gustad's relationship with his sons was filled with anger.

Gustad's traditional family ties begin to loosen. The reticent attitude of his wife is explicit when she reassuringly says to him, "We must be patient". His sharing of problems with his wife extended to the internal debate. Their debate was about the threat caused by the hot cash of Bilimoria. While he was

voicing harsh, she was taking an emotional stance. While Gustad is decision maker, she was only thinking about its execution. His world literally becomes her world. Gustad fights with his wife about whether his wife is right that Roshan has fallen dreadfully ill because Gustad has said it was not necessary to boil their drinking water.

Unlike his father, Gustad has vowed not to cry but to struggle on in life to maintain the security of his family cocoon. He finds another biggest threat to his family cocoon when mentally retarded Tehmul sees the ten lakh rupees through the window and gossips. Tehmul Lungra, a mentally retarded person is injured during the heated debate which culminates in stone throwing.

A beheaded a cat and a beheaded rat thrown in his tiny garden give him a mysterious warning to deposit the money in the bank and his threat becomes worse than before.

Gustad Noble is an affable middle-aged man of modest dreams and aspirations. His relationship with his daughter Roshan is more lovable than sons. On the contrary father-son relationship was filled with anger, quarrels, authoritarianism, rebellion etc. For the better health of his daughter and best friend Dinshawji, Gustad prays in the holy shrine of Mount Mary. While Soharab and Gustad are hostile to each other, Dilnavaz becomes a mediator between them. She accepts Miss. Kutpitia's help to bring a reunion between father and son. But Sohrab thinks that there is no chance to get reunited with his father because he knows that he is responsible for his father's unhappiness. "It is no use. I spoiled all his dreams; he is not interested in me anymore". Gustad experiences the sense of betrayal regarding his friend Major Bilimoria, his neighbor for many years in the Khodadad Building, when he left the house without a word of information to him. Gustad considered him a brother and referred to him as a possible model of excellence in physical and mental culture to his children. Major Bilimoria was very affectionate towards the children and they were all admiration for him.

The Major's abrupt departure hurts Gustad 'more than he allowed anyone to see'. His son's and friend's betrayal have a disconcerting effect on him.

He tells his wife: "I don't understand this world any more. First your son destroyed our hopes. Now this rascal, like a brother I looked upon him. What a world of wickedness it has become". Jimmy Bilimoria tries to make a heroic and glamorous game against Pakistan. He relishes the danger.

He is imprisoned on the charges of laundering money but what really happened is never known to him. He was used as a scapegoat by the cunning tactics of Prime Minister Indira Gandhi. In the witness eyes of Gustad, it is the incredible disintegration of a strong man into a pathetic and weak figure. Medication given to Bilimoria by the office seems that it is the medication that expedites the deterioration in his health condition. Even in a state of utter weakness, Bilimoria speaks about reality and fantasy where Research and Analysis Wing was hijacked for the personal use in the politics. Gustad's journey from Bombay to Delhi is symbolic of his journey towards the twin destination of destruction and healing. When he goes to Chor Bazar in search for Bilimoria's parcel he was bewildered by the "maze of narrow lanes and byways.... And so many people everywhere---locals, tourists, foreigners, treasure hunters, antique collector, junk dealers, browsers". It leaves him in confusion. The ten lakh rupees which Bilimoria entrusts to Gustad become Gustad's nightmare. It was an open rift in his family cocoon and menace for him through his own enforced, criminal involvement and his fear of losing family stability and job.

Major Bilimoria had been the stable centre of his domestic order, the guarantor of both human decency and national order. His journey to Delhi has brought for him a little harmony with his co-travelers but at the end he finds it corrupt, stronghold of the nation's enemies. His journey also brings himself betrayed.

This revelation destroys his final trust in the state but it gives him back the trust in friendship that he needs and wants to continue in life. Gustad realized that his friend come brother had been destroyed by his own loyalty and the corresponding depths of corruption strongly upheld by the central figure in the power. Major Bilimoria dies and Gustad is the lone witness at his funeral.

Gustad gets another blow by his next friend Dinshawji, when he tries to escape from his knowledge that there is no ultimate security in life by clowning and joking. Dinshawji finds many things unbearable in his life: his bossy wife "domestic vulture," the hostility between Indian religious groups, his menial position as a bank teller, his lust for typist Laurie Coutino at the bank, his responsibility for the criminal deposit in the bank of ten lakh rupees for Gustad and above all his terror of the cancer that has attacked him. Gustad sees a sequence of menaces to the domestic security of his family realm. Financial insecurity, Roshan's and his friend Dinshawji's health problem, a threat to the virginity from

Tehmul and Dinshawji, a threat of losing job due to illegal deposit of ten lakh in the bank, and above all unlawful political situation that imposes insecurity of life and occupation of Parsis etc were hammering to the courageous hero Gustad. He tries to ignore but accepts a lot and decides to cope to secure the cocoon of family.

II. CONCLUSION

Mistry's novel *Such a Long Journey* is a world in which all forms of corruption, knavery, hypocrisy, tyranny, ugliness and decay, have become the order of the day. The society which is depicted is completely deprived of resilience. The protagonist, Gustad who always remain a fearful man had tried to remain away from controversies.

The threats to Gustad's cocoon of security stem from disease, filial disloyalty, poverty, fear of unemployment, losing his nerve and getting caught up in criminal activity out of friendship. Gustad has to learn that there is no permanence in the absolute security of cocoon of the family.

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Feasible Deleveraging Options for Chinese Corporations: The Experiences of the United States and Japan

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Abstract— *Non-financial sector's leverage ratio of China has been rising rapidly after the 2008 financial crisis, and it is mainly manifested by the high debt leverage ratio of the non-financial corporations' sector, while this structural contradiction has not been apparent in developed countries and other emerging market countries. This paper takes the United States and Japan as research objects, comparatively analyzes the feature and countermeasures of debt leverage in the United States after the 2008 financial crisis and Japan's post-1990 financial crisis. Based on the actual situation of Chinese corporations' leverage, the reasonable transfer of leverage between macro-sectors (government sector, households sector and nonfinancial corporations sector), the gradual elimination of backward production capacity, and the improvement of the company's production and operation capabilities are of great significance to the high debt leverage of Chinese corporations.*

Keywords— *Chinese non-financial companies; deleveraging; experience comparison.*

I. INTRODUCTION

After the 2008 financial crisis, in order to stimulate the global economy recovery, many countries have taken "rescue the market" measures. The Federal Reserve announced the "reducing quasi-interest rate" and "quantitative easing" policies. The Chinese government launched a series of measures to expand domestic demand, the so-called "four trillion" plan in November 2008. A series of recovery plans have a direct positive effect to economic growth, but they have also brought problems of rising prices, excess liquidity, and high leverage.

The high debt leverage ratio of China's non-financial corporation sector, is not only reflected in the entire time span after the financial crisis, but also in the same period of comparison with other countries in the world. According to the BIS data, the debt leverage ratio of Chinese non-financial companies continued to rise from 2006 to

2018, and has far exceeded the world average level and developed countries' level, and has maintained a high level of more than 120% for 10 consecutive years.

According to classical economic theory, Economic growth requires the stimulation of debt leverage, but excessive debt leverage is definitely not conducive to the sustained growth of the macro economy. Facing the same problems of debt increasing after the crisis, why can the debt leverage ratio of non-financial companies in developed countries be able to fall back quickly and maintain stability, but China is showing the phenomenon of "braking failure"? This paper analyses the leverage feature and countermeasures of the United States after the financial crisis in 2008 and Japan after the 1990 economic crisis, compares the results of the two countries, and provides policy recommendations for Chinese corporations deleveraging.

II. CURRENT SITUATION OF CHINESE CORPORATIONS' DEBT LEVERAGE

The non-financial economy consists of the non-financial corporation sector, the households sector and the government sector three parts. From the perspective of the entire national economic system, the non-financial economy has always been the basis for the survival and development of human society.

According to the Bank for International Settlements (BIS), China's debt scale of non-financial sector has shown a rapid upward trend since 2009 (Figure 1), and the debt

leverage ratio increased from 142.6% in the fourth quarter of 2008 to 158% in the first quarter of 2009, the quarterly growth rate reached 13%. As of the second quarter of 2019, China's non-financial economy debt leverage ratio has reached 261.5%. According Cecchetti et al. (2011) relevant research on OECD countries: the threshold of non-financial sector and economic growth is about 90%. Excessive leverage will have a negative impact on total factor productivity. The non-financial sector's debt leverage ratio of China is already overloaded and is likely to have a negative impact on economy growth.

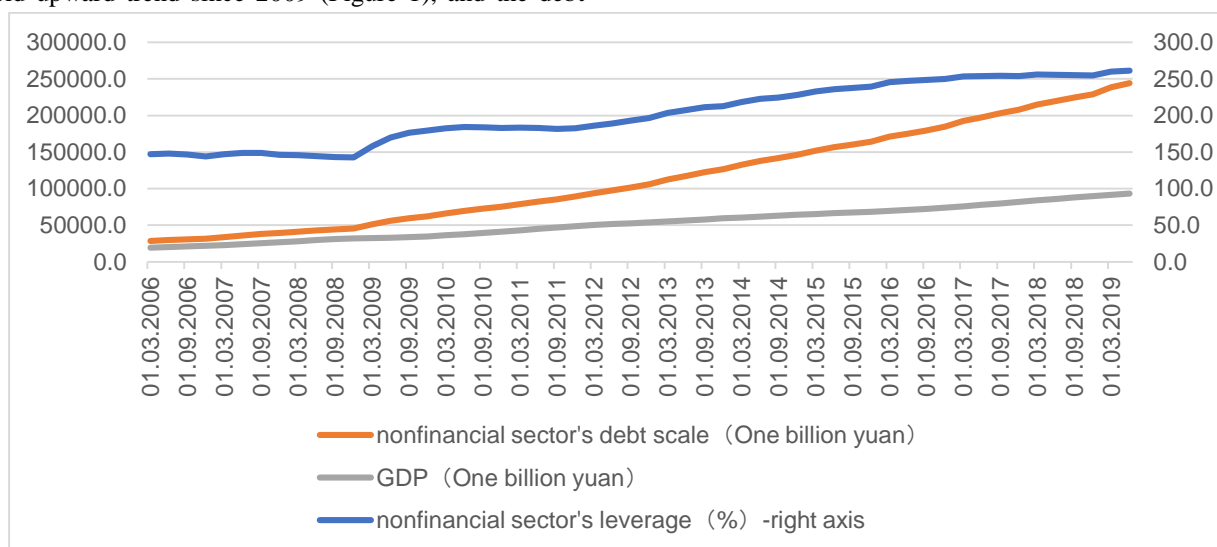


Fig.1: Debt scale and leverage ratio of china's non-financial sector (2006-2018)

Data resource : BIS

As the composition of the non-financial economy, continuing to decompose the debt leverage, it can be found that the non-financial corporations' sector has the highest proportion of debt leverage in the entire non-financial economy (figure 2).

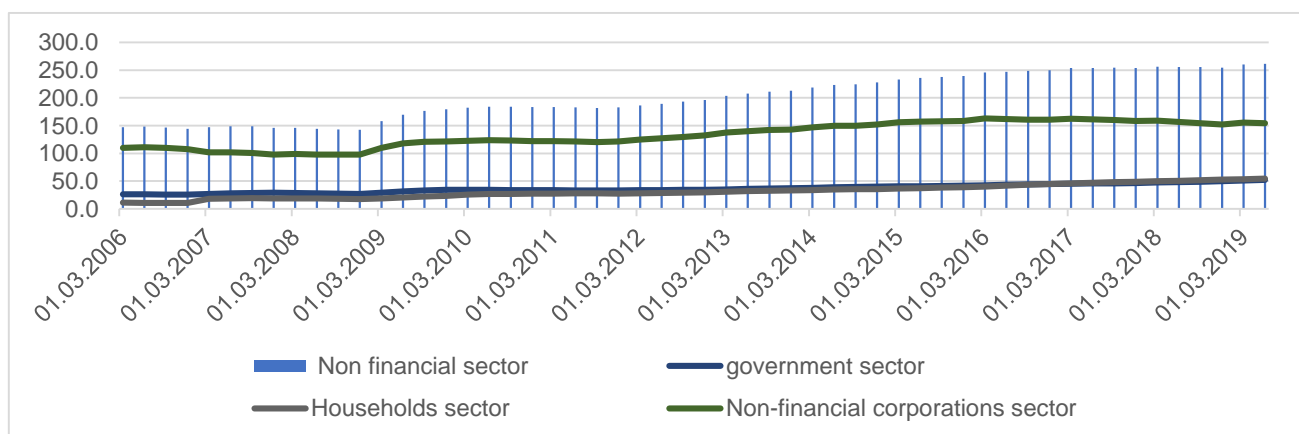


Fig.2: Debt leverage of the composition of China's non-financial sector (2006-2018)

Data resource : BIS

III. INTERNATIONAL COMPARISON OF DEBT LEVERAGE IN NON-FINANCIAL SECTOR

The non-financial corporations are important parts of the macro economy. The changes of its debt leverage ratio are closely related to the changes in the leverage of the government and household sectors. As far as China is concerned, the high level of non-financial debt leverage is

mainly concentrated in the non-financial corporation sector. Do the other countries in the world face the same problem?

(1) debt leverage of nonfinancial sector

Figure 3 describes the non-financial sector's debt leverage ratio of the United States, Japan, China, emerging market countries, developed countries and average level of all reporting countries.

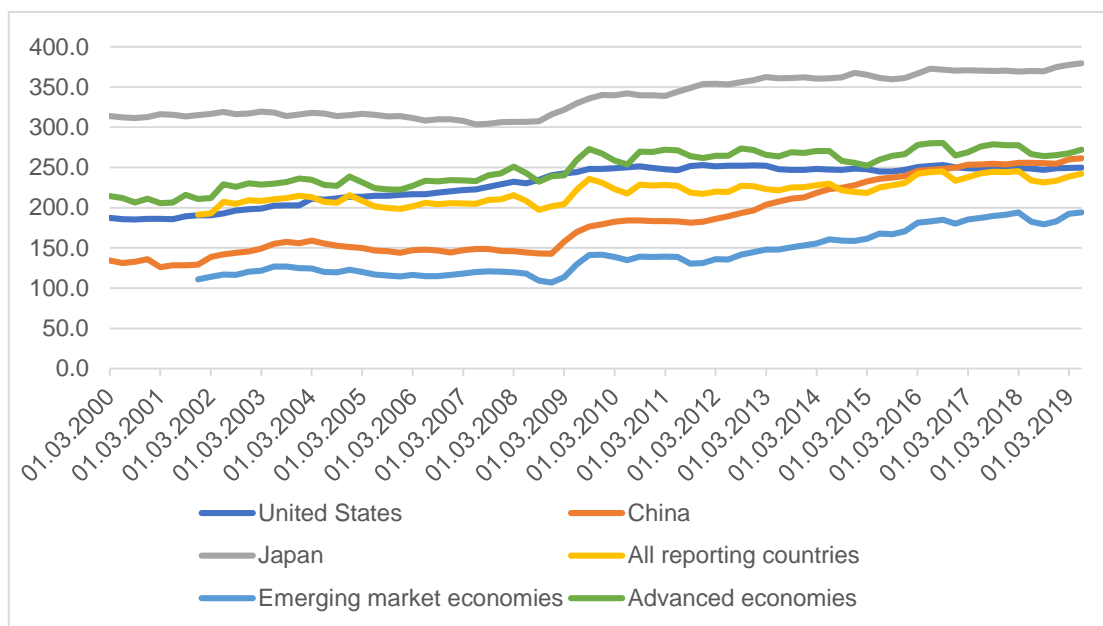


Fig.3: debt leverage of nonfinancial sector (2000-2019)

Data resource : BIS

According to Figure 3, there are the following findings: Firstly, after the financial crisis, the nonfinancial sector's debt leverage ratio of all countries has increased significantly. Secondly, Japan's nonfinancial sector has the highest debt leverage ratio, reaching 313.8% in the first quarter of 2000. As of the second quarter of 2019, its debt leverage ratio has reached 379.6%, while the average level of developed countries during the same period was 272.3%. Thirdly, the US nonfinancial sector's debt leverage ratio is lower than the average level of developed countries, and has remained stable after the financial crisis. Fourthly,

China's nonfinancial sector's debt leverage ratio is much higher than the average level of emerging market countries, and has shown sustained growth after the financial crisis. It is now close to the average level of the United States and developed countries.

(2) debt leverage of nonfinancial corporations' sector

Figure4 describes the non-financial corporation sector's debt leverage ratio of the United States, Japan, China, emerging market countries, developed countries and average level of all reporting countries.

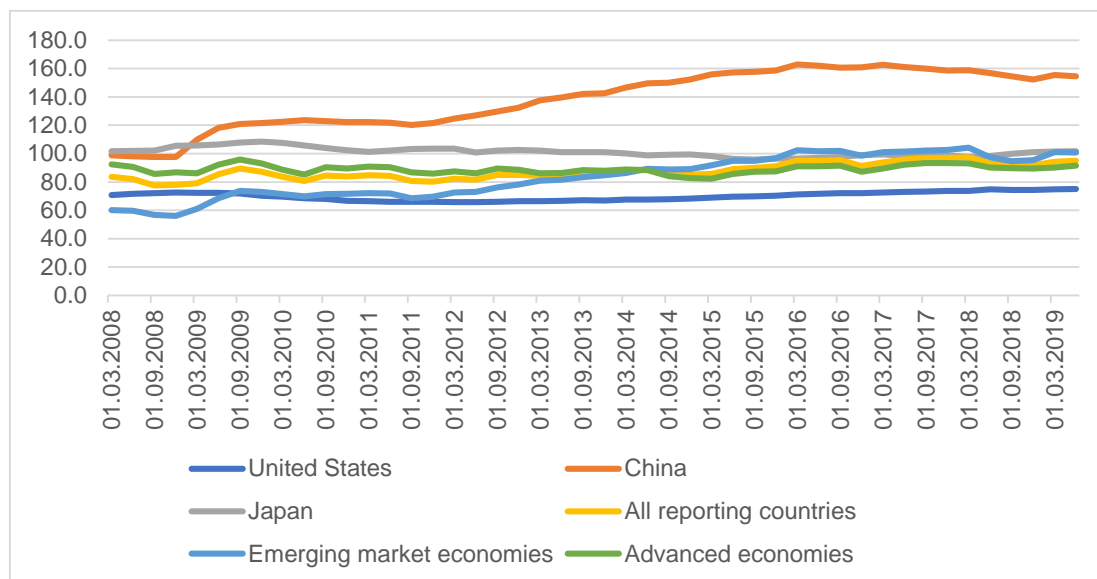


Fig.4: Debt leverage of non-financial corporation sector (2008-2019)

Data resource : BIS

According to Figure 4, it can be found that, the first is the debt leverage ratio of Chinese corporation exceeds that of the other countries. it has increased from 98.7% in the first quarter of 2008 to 154.5% in the second quarter of 2019. This differentiation is particularly evident after the financial crisis, and at the same time, a new round of rises began around 2012, with the highest point at 162.8% in the first quarter of 2016. The second, the non-financial corporations' debt leverage ratio of Japan and the United States have both remained stable. On the whole, the debt leverage ratio of the US corporation sector has rebounded in recent years, but it is still lower than the average level of developed countries. This may be related to post-crisis policy measures and its own developed capital market structure.

(3) debt leverage of households sector

Figure 5 describes the households sector's debt leverage ratio of the United States, Japan, China, emerging market countries, developed countries and average level of all reporting countries.

There are the following findings: Firstly, after the financial crisis, the household sector in developed countries decreased leverage, and the emerging market countries increased leverage, and there is a tendency to move closer to the sample average level, which may be related to the household savings rate and consumption habits among different countries. Secondly, Japan's households sector debt leverage ratio has been stable at around 60%. This may be related to Japan's experience of the real estate bubble crisis in the 1990s and the adjustment of household consumption trends. Thirdly, although the debt leverage ratio of the household sector in developed countries has declined, it is still higher than that in emerging market countries. It can be inferred that the debt ratio of the household sector depends not only on consumption habits, but also is largely related to the level of economic development and per capita disposable income of the family.

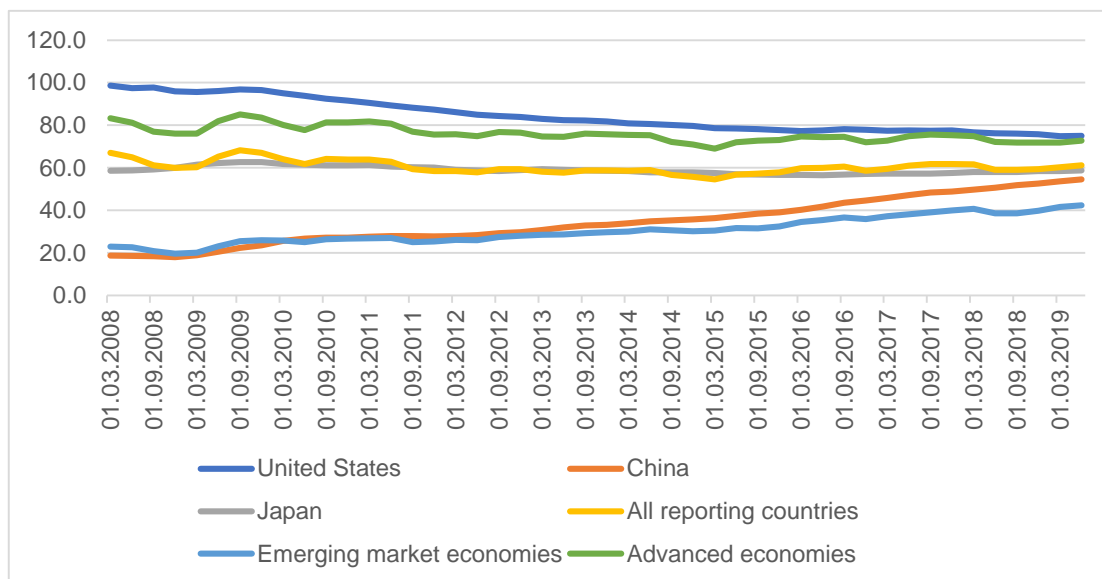


Fig.5: Debt leverage of households sector (2008-2019)

Data resource : BIS

(4) debt leverage of government sector

Figure 6 describes the government sector’s debt leverage ratio of the United States, Japan, China, emerging market countries, developed countries and average level of all reporting countries.

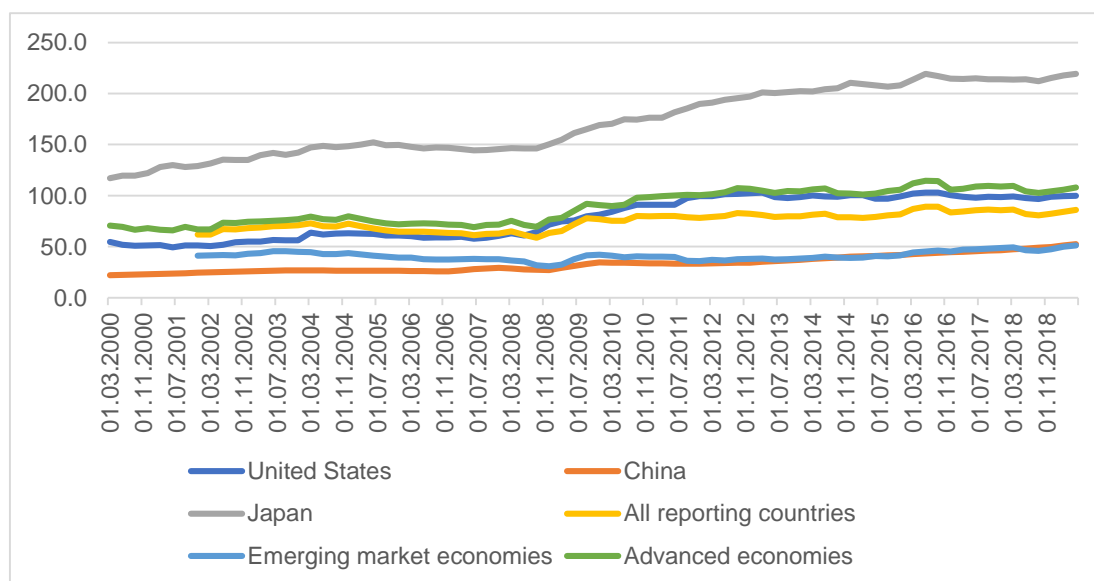


Fig.6: Debt leverage of government sector (2000-2019)

Data resource : BIS

There are the following findings: Firstly, after the financial crisis, the debt leverage ratio of government sector in all economies has increased. The second is that Japan’s government sector debt leverage ratio far exceeds that of other economies. It can be concluded that its government sector’s debt is the main component of

Japan’s non-financial sector. Thirdly, the debt leverage ratio of government sector in emerging market countries is lower than that in developed countries, and it remains relatively low. Fourthly, the debt leverage ratio of the Chinese government is at a relatively low level. In contrast, the Chinese government has considerable room to consider

implementing expansionary fiscal policies.

Through the above comparisons, the non-financial sector's leverage ratio of emerging market countries is lower than that of developed countries, and Japan has the highest debt leverage ratio, which continues to exceed 300% and has remained high. In terms of time series, after the financial crisis in 2008, the debt leverage ratio of non-financial sector of all countries has increased significantly, and the debt structure of different sectors in the non-financial economy has clearly changed since 2008. Specifically, Chinese corporation sector's debt leverage accounts for more than 70% of the non-financial economy, while Japanese government sector's debt leverage ratio accounts for more than 50% of the non-financial economy, the US government sector and household sector account for a higher proportion compared with the corporation sector.

The special debt structure is inseparable from

different countries' economic structure. The high debt leverage ratio of Chinese non-financial corporations is due to economic stimulus after the financial crisis, which has resulted in overproduction in some industries. The high debt leverage ratio of the Japanese government is due to alleviate the debt burden of the households and corporations after the bursting of the real estate bubble. The US households sector's debt accounted for a relatively high proportion, due to the debt-consuming consumption habits, and the higher proportion of US government debt stems from the fiscal policy after the financial crisis.

IV. THE FEATURE AND COUNTER MEASURES OF THE U.S. CORPORATIONS' LEVERAGE

4.1 Trend of the U.S. corporations' leverage

Figure 7 describes the debt leverage ratio of different sectors of the non-financial economy of the U.S.

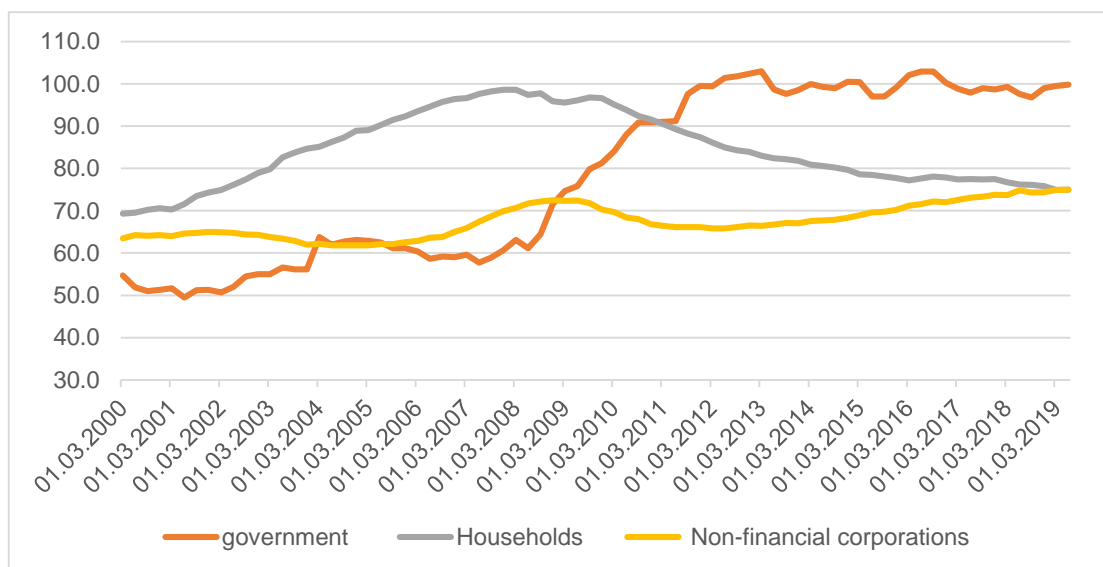


Fig.7: Debt leverage composition of the U.S. non-financial sector (2000-2019)

Data resource : BIS

Before the financial crisis, the debt leverage ratio of the household sector far exceeded that of the government and the corporate sector; after the financial crisis, the leverage ratio of the government sector increased, and the leverage ratio of the household sector decreased. Secondly, the debt leverage ratio of the corporation sector remained stable, and began to rise steadily after the impact of the financial crisis. This is related to the "re-industrialization" strategy

implemented by the Obama administration. Thirdly, the debt leverage ratio of the corporation sector is lower than the leverage ratio of the government sector and the household sector. Before the financial crisis, the household sector showed a clear tendency to lead consumption, and the emergence of financial innovation tools such as asset securitization boosted the family sector's debt bearing capacity. After the financial crisis, the asset bubble burst and

the leverage ratio of the household sector fell rapidly. In order to stimulate economic growth, the US government implemented an active fiscal policy, expanded infrastructure construction, and actively increased the leverage of the government sector.

4.2 Countermeasures and Effects of deleveraging

(1) Counter measures of deleveraging in the U.S.

The U.S. deleveraging experience is mainly reflected in two aspects. One is quantitative easing monetary policy, providing liquidity for the financial market. The second is leverage transfer between economy sectors, reducing leverage in the household and corporation sectors, and increasing leverage in the government sector to hedge the debt risk of economic downturn through leverage shift.

Since 2008, the Fed has implemented four rounds of quantitative easing policies, implemented large-scale asset purchases to actively provide liquidity to the market. After the outbreak of the financial crisis, the Fed firstly increased the government assistance to the financial institutions in crisis as the "last lender", quickly supplemented the liquidity of the financial market, reduced the cost of credit by increasing government support, helping financial institutions gradually recover their balance sheets. The US government has expanded the scope of assistance and provided financial assistance to important industries and enterprises. For example, the US government provides emergency rescue programs to the auto industry and emergency loans to automakers to mitigate the risk of large-scale bankruptcy. On the one hand, the quantitative easing monetary policy brings lower interest rates and lower corporate financing costs, which greatly saves corporate expenditures and indirectly reduces the actual level of corporations' debt; On the other hand, lower interest rate levels stimulated a new round of prosperity in the US bond and stock markets, and eased the pressure on debt financing through the prosperity of the stock market.

Due to residents' consumption habits and asset securitization products with excessive concentration of leverage, before the outbreak of the financial crisis, US debt was mainly concentrated in households and the financial sector. After the outbreak of the financial crisis, asset price bubbles burst and high debt leverage in the household and

corporate sectors is unsustainable. The US government has implemented a proactive fiscal policy to stimulate aggregate demand and expand government spending through programs such as large-scale infrastructure investment and improvement of people's livelihood. On the one hand, it has realized the transfer of debts from residents and the financial sector, and on the other hand, it stimulated economic growth effectively, reduced the leverage ratio of residents and the financial sector.

(2) Effects of deleveraging in the U.S.

From the perspective of changes in the leverage ratio, the non-financial sector has shown a steady decline, the household and corporation sector have dropped significantly, and the government sector has increased significantly. After the financial crisis, the debt leverage ratio of the non-financial sector did not fluctuate significantly, and the stable debt scale and growth rate did not bring too much restriction on economic development. The household sector and the corporation sector have achieved a decline in debt leverage ratio. Stimulated by the economic recovery, the debt leverage ratio of the corporation sector has begun to rise steadily. The household sector debt leverage ratio was 98.6% in the first quarter of 2008 and 74.9% in the first quarter of 2019, which has successfully decreased by 23.7%. After the adjustment of the corporations' sector in 2008-2010, it shows a steady upward trend. As the "last lender", the government department has eased the pressure on the household and corporation sectors through the rise of the debt leverage ratio in the short term, but the debt level remained relatively stable after the crisis. From the fourth quarter of 2011, the debt leverage of the government department basically fluctuated at the 100% level, and there was no continuous expansion of debt due to the inertia of the loose stimulus policy.

From the perspective of macroeconomic performance, the US economy has gradually emerged from the haze of the financial crisis due to effective deleveraging. The first is economic growth. The US economy began to enter the recovery process ahead of other countries in 2009, and maintained an average annual growth rate of about 2.3% after 2010. Secondly, the export trade situation.

The steady increase in the debt leverage of the corporate sector after the crisis also benefited from the

“re-industrialization” strategy proposed by the Obama administration, which boosted exports by enhancing manufacturing, especially high-end manufacturing, and reversed the situation of excessive foreign trade deficits. According to figure 8, the total value of US exports increased significantly after the crisis, rising from US \$ 10,560.4 billion in 2009 to US \$ 16,455.3 billion in 2019, of which export growth was 21.04% in 2010. Thirdly, the

unemployment rate has continued to decline. After the financial crisis, a series of bailout strategies have also significantly improved the employment rate in the United States. According to figure 9, the unemployment rate of the 15-64-year-old labor force has dropped from 9.38% in 2009 to 3.72% in 2019, and the unemployment rate has fallen. It also provides sufficient guarantee for the recovery of the US economy.

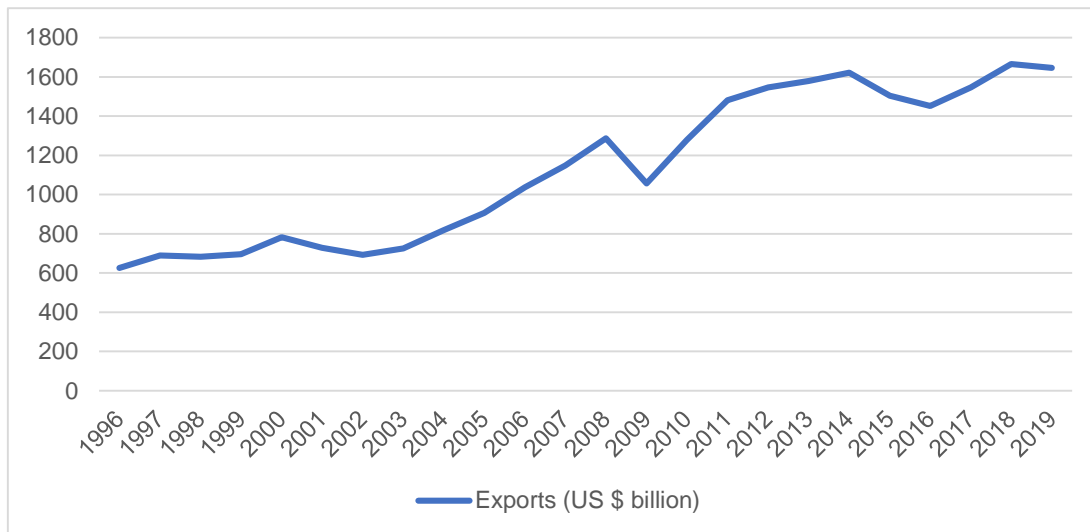


Fig.8: Exports of the U.S. (1996-2019)

Data resource : OECD countries' database

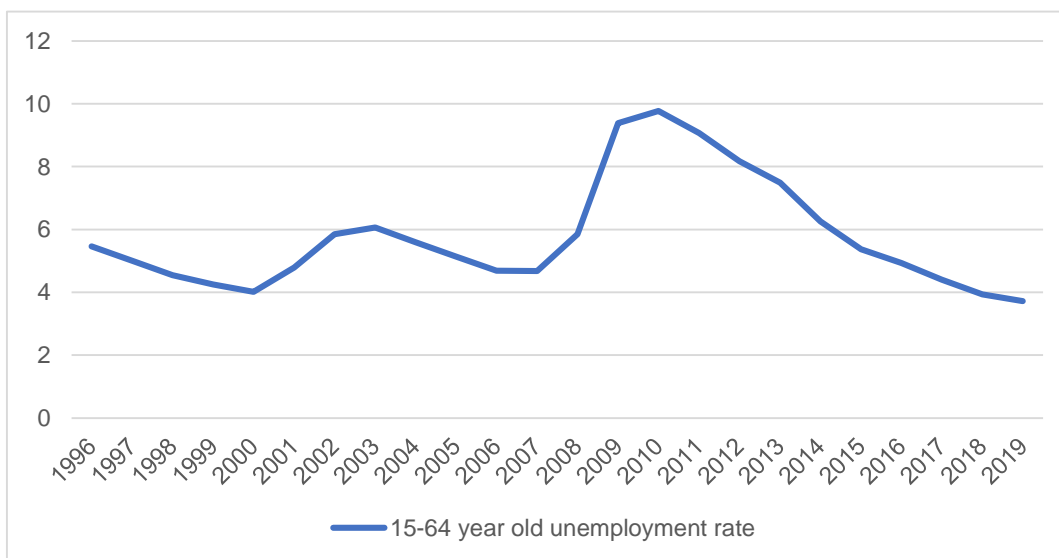


Fig.9: Unemployment rate of the 15-64-year-old labor force in the U.S. (1996-2019)

Data resource : OECD countries' database

V. THE FEATURE AND COUNTER MEASURES OF THE JAPANESE CORPORATIONS' LEVERAGE

5.1 Trend of the Japanese corporations' leverage

Figure 10 describes the debt leverage ratio of different sectors of the non-financial economy of Japan.

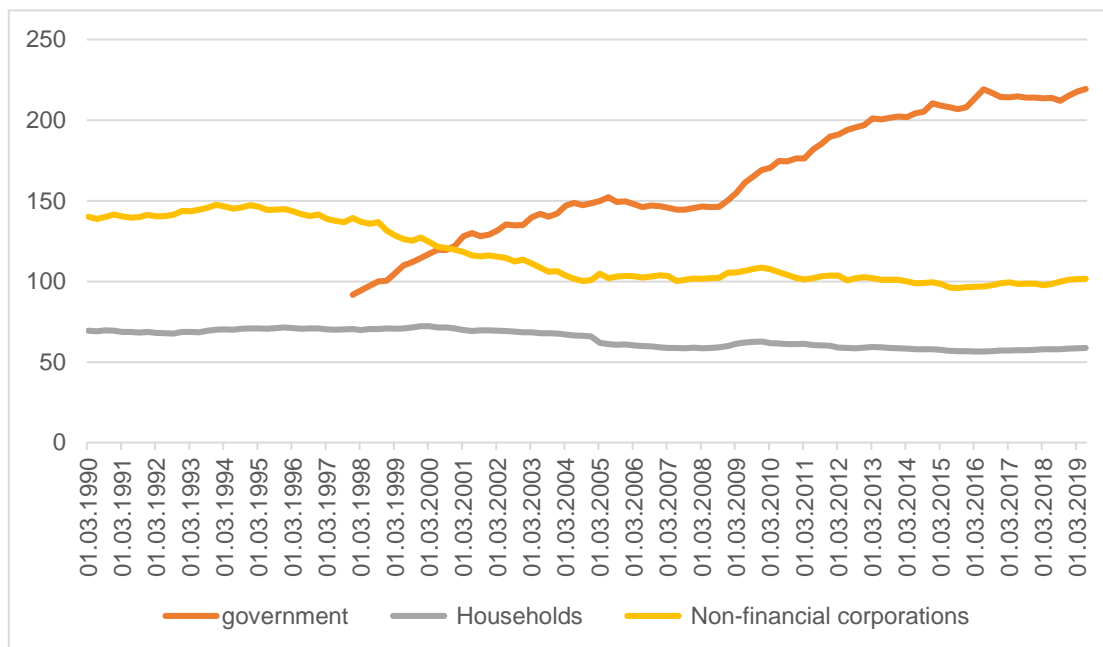


Fig.10: Debt leverage composition of the Japan non-financial sector (1990-2019)

Data resource : BIS

The following findings are found: Firstly, the debt leverage ratio of the Japanese government sector has risen all the way, far exceeding the household sector and the corporation sector, from 94.4% in the first quarter of 1998 to 150.2% in the fourth quarter of 2008. After the financial crisis the government's debt leverage ratio ushered in a new round of increasing, reaching 219.4% in the second quarter of 2019. Secondly, the leverage of household sector has been stable since the economic crisis in the 1990s, and has a slight downward trend. Thirdly, the debt leverage ratio of the corporation sector declined during the rising stage of government leverage ratio, which is currently maintained at about 100%, which has fallen by about 40% -50% compared to the early 1990s.

5.2 Countermeasures and Effects of deleveraging

(1) Countermeasures of deleveraging in Japan

Compared with the United States, Japan 's debt deleveraging has been bumpy since the 1990s crisis. After the real estate bubble burst, a large number of enterprises were insolvent and debt leverage was high, but the Japanese

government did not take over financial institutions like the US government and quickly added liquidity to the market. Bankruptcy of corporate loans was extended, and a large number of "zombie" companies appeared, manifested by the high debt leverage ratio of enterprises.

After the real estate bubble burst, the debt leverage ratio of the corporation sector was high, reaching about 140% in 1990. In order to alleviate the debt predicament of the corporation sector, the Japanese government continued to increase the issuance of government bonds. By 2013, the issuance of Japanese government bonds was nearly five times as high as that of 1990. The increase in government bonds made the government 's debt leverage rise rapidly, the Japanese government debt leverage increased from 94.4% in the first quarter of 1998 to 150.2% in the fourth quarter of 2008. After the financial crisis, the government 's debt leverage ratio ushered in a new round of increase, reaching 219.4% in the second quarter of 2019. After a series of leveraged measures by the government, the debt leverage ratio of the corporation sector has declined, and it is

currently maintained at about 100%, which is about 40% -50% lower than in the early 1990s. Although the debt leverage of the corporation sector has declined, we are concerned about whether the accompanying excessive debt leverage of the government sector will cause new problems.

The Central Bank of Japan lowered the interest rate of loans many times. By 1991, the short-term interest rate was close to zero. From 2001 to 2008, Japan also adjusted its monetary policy many times, implemented quantitative easing strategies, and became the first country in the world to adopt a quantitative easing monetary policy. However, Japanese corporation's debt leverage did not decline as the United States did, the main point is that loosening monetary policy has not been converted into loosening credit policies. The large number of "zombie companies" cannot be effectively rescued by the government and banks, which indirectly leads to financial resources wasted. At the same time, due to the squeezing of credit by zombies, a large number of non-performing assets are concentrated in financial sectors such as banks, resulting in the financial sector's balance sheet not being significantly improved. This vicious circle makes quantitative easing monetary policy not really effective.

(2) Effects of deleveraging in Japan

From the comparison of the deleveraging strategies between the United States and Japan, it can be found that the two have basically adopted the same policies when dealing with the debt problem. Why is the path of deleveraging in Japan more tortuous than that of the United States? So far, Japanese government debt is still relatively high, and the level of economic growth is at a low level.

From the perspective of changes in leverage ratio, non-financial debt leverage ratio is still at a high level (313.8% in 2000 and 379.6% as of the second quarter of 2019), which is mainly reflected in the increase of government sector's leverage after leverage transfer, significantly higher than other countries; the debt leverage of the corporation sector declined slightly, but also exceeded the average of the reporting countries.

From 1998 to 2019, Japan's GDP growth rate fluctuated violently, and the economic aggregate did not show a continuous increase, and it showed a more obvious

decline between 2013 and 2015. In terms of economic growth, even in some years, negative growth has occurred, and the Japanese economy is still in an unstable state.

Compared with the United States, Japan's leverage transfer does not reflect the effectiveness of fiscal policy. On the one hand, the reason is that after the economic crisis, the government did not continue to inject liquidity support into the "zombie enterprise". Although the interest rate is low enough, but a large number of non-performing assets still accumulate on the balance sheets of financial institutions. Financial institutions are reluctant to expand credit scale, corporations also strive to minimize debt scale, the economy falls into a "liquidity trap." On the other hand, Japan's fiscal policy is different during different leaders' term of office. The policy adjustment makes expansionary fiscal policy not resonate with loose monetary policy in a short time, causing the fiscal stimulus policy does not work.

VI. SUGGESTION: FEASIBLE DELEVERAGING OPTIONS FOR CHINESE CORPORATIONS

This paper selects Japan, which experienced the housing bubble crisis in 1990, and the United States, which experienced the financial crisis in 2008, as the analysis objects. It horizontally compares the debt leverage structure of the world's major economies, and compares the trend of the corporations' debt leverage of different countries from the time dimension; analyzing the policy measures and effectiveness of the United States and Japan in responding to the post-crisis corporation debt leverage issue, hoping to provide a reference for the adjustment of the debt leverage of Chinese corporations.

1. Leverage transfer. China's government and household sector debt leverage ratio is relatively low, and it can be considered to increase leverage in the government or households sector to achieve the leverage transfer. However, leverage transfer does not reduce debts, In the process of leverage transfer, special attention should be paid to the debt bearing capacity of the household and government sector, including the ability of households to manage their income and the support of government income.

2. Elimination of backward production capacity. Compared with the large amount of insolvency of corporate

assets in the United States and Japan, although the debt leverage ratio of Chinese corporations is very high, it has a special structural characteristic. On the one hand, after the financial crisis, in order to stimulate economic growth, China implemented a "four trillion" fiscal plan, which promoted economic growth and also brought excess capacity in some industries. This requires both Supply-side reform and demand-side expansion, and the transformation of excess capacity can be improved through the construction of the "Belt and Road" and overseas investment. On the other hand, the structural contradictions of Chinese corporations' leverage are reflected in many aspects. State-owned enterprises, real estate enterprises and non-listed enterprises are all problems that need to be solved, not only the adjustment of the enterprise itself, but also the measures of the national macro policy.

3. Improving the corporations' productivity. In the long run, in order to reduce the corporations' leverage ratio, it must be achieved by increasing corporations' productivity and maintaining long-term stable economic growth. The government needs to maintain monetary policy stability, provide appropriate liquidity, reduce the burden on enterprises, and support the development of the non-financial economy. At the same time, learning from the experience of the United States, it needs to broaden the financing channels of enterprises, develop a multi-level capital market, and reduce the difficulty of corporate financing in the stock market. The US "re-industrialization" strategy embodies the thinking of economic transformation. For that, it also needs to encourage enterprises to improve their independent innovation capabilities and rely on endogenous technological innovation to enhance their competitiveness. Promoting the development of high-tech enterprises through technological progress.

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Means Towards the end: Enhancing Language Skills through Collaborative assignments in Literature in English

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Abstract— *The aim of this paper was to throw light on group assignments in literary subjects as a means to enhance communication skills with particular interest in undergraduate one students who have learnt “Introduction to Literature in English”. The study involved Cusoe Joe’s Taxonomy of Specific Cooperative – learning Structure which can be applied in different contexts for distinctive purposes. Four research questions guided this study such as (1) How are students interested in group assignments? (2) To what extent do group works in Literature in English engage learners (3) what are the challenges that impede effective group works and (4) how can these challenges be addressed? The researchers used both qualitative and quantitative analysis of data generated from 58 respondents selected basing on Morgan and Krejcie’s sample size determination. Analysis of findings revealed that majority of students are very much interested in group assignments in Literature in English because they enhance communication skills through interaction. However, factors such as mixed combinations coupled with fear of practice and little English communication skills militate against the effective collaborative works. It was recommended that the two parts concerned with the teaching and learning play their parts each to grapple with these challenges.*

Keywords— *Students’ interest, Literature in English, language skills, group assignment, cooperative learning, Crusoe’s Taxonomy, learner- centered.*

I. INTRODUCTION AND BACKGROUND

The modern methodology of teaching and learning promotes the learner - centered approaches to the expense of traditional paradigm where the teacher had become the center of everything. With Competence-based curriculum implementation, literary subjects have been a good ground for learners to show what they really know so that teachers can start from where learners’ ability ends by engaging them more effectively in their learning. In this perspective, teachers can choose activities that will involve learners to participate and, inherently, group tasks hold a big part for this exercise to be carried out successfully.

According to Ha Le et al.(2018), teachers use collaborative learning to develop both cognitive and collaborative skills for students, to improve their problem solving skills and helping skills, thus to promote and advance social interactions. In the same line, Mutwarasibo (2013) discussed the merits of group- based learning as one aspect of student-centered approach and contended that this kind of method engages learners by enabling them to discuss, listen, write and reflect on content, ideas, issues and concerns, thus what he termed meaning construction. Actually, this is one of the means to improve learners’ communication skills. As they discuss and interact, they will be listening to one another and decide on what to include in their answer, and write it. Inherently, when group members participate equally,

although it is often time hard if not impossible, it will be more beneficial to them as they will be using one another's knowledge and skills rather than working individually which limits exposure to colleagues' views.

Generally, group assignments intend to help learners teach among themselves. More importantly, their learning outcomes will be largely dictated by the quality of discussion and argumentation they create themselves making it more profitable, more collective than individual. According to Scarger et al.(2016), explaining things to one another and discussing the subject matter may lead to deeper understanding, to recognition of misconceptions, and to the strengthening of connections between new information and previously learned information. The same authors come up with a point that uneven participation is one of the factors impeding the effective collaboration, either due to "power differences, not to disinterest or laziness." This implies that group management and members' ability and how they are trained to work collectively are among other factors that can affect learning through group work (Theobald et al, 2017). In the same vein, Ha le et al.(2018) identified factors such as students' lack of collaborative skills and free-riding. On the one hand, this is reflected in students' failure to accepting opposing view points, lack of skills to giving elaborate explanations on the one hand, these authors explain it that some peers contribute most, while others work less, and some do not even put in effort when completing their own tasks. Consequently, this affect negatively students' collaborative experiences.

II. PROBLEM STATEMENT

Group work assignments are part of formative evaluations whose main aim is assessment for learning so as to prepare well for summative assessment. In Literary subjects, continuous assessment ordinarily augurs students' improvement not only at subject content level but also enhancement of the four language skills such as listening, writing, reading and speaking. The saying that "So many heads so many mind" coheres in meaning with a similar aphorism which posits that "Union is power". In academic field, the two sayings can apply particularly when students are assigned a task in the process of teaching and learning. In literary subjects, the implementation of the Competence - Based Curriculum (CBC) which involves learner's competence rather than teacher knowledge, requires more collaborative works than individual ones.

However, the researchers' experience in teaching literary subjects reveals that many students are happy when assigned a group task than individual; not because they all participate and learn from one another through interaction, but because some of the weak students don't work and leave the works for the strong who would carry the burden for the whole group. Related to this, during group works presentation before the class, some of the group members prove to have not participated as they fail to convey the content and results of what they have come up with during their research on the topic assigned. In fact, the whole task is affected by challenges as outlined in Ha Le, et al.(2018), particularly lack of collaborative skills, characterized by low attention to accepting opposing ideas, to asking for help and building trust among other things; free-riding whereby some contribute more while others work less or even engage no efforts; and competence status whereby the competent students are very influential by imposing their ideas to the rest of the group. According to the same authors, friendship feelings in the group inhibits them from working objectively. This triggered the researchers to carry out a study in hopes of finding out students' views about this kind of continuous assessment for learning..

Objectives and study questions

The aim of this study was to explore students' views about group tasks in literary subjects with particular emphasis on Introduction to Literature in English, a course taught year one students in University of Rwanda, College of Education. Further, the researchers wanted to demonstrate that group work activities engage learners by promoting interaction among learners. Finally, they wanted to identify challenges impeding the effective collaborative assessment among learners and suggest possible remedies. In line with these objectives, the study sought to answer the following questions: (1) How are students interested in group assignments? (2) To what extent do group works in Literature in English engage learners (3) what are the challenges that impede effective group works and (4) how can these challenges be addressed? Based on these research questions, the researchers hinged on the theories and methodology discussed in the following section..

III. THEORIES AND METHOD

This study hinges on Cusoe Joe's Taxonomy of Specific Cooperative – learning Structures Strategies which, according to the same author, may be applied in different

contexts for distinctive purposes. Among other things, the taxonomy holds that (1) Cooperative-learning structures actively involves students in their learning process; (2) capitalizes on the *power of the peer group* to promote students' learning and academic achievement, thus promoting peer interdependence, teamwork and mutual supports; and (3) infuses the learning process with *procedural variety* that serves to increase student *attention, interest, and motivation*. Particularly, the study is geared by Havru's "*Companionship*" Method as well described in Cusoe(2002) below:

"...students are pre-tested for performance in a specific skill or content area and the instructor forms dyads comprised of students who differ in their level of achievement or performance on the pre-test. Students are then presented with a learning task (or a series of learning tasks) relating to the content or skill being taught, and they work together on the learning task until each one of

them understands and masters it. Each partner is then tested individually on a post-test."(p. 10)

Elsewhere, this study uses a mixed- method approach which integrates quantitative and qualitative data within a single study(Wisdom and Creswell, 2013). The study involved year one students who studied Literature in English. Basing on Morgan and Krejcie(1970), a sample of 58 was selected from 65 population in the combinations of Literature. Questionnaire was distributed to them as a means to collect data. Both closed and open questions were used in this questionnaire covering the themes related to students' views about group work assignments, challenges affecting group work exercises and how to address them. For closed questions, the researchers deemed relevant to use A four-point Likert scale ranging from 1 to 4, that is 1. Strongly agree; 2. Agree; 3. Disagree; and 4. Strongly Disagree. Further, two open questions were used in a bid to help respondents suggest what should be done by learners and lecturers to mitigate the challenges affecting effective group works.

IV. PRESENTATION OF RESULTS

Demographic situation of respondents

Categories		Frequency and percentages	
		Frequency	%
Gender of respondents	Male	36	62.1
	Female	22	37.9
Total		58	100
Age of respondents	18-19	10	17.2
	20-21	22	37.9
	22-23	14	24.1
	24-25	10	17.2
	26-27	2	3.4
Total		58	100
Combinations of respondents	ELE	50	86.2
	LEE	4	6.9
	LHE	4	6.9
Total		48	100

The above table is concerned with respondents' demographic presentation. The table reveals two categories of respondents' gender such a female and male whereby on a total of 58 respondents, 36 (62.1%) are male while

22(37.9%) are female; five respondents's age categories such as 10 respondents (17.2%) with age 18-19; 22 respondents (37.9%) under the category of 20-21; 14 respondents (24.1%) in the category of 22-23; 10

respondents (17.2%) with age between 24-25; and 2 (3.4%) in the category of 26-27. Following closely, the table reveals that respondents come from three combinations in which Literature in English is a common subject. These are English- Literature with Education (ELE) having majority of respondents as they are 50(86.2%), then Literature-Economics with Education(LEE) and Literature – History with Education(LHE) both combinations having 4 respondents (6.9%) for each.

Table presenting students’ views about group work assignments in Literature in English

Item 1: Students interests in doing group work assignments

In the table below, students reveal how their interest in doing literature group assignments stands. A total of ten closed interrelated questions were formulated basing on students’ interest and why. Information was generated using a four-point Likert Scale such as Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) whereby respondents selected their choices accordingly. Thus, their views are presented as follow:

STATEMENTS	STUDENTS’ VIEWS								Cumulative frequency	
	Strongly agree		agree		Disagree		Strongly disagree			
	F	(%)	F	(%)	F	(%)	F	(%)	F	%
I like group assignments because they promote interaction among us	41	70.7	16	27.6	1	1.7	0	0.0	58	100
I am very much interested in group works because they save time	15	25.9	33	56.0	10	17.2	0	0.0	58	100
I am interested in group assignments in Literature in English because they help me know about what others have read	41	70.7	17	29.3	0	0.0	0	0.0	58	100
I am interested in group assignments in Literature in English for they help me to use language for various purposes	36	62.1	21	36.2	1	1.7	0.0	0.0	58	100
I am interested in group works in Literature in English because they help me improve my language skills	50	86.8	8	13.2	0	0.0	0	0.0	58	100
I am not interested in group works in Literature in English because they don't help me think deeply	2	3.4	23	39.7	33	56.9	0	0.0	58	100
I do not like group assignments in Literature in English because I am unable to comply with colleagues' plans	0	0.0	1	1.7	23	39.7	34	58.6	58	100
Group works in Literature in English bore me because it is hard to me to discuss with others in English	0	0.0	2	3.4	16	27.6	40	69.0	58	100
I am not interested in group works in Literature in English because I feel comfortable when I work alone	1	1.7	1	1.7	18	31.0	38	65.5	58	100
I am not interested in group works in Literature in English because many students do not bring their contributions	0	0.0	2	3.4	26	44.8	30	51.7	58	100

Item 3: Table showing respondents' views about challenges affecting group work exercises in Literature in English

STATEMENTS	Students' views				Cumulative Frequency	
	Yes		No		F	%
	F	(%)	F	(%)		
Fear of practice is a big challenge for me in learning Literature in English	43	74.1	15	25.9	58	100
Group works in Literature in English do not enrich my personal research	6	10.3	52	89.7	58	100
Mixed classes from different combinations is a barrier to effectively work in groups	31	53.4	27	46.6	58	100
Lack of enough room for participation in group works impedes my language skills improvement	29	50.0	29	50.0	58	100
My low level of English is a big challenge to work with others in group assignments	26	44.8	32	55.2	58	100
My little interest in literary subjects affects my participation in group assignments	15	25.9	43	74.1	58	100
The types of questions is a big challenge to me in group assignments	6	10.3	52	89.7	58	100
Little time allocated for group assignments in Literature in English impedes students to work effectively	26	44.8	32	55.2	58	100

In the above table, respondents were asked eight closed questions regarding challenges impeding effective group works in Literature in English subject. Particular interest was directed to issues such as mixed classes, students' fear of practice, their interest in collaborative and personal learning, time allocated, and types of questions given as group works.

Item 3: Way forward: Mitigating challenges impeding effective group works in literature

This section is concerned with way forward. The researchers present respondents' views of how challenges that impede effective group works can be well mitigated. The researchers posed the questions involving the role of both learners, teacher and the institution as presented in the table below:

What students should do	Teachers' role
Do more research to find more ideas	Make a follow up and supervise the work
Feel free and participate actively	Indicate the resources to students and guide them
Be confident and not feel complexed among group members	Correct students' language errors
Avoid letting one individual ideas influence the group members	Play a part in the group formation
Respect and help one another	Encourage students and give them enough time
Stick to English during the work as it is a medium of instruction	Give feedback after group works are presented
Cooperate and collaborate in a brotherly climate	Be in touch with students so as to assist them when in need
Avoid dodging class and group tasks as well	Consider that students are from different backgrounds
Feel responsible and manage their time effectively	Assign questions that will help students to discuss and enhance communication and interaction

V. DISCUSSION OF FINDINGS

Discussion in this study takes much account into Cusoe (2002) who believes that Cooperative-learning structures actively involves students in their learning process. Actually, when learners are interested in working collaboratively, the idea is that they can achieve more as they are putting efforts together. In this study, the interest of learners in group assignment because it promotes interaction among them is highly confirmed as 41(70.7%) strongly agree while 16(27.6%) agree with the statement. This leads to the conclusion that the role of group assignment especially in literature in English promotes interaction, thus enhancing the communication skills of learners. From this situation, group assignments actively engage learners and are therefore a means to improving communication skills. Looking back into the table, one will find that majority of respondents, that is 41(70.7%), strongly agree, while 17(29.3) agree, that literature assignments done in groups are a means through which learners know about what others have read. The fact that they learn from one another is an important end which positively coheres with the view of Bazimaziki (2019) who asserts that literary subjects engage learners and enables them to interact, think critically and develop various language skills. Still in the same line of students' interest in group assignments, majority of respondents, that is 50 (86.8%) who strongly agree, and 8(13.2%) who agree, confirm that they are interested in group works in Literature in English because through it they improve their communication skills. This is another important means to an end. More importantly, none of the respondents strongly agree that they do not like group works in Literature in English, nor do they agree that these works done in groups bore them. Rather, majority, that is 40(69%) strongly disagree with their statement that group works in Literature in English bore them because it is hard to them to discuss with others in English. Following the views of many respondents (32 which makes 55.2%), it is confirmed that their little English is not a challenge impeding them to interact with others, and it is clear that they are not bored when working with others. If they are interested, it is a way to improving by learning from each other.

Looking back to the challenges impeding learners to do group works effectively, majority, that is 43(74.1%) confirmed that fear of practice is a big challenge in learning Literature in English. Thus, this is a barrier to effectively participate in the discussion with others during their works. This is connected with their stand that mixed classes from

different combinations is a barrier to effectively work in groups as revealed by 31 respondents (53.4%). The idea is that when combinations are mixed while they do not have the same literary background, it can affect their discussions because the less competent will not participate adequately as the stronger will hold a big room. This is justified by another respondents' stand on the statement that lack of enough room for participation in group works impedes their language skills improvement. As the table reveals, 29(50%) respondents are for this statement while others 29(50%) are against. This implies that half of respondents participate conveniently while another half do not; which means participation is impeded for some to some extent. This is linked with students' level and motivation to learning where the more able impose their points to be included into the answers. However, it is another means for the weaker to reach their end as they can be benefitting from their more knowledgeable mates.

When one looks at the information presented in the table concerning item three about the mitigation of challenges, it is important to mention that these are qualitative data collected using two open questions about (1) what students should do for their group works to be effective and (2) the role of the teachers for students to carry out effective group works successfully. In learning process, both students and teachers should play their part each one so that the exercise can be successful. This is the reason why the researchers wanted to know about students' views as regard their part and their teachers' role for group works in Literature in English to be effective. Lenard and Lenard (2018) suggested that in order to overcome challenges impeding effective teaching and learning, students should be put into smaller groups, and that more academic skill-based classes be practised while availing better course books; and finally promote a closer cooperation with subject specialists. Literature in English is concerned with the two authors' view. On the first question concerning the role of the learners, respondents suggested that students should be engaged in doing more research. The more they research, the more they find out more complementary and congruous ideas. If this is done, it will be an important means towards feeling more confident and participating actively among the groupmates without feeling complexed as they will be using information from reliable sources. This reduces the culture of passiveness among groupmates whereby the ideas of the stronger students influence the weaker. Added to this, respondents suggested mutual respect and help among the group members. This

enhances cooperation and collaboration as some of respondents put it. It is another way to reach a positive end as they will be pulling together towards a successful work done by many hands. Moreso, respondents suggested to stick to English during the work. Of course, English is a medium of instruction in Rwandan education system but a second language to Rwandese. Sticking to it while doing a literary group work is one means to know it. Another suggested point is that they should avoid dodging class and group tasks as well. Dodging class is not a means to a successful learning. Rather, it is a barrier to intended learning outcomes. This is the reason why students must feel responsible for their learning.

The second question targeted the teacher's role. The researchers wished to know about respondents' stand on the role that should be played by the teacher for group works to be carried out successfully. In fact, a group activity entails collaboration and asks different people in need. It is a guided activity whereby a teacher should get engaged for a positive end in connection with Lenard and Lenard (2018) who put it that the teacher can help learners in tandem with ability, know their problems and solve them accordingly. In that connection, students suggested that teachers should indicate the needed and relevant resources to be consulted. This is a needed support for learners to be more motivated at work. Teachers should also play a part in the group formation; make a follow up and supervise the work where possible. When students make groups themselves, one can find the stronger in one group and the weaker in another, a situation which can impede the teacher's goal of helping learners to teach among themselves as they have different background and competences. Respondents suggested that lecturers should assign questions that help students to discuss openly, thus a means to enhance communication and interaction among them.

VI. CONCLUSION AND RECOMMENDATION

Literary subjects are taught not only to know about great writers from different cultures and civilization, but also as a means to enhance language skills. In Rwandan context in particular, Literature in English is a tool to learning English, a second language used in various domains in that country. As group work entails assessment for learning, Literature in English cannot be exception. Thus, the aim of this study was to demonstrate how through group works in Literature in English, when learners are interested and guided effectively,

they can improve their language skills, learn from one another and achieve more by doing personal research related to their course. Active participation is thus recommended to avoid passiveness which prevents learning through group interactions, thus a means to "rekindle even the passive learners to get involved in a fun way to learn and practice language skills". Notwithstanding the findings in this single study, a follow up should investigate the demerits of group assignments in Literature in English course so as to bridge some gaps.

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Towards effective Teaching and learning ESP in mixed classes: Students' interest, challenges and remedies

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Abstract— *This study reports on students' interest in English for Specific Purposes (ESP) and challenges impeding their effective learning. The study is anchored on Richards' Communicative Language teaching theory (CLT) framed on principles of language teaching and learning. Both qualitative and quantitative approaches were used. A four Likert Scale questionnaire was used to gather information from forty – five respondents determined basing on Morgan and Krejcie's approach. Analysis revealed that despite that majority of students are interested in English for Specific purposes, factors such as fear of practice, few or lack of appropriate facilities, class size affect teaching and learning . It was recommended that the three parts concerned with the teaching and learning play their parts to grapple with these challenges.*

Keywords— *English, interest, Challenges, perceptions, impediment, learning, ESP, mixed classes, Communicative Language Teaching.*

I. INTRODUCTION

The question of how students learn and how teachers bring about learning cannot be answered as education deals with specific purposes and contexts that differ from each other with students who are diverse in all aspects (Fry et al, 2009). Language teaching and learning aim primarily to enabling learners communicate their ideas in that language with ease. Learning and teaching English for Specific Purpose (ESP) in higher education intends to help students be equipped with more advanced language tools or develop all language critical skills of speaking, listening, reading and writing. When students master these four language skills, they can now be successful in their academic journey as English has become not only a medium of instruction but also a subject to be taught at tertiary level of Education in many parts of the globe. However, at university level, teaching and learning can be affected by various factors including students' personal challenges and institution's conditions. Students'

engagement and their interests in the subject by linking what they learnt to the world issues (Burkšaitienė and Šliogerienė, 2018) hold an important part among the positive factors while low level of English probably resulting from inadequate training in the previous studies in tandem with learning environment, militate against effective teaching and learning as both slow down the teachers and impede them to carry it out effectively. This being, students' interest in ESP and related challenge pause a number of questions that need be explored in a study based on Richards' Communicative Language teaching theory (CLT) as framed on principles language teaching goals, how learners learn it, the kinds of classroom activities that best facilitate language learning, and the roles of both teachers and learners in the classroom.

II. BACKGROUND AND PROBLEM STATEMENT

Currently, teaching English for specific purposes in higher education is being dictated mostly by the influence of globalization and internationalization (Duyen, 2019). Higher institutions in Rwanda are not exception and are committed to helping their future graduates be equipped with English language skills to use in their various work fields namely education and other related occupational businesses. Richards (2006) postulates that Communicative language teaching sets as its goal the teaching of *communicative competence*; the knowledge we have of a language that accounts for our ability to produce sentences in it. It is this communicative competence that is affecting the teaching and learning of English as a foreign language in Higher Education in one way or another. As an international language that serves for many purposes worldwide, English is not only taught in Rwandan Education as a subject but also a medium of instruction since the post genocide period. It is also an official language besides the three other languages namely French, Swahili and Kinyarwanda that are currently used for official purposes. Across various parts of the globe, for enhanced learning in higher education environment to be ensured, new methodologies of teaching and learning including problem-solving, project-based, portfolio-based teaching and learning, collaborative learning and technology-enhanced learning, web-assisted learning have been increasingly adopted by higher education institutions across the globe (Burkšaitienė and Šliogerienė, 2018). These new methodologies need be applied in congruent with students' level and competencies, learning environment and available facilities. Elsewhere, students in University of Rwanda, like any other students whose first language is not English, have a range of communication needs in academic context (Rupert, 2016) but at the end of their studies they are still grappling with difficulties linked with inadequate communication be it in written and spoken languages. Having been trained in English and taught English as a subject, it is still hard for them to minimize language errors which means expectations while teaching them English for specific purpose are not met. Inherently, while Bazimaziki (2018) recommended that efforts be made to practice and improve English language for effective communication, it is not actually done at the expected level due to various factors. To a certain extent, this is rooted in learners' low communication competence coupled little interest while Kimbouala et al. (2018) believe that lack of motivation and difficulties to express themselves

in the target language militate against the effective learning. Discussing similar issue, Sumipo (2019) asserts that the paradigm shift of modern education which stresses on economic demands and fields of specialization calls for teaching of English for the obvious reason of equipping the students with the kind of English which assures immediate employment in their chosen fields. English for Specific Purposes (ESP) is taught in higher education for similar aims to help students be equipped with English communication skills that would enable them to carry out their works conversantly. Against this background, the researchers deemed necessary to explore students' perceptions of their interest in ESP, challenges affecting them and way to grapple with them for its effective learning.

Aims and Scope

The study is concerned with English for Specific Purposes, one of the cross cutting subjects taught students of University of Rwanda, College of Education. The researchers involved year two students from Science and social Science combinations for the Academic Year 2018/2019. Due to time and space, the researchers involved a small group at a particular occasion during the teaching and learning session. The researchers wanted to explore students' perceptions and reflection on their interest in learning ESP, identify challenges affecting their learning and explore possible remedies. The study seeks to answer the following questions: (1) How far are students interested in learning English for Specific Purposes? (2) What are students' reflections about the challenges impeding them to learn ESP effectively? (3) How can these challenges be mitigated? The researchers concur with Richards (2006) who posits that ESP courses are designed to address the language needs of university students, nurses, engineers, restaurant staff, doctors, hotel staff, airline pilots, and so on.

III. LITERATURE REVIEW

English for Specific Purposes has won a wide ground in the area of research on language education in various parts of the globe. Learning and teaching English for Specific Purposes (ESP) go along with globalization and internationalization where English holds an important part as a global language used in many if not all life domains. Duyen (2019) explored teacher's perceptions as regard ESP assessment and come up with the conclusion that ESP should help students develop not only their language competence but also critical thinking and problem solving skills information searching,

group-work and presentation skills. ESP lays ground for English for Academic Purposes (EAP). The two subjects aim concurrently to enhancing learners' proficiency so that they can feel confident when using English in and outside academic activities. It is contended that most of EAP users do not have English as their first language (Frankenberg, 2018) and novice EAP users would benefit much from much exposure to that language even when their L1 is English. As such, it is purposeful for students of higher institutions to take it since it is a channel through which they would pursue their chosen courses (Rupert, 2016) in tandem with their institutions' policies each. This is a view stressed in Udu (2019) that language learning in context is more meaningful to the students than general English, by integrating the four basic language skills allowing students opportunities to participate in their learning.

Eventually, most of the learners of English as a foreign language (EFL) are greatly affected by various factors militating against mastery of that language. These factors include - but are not limited to, personal and situational factors as pointed out by Le Van & Tran Thi Trang (2019) such as low level of English proficiency, related with lack of enough knowledge of how to use communicative strategies. As a result of their previous studies, they are still having difficulties in English. It is a demotivating factor to improving their speaking skills linked lack of self-confidence due to fear of speaking practice. Active participation is another factor militating against foreign language learning. Having been familiar with communication in their mother or vernacular language, learners may be demotivated to learn over time if they find the lessons dry and run of the mill at every lesson over time (Mahendran, 2019). In the view of this author, learning this does not bode well to the learning and practice of English language skills as without actively participating in the lessons, learners may mentally '*switch off*' and lose '*steam*' whilst they are in the course of learning.

Put another way, successful foreign language learning is affected by learning environment in tandem with the learners' ability to participate actively in their learning by practice. Class size and mixed students with different levels of proficiency and different interest in English language is another factor that challenges the successful learning. In fact, when English for Academic purposes is taught in class with students from differing combinations, it can be a big load for a teacher to successfully put them at the same pace. Regardless of teaching experience or a place where one teaches, each teacher faces challenges on a regular basis and

frequently face with challenges such as large and mixed-ability groups of students, under motivated students, underappreciation by students and faculty management, time management, lack of ready-made course materials and insufficient content knowledge or learners' own competence before entering university. All these factors impact negatively learners' motivation and performance whereby the less able students encounter more difficulties than the more able ones in EFL learning (Lenard & Lenard, 2018; Kimbouala et al., 2018); Le Van & Tran Thi Trang (2019). It would be harder if not impossible for a teacher to teach effectively large and mixed groups of students than handling a smaller class with learners having almost the same level. Considering the viewpoints of the above authors, there is likelihood to content that any single factor be it related to teacher or students can impact the teaching and learning activity either negatively or positively. Successful teaching and learning English, further, requires that both teacher and learner get prepared in a conducive environment with facilities at their disposal.

IV. THEORIES AND METHOD

For any teaching and learning activity to be carried out effectively, both the teacher and learners must play their part each in tandem with the learning environment. The underlying theory in this study is Communicative Language Teaching (CLT) as discussed in Richards (2006). According to him, the central premise for advocates of CLT is that many learners needed English in order to use it in specific occupational or educational settings. For them, it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles, (e.g., that of nurse, engineer, flight attendant, pilot, biologist, etc.) rather than just to concentrate on more general English. This led to the discipline of *needs analysis* – the use of observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings – in order to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes. Such differences might include, differences in vocabulary choice, differences in grammar, differences in the kinds of texts commonly occurring, differences in functions and differences in the need for particular skills. ESP courses soon began to appear

addressing the language needs of university students, nurses, engineers, restaurant staff, doctors, hotel staff, airline pilots, and so on. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in classroom. Researchers anchored on CLT in this study following the view of Batuto & de La Pena (2019) that in CLT, students centered activities such as role playing, drama presentations, and panel discussion improve students' speaking skills. Thinking in the same way during the teaching and learning of ESP can lead to improving students communication competences.

In this study, among 50 students present at a particular occasion, 45 were sampled randomly. This sample size was determined basing on Morgan and Krejcie's (1970) approach. A four Likert Scale (*Strongly agree = S.A; Agree = A; Disagree = D and strongly disagree = SD*) questionnaire was used as a data collection instrument. Both qualitative and quantitative analyses were used as the study involved numerical data interpreted using SPSS (Statistical Package for Social Sciences) tool. Information were gathered

following three topics shaping the questionnaire based on the three research questions. Theme one was concerned with the students' interest in ESP. Following closely, the second topic was concerned with the challenges faced by students during the ESP lesson. Besides, the researchers used three open questions to collect information related with the role of the learners, teachers and the institution to remedy these challenges. Information gathered were presented in tables following themes that generated them. Discussion of findings was done basing on the main aim of teaching a language which is communication in it.

V. PRESENTATION OF RESULTS

In this section, the researchers present the data as collected from 45 respondents. These are concerned with three important topics namely demographic situation of respondents, then their interest in ESP and challenges impeding them to learn that course effectively; and finally possible remedies to mitigate these challenges. Researchers recorded information as provided by respondents without any addition nor reduction.

Table 1: Table showing the demographic situation of respondents: gender age and combinations

Categories		Frequency and percentages	
		Frequency	%
Gender of respondents	Male	33	73.3
	Female	12	26.7
Total	2	45	100
Age of respondents	21	7	15.6
	22	7	15.6
	23	13	28.9
	24	8	17.8
	25	4	8.9
	26	3	6.7
Total	7	45	100
Combinations of respondents	EEE	19	42.2
	MPE	15	33.3
	MCsE	11	24.4
Total	3	45	100

As revealed in the above table, among 45 respondents, majority, that is 33 which is 73% are male while the remaining 22 equivalent to 26.7% are female. As regard their ages, it is important to mention that there are 7 categories ranging between 21 and 27. As such, majority of respondents are aged 23 which represents 28.9%. The next category is those aged 24 equivalent to 17.8%, then those aged 21 and 22 are 14; 7 for each category which makes 31.2 % (15.6 for each category); Following closely, respondents aged 26 and

27 are 6 equivalent to (13.4%) as each of the two categories counts 3 representing 6.7%. The last but not the least category is the one with 8 respondents aged 24 which represents 17.8 % of the total number of respondents. Concerning their disciplines, three combinations categorise them such as Economics –Entrepreneurship Education (EEE); Mathematics-Physics Education (MPE) and Mathematics – Computer Sciences Education (MCSE).

Table 2: Table presenting respondents' interest in English for Academic Purpose (ESP)

Statements	Students' views								Total	
	S.A		A		D		SD		CF	%
	F	(%)	F	(%)	F	(%)	F	(%)	45	100
I am interested in ESP because it is a University requirement	17	37.8	18	40	5	11.1	5	11.1	45	100
I am interested in ESP because in it I learn to use language for different purposes and functions	29	64.4	15	33.3	1	2.2	0	0.00	45	100
I am interested in ESP because in it I learn specific kinds of language and communicative skills needed for my future work	31	68.9	13	28.9	1	2.2	0	0.00	45	100
I am interested in ESP because it helps me improve my English skills	28	62.2	16	35.6	1	2.2	0	0.00	45	100
I am not interested in ESP because it is not my core subject	1	2.2	3	6.7	8	17.8	33	73.3	45	100
I am not interested in ESP because it is hard to me to understand	1	2.2	6	13.3	10	22.2	28	62.2	45	100
I am not interested in ESP because I am not a student in Language disciplines	1	2.2	2	4.4	13	28.9	29	64.4	45	100
I am not interested in ESP because my English is poor	2	4.4	3	12	12	26.7	28	62.2	45	100
ESP is boring me because I was not well taught English at Secondary	6	13.3	6	13.3	10	22.2	23	51.1	45	100

Table 3: Table showing respondents' views about factors militating against the effective learning of ESP

Statements	Students' views								Total	
	S.A		A		D		S.D			
	F	%	F	%	F	%	F	%	C.F	%
Fear of practice is a big challenge to me in learning ESP	16	35.6	17	37.8	9	20	3	6.7	45	100
I don't learn ESP well because of big class size	12	26.7	16	35.6	10	22.2	7	15.6	45	100
Few speaking practical exercises impede my effective learning of ESP	14	31.1	22	48.9	5	11.1	4	8.9	45	100
Mixed classes from different combinations impedes my learning ESP	7	15.6	16	35.6	13	28.9	9	20	45	100
Lack of teaching and learning tools affects my learning of ESP	11	24.4	18	40	16	35.6	0	0	45	100
My low English level is a big challenge to me to follow the teacher in ESP	12	26.7	11	24.4	12	26.7	10	22.2	45	100
Teaching methodology in ESP challenges me	10	22.2	10	22.2	19	42.2	6	13.3	45	100
My little interest in ESP is a challenge that affects my learning	5	11.1	9	20	16	35.6	15	33.3	45	100

Results from open questions: How to cope with challenges impeding effective learning of ESP

In this section, the researchers present the respondents' views of what should be done to cope with the challenges and factors militating against the effective teaching and learning of ESP (English for Specific Purposes). To gather information related with the point made here, the researchers

posed three open questions such as (1) what should learners do to cope with difficulties encountered in learning ESP? (2) What should be the role of teachers of ESP to remedy the situation? and (3) what can be the role of institution to mitigate these challenges? For these questions, respondents' views were presented as follow:

Students' role	Teachers' role	Institution's role
Reading a lot to improve and increase vocabulary	Promote speaking practical exercises	Provision of convenient teaching and learning materials fitting for ESP
Increase speaking practices	Vary teaching and learning methodologies	Increase the number of competent and qualified teachers of ESP
Build a self-confidence when speaking before the public	Advise learners what to do	Regular trainings to the ESP lecturers
Avoid fear of practising speaking and attend class regularly without dogging or being late	Advocacy for time table to place ESP during morning hours	Reduce the number of students attending in the same classroom at the same time and classes and equip them with facilities like internet, microphones, loudspeakers, chairs
Stick to English in their daily communication particularly at the college	Try motivate their learners and know their gaps so as to help them	Promote the culture of debates
Be active and engage more efforts to communicate in English with	Promote presentations and more writing exercises	
	Enhance debate to help students	

their peers Feel more interested in ESP as it is an important subject for their Academic life Focus on what they wish to know but don't know Form different clubs where English must be used Avoid the complex of fearing to make mistakes Use English only in class especially when asking the teacher or interacting where they do not understand well Attend regularly public speeches	enhance their language skills Organise small groups of less than 10 students Create as many as possible opportunities for students to express themselves and practice the little English they have Should use simple English that is at the level of their students Promote debate among students during the teaching and learning ESP Use regularly audio - visual materials for students to be familiar with English use in different context Manage their class effectively	among students Encourage speaking clubs for all combinations and support them regularly Make a follow up and supervision of how ESP is taught and solve the related problems Set rules for students to use English as an academic language and tell them the role of ESP in academic life and even beyond Organise intra-college competition on Speaking English to motivate students
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VI. DISCUSSION OF FINDINGS

Findings in this study were discussed based on the primary aim of language learning. In the view of Bazimaziki (2018), the primary aim of language learning is communication and it is achieved if learners want to practise language as the saying goes that practice makes perfect. Looking into the respondents' views, table one revealed a lot as regard the students interest in English for Specific Purposes (ESP). As can be seen, majority of students 28 over 45 (64.4%) strongly agree with the statement about their interest in ESP while 15 (33.3 %) agree with the statement ; thus a total of 97.7% respondents reveal that ESP is important to them because it helps them to learn how to use language for different purposes and functions. In the same token, 31 over 45 (68.9%) support that they attach a very big interest in ESP (strongly agree) and 13 (28.9 %) agree that they are interested in it. As such, a total of 44 over 45 (97.8 %) are interested in ESP because through it they learn specific kinds of language and communicative skills needed for my future work. 1 (2.2%) disagrees with the statement while none of them strongly disagrees with the statement. Following closely, 28 over 45(62.2%) strongly agree and 16 (35.6) agree that they are interested in ESP because it helps them improve their English skills. 1 respondent (2.2%) disagree and none strongly disagrees with the statement. Taken together 44 over 45 students (97.8 %) revealed that they are interested in ESP as it is a way through which their communication skills in English improve.

From this situation, it is worthwhile confirming that the role of ESP to science students must not be undermined. Both teachers and students in the science disciplines must not undermine the role that subject holds in education; do their best and play their roles for each to effectively teach and learn this subject which would help graduates not only in their academic life but also for their future life after graduation. It is a subject which is not only a university requirements to graduate but also a subject that will help university leavers to integrate with the world market mainly because English has become a business language, a global language, a language leading in technology, and a medium of instruction for various disciplines in many parts of the globe from pre-primary to tertiary education.

According to Gólová (2007) teaching English for specific purpose (ESP) at University is not an easy task especially when it is taught as a free choice subject among heterogeneous mixed- abilities and large classes. Concerning the statement related with lack of interest in ESP, respondents disagreed to a higher extent which reflects the idea already pointed out earlier. In fact, 5 over 45 respondents (11%) in total say they strongly agree and 14 over 45 respondents (36.4%) agree that they are not interested in ESP because of various reasons. 4 respondents (8.9%) give the reason that it is because ESP is not their core subject; 7(15.5 say that ESP is hard to them while 3 (6.6%) state the reason that it is because they are not students from language disciplines and 5 (16.4%) show that their poor

English cause them to lose interest in English. 12 over 45 (26.6%) reveal that they were not well taught English at secondary which make them be bored during ESP classes. All these factors cannot be undermined. Students generally lose interest in a subject due to one of these reasons. Some students decide to concentrate on core subjects and engage little energy for elective ones. This is not beneficial to them. No subjects override another. Rather, they are interdependent and complementary to one another in favour of the learner. A little knowledge or poor skills in a subject can be covered or improved by engaging more efforts than losing interests in it. Additionally, knowing one's weaknesses or gaps in a subject can be a good step to catch up instead of being bored. Conclusively, teachers are responsible for the remedy to these hurdles to help the learners achieve the subject learning outcomes and graduates attributes as well.

Having a look at table 3 showing respondents' views about factors affecting the effective learning of ESP, it was found that the fear of practice, few speaking practices and lack of enough teaching and learning tools outweigh other challenges. In fact, 16 over 45 (35.6%) strongly agree and 17 (37.8%) agree that fear of practice affects learning ESP. 9 (20%) disagree while 3 (6.7%) strongly disagree with the statement. 14(31.1%) strongly agree and 22(48.9 %) agree that few speaking practical exercises impede effective learning of that subject while 5(11.1%) respondents disagree and 4 (8.9%) strongly disagree with the idea. In the same connection, 11(24.4%) respondents strongly agree and 18 (40%) of respondents agree that lack of teaching and learning tools is a big challenge. Regarding class size as another challenge, 12(16.7%) strongly agree and 16(35.6% agree while 10 (22.2% disagree and 7(15.6%) strongly disagree. Mixed classes holds the next position whereby 7(15.6%) strongly agree and 16(35.6%) agree that different combinations mixed impede effective teaching and learning. Next comes a challenge related with students' level of English whereby 12 (26.7%) strongly agree and 11(24.4%) agree that their low level of English affects their learning ESP subject. Concerning the teaching methodologies as another challenge, respondents 20 (44.4%) totally agree with the statement in that 10 (22.2%) strongly agree and other 10(22.2) agree. As can be seen in the above presentation, fear to practise a language greatly affect learners not only during the teaching and learning activities but also beyond the classroom. While it is commonly said that "Practice makes perfect" students who fear to practice perform hardly. Should they dare try and fail they would gradually know having

learned from the mistakes made during their trial. The fact is when students strongly agree (48.9%) that few practical exercises affect their learning imply that the need enough speaking practice so that they can improve their speaking skills which impede them to communicate effectively in different situations. This is the over leading aim of language learning as highlighted in Richards (2006) that is communication for their specific and occupational and educational roles. For the present study, students involved are being trained to become Science and social Sciences teachers. They are required to be well equipped with good command of English which is a medium through which they will be transmitting the "know what" and "know how" to the children of their country thus contributing to building it.

When respondents (44.4%) stand that the methodologies of teaching ESP are among other factors that impede their effective learning, the implication is that strategies to teaching ESP need be changed or varied to solve the students' needs. In a study by Mohammad & Eyad (2019) strategies that expose learners to second language are proposed such as avoidance of mother, promotion of the use of technology, lab models, voice tune, body language and Total Physical Response among others. Eventually, coupled with their low or poor English communication skills, the way the content is delivered can be a big matter that needs be catered for. Lecturing methods, for instance, does not create enough opportunities for learners to practice. Rather, Communicative Language Teaching(CLT) approach and similar methods involving the learner can hold a big room so that the learners can be trained and shaped into an individual demonstrating ability to analyse a situation, critically think about the way to solve it and present it in a conversant way. As such, assessment in ESP can adapt another mode where the learner must show that they are good communicators but not good content masters only.

Concerning information gathered through the three open questions, three parts are involved to cope with these challenges. Students, teachers and their institutions must bear the burden and feel that they are all responsible for the solution. It is important to point out that question one was concerned with the role of the students. Respondents suggested that students take time for reading to improve and increase their vocabulary. One can add that this should go hand in hand with using this new vocabulary in both writing and speaking speaking practices. In so doing, they must build a self-confidence when speaking before the public and avoid fear of making mistakes which often times complex them.

Another thing to be done as students pointed it out is to attend class regularly without dogging or being late. Sometimes students dodge or absent themselves without any reason. This is connected with the factor of lack of interest in the course which affect them gradually. Another factor is lack of active participation where students look passively and overly depending on the teacher. They can chase shyness and start with the little they know and improve progressively sticking to English in their daily communication particularly at the college, focusing on what they wish to know but don't know. In this context, peer mentoring in different groups and clubs can play an important part so that they cannot be complexed. Besides, as a college is a place which hosts various talks and public speeches on various issues, attending them regularly would be an added advantage.

Conversely, teachers' part is needed to grapple with the challenges related to teaching university students ESP. Suggested remedies by respondents include the promotion of speaking practical exercises and focus on teaching and learning methodologies that integrate various strategies like using debate and discussions from small to larger groups. When this takes place, learners will have enough opportunities to participate and interact thus developing their speaking skills feeling confident. To help students get rid of the complex due to fear of practice and poor English, teachers should use simple vocabulary adapt it to the level of learners so that they cannot feel less confident but less perplexed with the teacher's expression. If this takes place, students can help learners express themselves thus developing their speaking skills which by and large seems hard for second language users. Effective class management and motivating learners by regularly using audio- visual aids, and integrating the use of technology in their language teaching to best attract learners. Teachers can by and large promote presentation and writing exercises.

The third question augurs the college's part to cope with these challenges militating against the effective teaching and learning of ESP. Respondents posited that efforts need be made to increase facilities like internet enough rooms and language laboratory. With the latter, students can familiarize with different accents and varieties of English they will be exposed to and know about the standard pronunciation. When there is internet, students' self-coaching can take place effectively and they can search what they want to at ease like videos, speeches and talks in English so that they can be familiar with and be exposed to English language and its culture. Audio- visual materials ought to be provided to

facilitate teachers' teaching tasks where they have to handle bigger classes. With this materials, the teacher- students' interaction in class will not be affected as they said they have bigger classes. In similar vein, the college must set language practice policy within academic environment by reinforcing various clubs and internal competitions to motivate students. In the view of Elsadig Ali & Ayman Hamad (2019), a club is an organization that fosters its members' speaking skills as they have the same purpose where they can speak joyfully, freely and tactically. If these clubs are well supported, students can benefit from them in terms of extra curriculum activities where students can express themselves freely and discuss among themselves using that language, hence enhancing communication skills in English. To cope with the teacher student-ratio, it is worth increasing the number of qualified teachers since most of respondents emphasized this idea. In case this is done, class management during the teaching and learning exercise will be carried out more effectively enabling participation. This can also be a remedy to the problem of large and mixed classes of different interests in a subject as Lenard and Lenard (2018) and learning environment in that context can be more or less conducive and the teacher can help learners in tandem with their learners' ability, know their problems and solve them accordingly.

VII. CONCLUSION AND RECOMMENDATION

English language is taught in Rwandan higher education to serve for various communicative purposes viz academic, social, personal and interpersonal. Challenges affecting the teaching and learning of this international language are basically linked with individual learners and partly with learning environment. Mahendran (2019) confirmed to effectively teach English and workplace literacy skills, there is a need of a resourceful, reflective and proactive teacher demonstrating an ability to align the lesson with learners' levels or competency with their learning aspirations and keenness to learn. The author recommends active participation learning which he says "rekindles even the passive learners to get involved in a fun way to learn and practice language skills". A similar point is echoed in Lenard and Lenard (2018) that overcoming challenges impeding effective teaching and learning entails teaching in smaller student groups, more academic skill-based classes, better course books and a closer cooperation with subject specialists. The authors suggested a big part of school management in order to help improve ESP courses

development and enhance the acquired skills quality of the future graduates. Researchers in this study are not far from these views for effective teaching and learning of ESP. For the most, the three parts concerned with the teaching and learning of English for Specific purposes (ESP) are required to play their part each. Students should feel responsible and avoid that fear of practice. Because “*Practice makes perfect*” they will improve gradually simply that “*by mistakes we learn*”. They should also read enough and attend public talks delivered in English. For the teachers of ESP, a big duty lie in knowing their students’ gaps and help them accordingly, giving them more opportunities to practise, from what they already know to what they (teachers) want them (students) to know; creating rooms for debates from smaller to larger groups. Teachers should also vary the teaching and learning methodologies and give enough rooms to practical oral and written exercises. This is in line with Gálová (2007) who proposes seven solutions to grapple with a series of difficulties for effective teaching and learning ESP in mixed classes in higher education suchs (1) to vary topics and content so that students are more likely to feel interested; (2) Set open-ended tasks so that learners may complete them according to their levels; (3) provide activities with varying degrees of difficulties so that sometimes even more advanced students may find them a challenge which will help them to increase their motivation; (4) Use pair and group works so that they may help one another; (5) Group them according to their levels so that no one will feel ashamed of his her performance; (6) Attend to particular individual difficulties and (7) provide additional materials to those who may need it.

As for the institution, it would be better if the class size issue is remedied to enable the teacher help each of the learners effectively. Facilities such as internet, audio – visual related tools and language laboratory should be availed. Clubs where English must be used as a medium of interaction should be enhanced too to enable learners be familiar with that language. Notwithstanding the results, researchers do not generalize as the study based on a small number of Science and social Science students. The researchers believe that there are other perceptions as regard the teaching and learning of ESP in higher Education. In this light, further studies would investigate into teachers’ perceptions of teaching ESP in higher education to bridge the gaps herein.

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A Critical Study of Oedipus Rex and the identity of Women in Ancient Greece

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Abstract— *Oedipus Rex*, is an Athenian tragedy by Sophocles and was performed first around 429 B.C. Role of gender in society is as old as human society itself. In *Oedipus Rex* a woman named Jocasta is the main character and experiences all the complicated events of the female gender from her childhood throughout her life. She begins life as daughter of Menoeceus of Thebes and becomes the queen of the king (Laius). Moved by number of events like proclaiming and human weakness the play crosses the climax. Besides the role of women in Greece is defined. Where the gender biasness is explained by certain events.

Keywords— *Gender, Biasness, Society, Ancient Greece.*

Gender plays a basic and most important role in the lives of human beings from the time of their inception all through their lives on earth. Right from their first breaths on this earth, humans learn to understand gradually and slowly a code of conduct regarding their sex. A patriarchal society, conveys that males will lead better lives in which they are regarded as dominants and standards for human experience (Sultana, 2012). While as a woman will tend to lead subjugated, suppressed and subservient lives in which they are defined and controlled by masculine. Forcing men and women to operate within the constraints and confines of gender. Gender roles have a negative influence in their lives since it leads to the perception that these roles are a symbol and representation of the truth, which in turn results into gender stereotypes. It also restrains humans to experience life from a limited point of view. These constraints and conjugate restrict both the genders in which men will experience the world purely as men and women will experience the world as strictly as women.

Jocasta is the only important female character in the play, who is the mother and wife of Oedipus. This was not her choice but rather was the result of a complicated event. She began her life as the daughter of Menoeceus of Thebes, and the sister of Hippocleia and Creon.

Young Laius was of the line of Cadmus and was in Thebes when Amphion and Zethus usurped the throne of Thebes. Carried away by some adventures in the Peloponnesus he

became king of Thebes when Amphion and Zethus died. The marriage of Jocasta to Laius seemed advantageous because both Jocasta and Laius were of the line of Cadmus. But Jocasta was not able to become pregnant and carry on the line. So Laius consulted an oracle. The oracle proclaimed that their child would murder Laius. In view of this decree Laius rejected Jocasta and all women henceforth and moved off by himself. Jocasta did not agree to this and conspired to get Laius drunk and slept with him. She became pregnant and obviously Laius became very angry. A son was born to them, Laius the father snatched up the child, pierced his feet and exposed him. This distressed and displeased Jocasta up to a great extent.

Unknown to Jocasta and Laius, the baby is rescued by a shepherd and given to Polybos and Merope of Corinth. There, the baby, was named Oedipus, grows into a man and learns of the prophecy that was once told to his biological parents, although he still knew nothing of them. Thinking about the prophecy implies the murder of Polybos and marriage with Merope, Oedipus runs away from Corinth and travels to Thebes, killing a man along the way. When he arrives in Thebes, he married the widowed Queen, Jocasta.

When the play opens, the people of Thebes are distraught over the murder of their former King Laius. Oedipus, their new king promises that he will find out the man guilty of committing this crime and will bring him to justice. Through the enlightenment of prophets and witnesses, it is exposed

that Oedipus himself is the murderer he has been searching for, and the son of Jocasta and Laius. Upon learning this news both Jocasta and Oedipus were in distress. Jocasta hangs herself for the sin of sharing the bedroom with both her husband and her son. While as Oedipus takes two brooches from Jocasta's dress and uses them to blind his eyes.

One interpretation advanced by critics writers and readers is that Jocasta has been aware of the fact that Oedipus is her son from the very beginning. There are many points during the play where Oedipus talks of his past and tells Jocasta of the prophecy that his parents received when he was a baby, which, is the same prophecy she and Laius received when Oedipus was born. This makes Jocasta aware that Oedipus is her Son. The things are also obvious to the audience or the reader, Jocasta seems to be entirely unaware to the unambiguous similarities between the two situations. This could be a disguise for the truth that she is fully aware of. The question of here pretending does not arise and she is completely in knowhow of the things

One of her lines possibly infer Jocasta's acceptance of incestuous mother-son marriages. When Oedipus admits that he has always been afraid of the truth in the prophecy of marrying his mother, Jocasta arguments the fear aside, saying, "Why should the thought of marrying your mother make you so afraid? Many men have slept with their mothers in their dreams" (p. 66, lines 1236-1237). This is also true in contemporary society, as sexual dreams suggest a feeling of strong love and bond that is not necessarily sexual. Sexual dreams certainly do not represent always one's subconscious desires but could be a symbol of affection and intimacy. She also concludes by saying, "See your dreams for what they are-- nothing, nothing at all" (p. 67, lines 1238-1239). These lines are intentional to be encouraging, more than likely simply Jocasta's way of trying to allay and assuage Oedipus's fears instead of stating her acceptance of incest.

Jocasta also discourages and daunts his search for the truth about his past, especially in lines 1331-1351 of Oedipus the King. This is Jocasta's final scene of the play, in which the messenger (the second shepherd) comes to Thebes to tell Oedipus of how he was found as a baby. This is the climax of the play, when the truth begins to be revealed and exposed .At first Jocasta implores Oedipus to forget about what the messenger has said, trying to persuade him that "It's not worth talking about" (p. 71, line 1332). As he keeps pressing and insisting the matter, Jocasta becomes more

adamant and resolute , saying "No Oedipus! No more questions. For Gods sake, for the sake of your own life!" (p. 71, lines 1335-1338). In Ancient Greece there are many things to tell and one of the important thing is the role of its women. Ancient Greece had a history of favouring men over women. Women were considered mediocre in ancient Greece and were not given rights and privileges once the woman was married. she remains completely under the control of her husband. Because of all these facts she was considered inferior and thus did not play a major role in ancient Greece.

When we talk about feminism and the role of women in ancient Greece, two of the regions of Greece are taken in account, the Athenian Greece and the Spartan Greece. If we talk about Athenian Greece, women were not envisaged with the basic rights of Greece, like being a proper citizen and owning a property. Whereas looking at the other hand, Spartan Greece was totally opposite and in contrast of Athenian Greece. The Spartans men were the warriors and soldiers they were mostly away from their homes for a long time due to wars, therefore making women the in-charge of the houses. Women of Spartan Greece were also given the all basic rights which include being a citizen and owning properties too. Talking about Athenian Greece, women were confined and not allowed to wear short dresses and were only allowed to leave their house fully covered. Whereas, women of Spartan Greece, they were wearing skirts and short dresses and do other things like men.

The way women were treated in Athens was considered to be typical by the other regions of Greece. The women of other regions of Greece were not treated like those of Athens but they were more likely treated in the manner as women of Sparta. The Highly Prized democracy was the basic reason behind this. The men of Athens believed that controlling their women will prevent them from extra marital affairs and that would result in their children being highly civilized and it would be easy in making them good citizens. In Ancient Greek culture, women were considered as a materialistic object by men and they were given to the groom in marriage by the women father and hence it was considered as a transaction between two men. Talking about owning properties, if the woman was owning a property, it was considered separate from that of husband's property but the husband had full control of the property. In case a relative or child died, their property was given to the husband rather than distributing equally between husband and wife. With regard to the social events, women were prohibited and restricted from attending social events that included men in it.

The reason of this was very obvious protecting the women from the evil men who would rape or seduce them. Women were not allowed to step outside the house and wonder around, because it was believed to be safe for them. But that was not the complete truth. Women were raped inside the house too by their husbands. Women of ancient Greece were restricted from living a social life in real manner.

Child marriage was favoured and most common in ancient Greek culture and the girl of nearly 14 years of age was married to a man of around 30 years of age. Ancient Greek men approximately lived an average life of 45 years around and died leaving behind their young wife either pregnant or with a new born. The death of the woman were mostly occurring due to the pain while giving birth. Due to these reasons, there were many infants left orphan and nearly 50 percent of the infants died reaching the age of around one year. Many women died in Greece due to early age pregnancy. The number of deaths of women was parallel in ancient Greece to the number of deaths of Greek men died in wars. Women of ancient Greece were given the duties of domestic work and raising the children. The outside work was carried by men were considered to be superior over women in ancient Greece.

CONCLUSION

From the above study the conclusion can be drawn as like other female gender in the city of Greece, Jocasta the main character in the study right from her childhood was expecting the same treatment to be meted to her as to others. She is a passive character willing to be supportive and caring of her husband in all situations. She also desires a right place in the society of Greece. Besides she wishes to be treated like others. The human weaknesses have been also well explained in the study. It is as when the truth begins to be revealed and exposed at the end and she got to know about her dual character mother as well as wife she commits suicide.

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National Identity and Multiculturalism: A Critical Analysis of Lloyd Fernando's *Scorpion Orchid*

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Abstract — This paper is intended to examine the issue of identity in Malaya at the first half of the twentieth century as exposed in Lloyd Fernando's *Scorpion Orchid* (1976). The novel centers on four friends from different races in Malaya mainly Malay, Indian, Chinese and European. The analysis is supposed to highlight the problems and issues of nationhood and nationalism that are reflected in the text. In other words, the research explores the characters' sense of belonging as well as their national identity to their homelands and their suffering in the hostland, Malaya. The analysis of this study is theoretically framed based on Hami Bhabha's *Nation and Narration* (1990). The discussions and analysis conclude that the issues of nationhood and nationalism have evidently been exposed in Fernando's *Scorpion Orchid*. One of the characters—Sabran—attempts to unite the students from the different races in one union to liberate Malaya from the colonizers. He strengthens his relationships with his friends and confirms that all people from different races should accept each other and live together. Similarly, another character—Sally—can be seen as a symbol of the land for she loves all people who visits her the same way that Malaya loves the different races who inhabit it. Even though Sally and Malaya have happily welcomed the different races, both have not been given love in return. However, Peter's suffering of racial prejudice symbolizes the Eurasians of Malaya at that time when they were discriminated and stereotyped as Europeans just because they were white. Due to that racial prejudice and alienation, Peter feels that he does not belong to Malaya and thus he decides to travel to England at the end of the novel. Just like Peter, Santinathan's uncle and family leaves Malaya and return to their homeland, India. In short, the novel is one of the marvelous texts that portray the multicultural society of Malaya in the 1950s. It mirrors the experiences of the different races—the Malays, Indians, Chinese and Eurasians—who lived in Malaya. In other words, the novel uncovers the identity problem of those races including their sense of belonging and living in between spaces.

Keywords — Lloyd Fernando, *Scorpion Orchid*, national identity, sense of belonging, living in between spaces.

I. INTRODUCTION

This paper is intended to examine the issue of identity in Malaya at the first half of the twentieth century as exposed in Lloyd Fernando's *Scorpion Orchid* (1976). The novel centers on four friends from different races in Malaya mainly Malay, Indian, Chinese and European. The analysis is supposed to highlight the issues of nationhood and nationalism that are reflected in the text. In other words, the research explores the characters' sense of belonging and national identity to their homelands as well as their suffering in the hostland, Malaya. The discussions and

analysis of this study have theoretically been framed based on Hami Bhabha's *Nation and Narration* (1990).

The word "Malaya" refers to what was called as the British Malaya at the period of time from the eighteenth century until the fifties of the twenty century. It also refers to the Federation of Malaya which appeared from 1946 until 1963. Later on, and specifically from 1963 till the present, the word "Malaya" refers to the states of Malaya or the Malay Peninsula which include "Malaysia, Southern Thailand, and the southernmost tip of Myanmar ... as well as the city state of Singapore" (Wikipedia, 2020).

Lloyd Fernando was born in 1926 and he is one of the most famous writers in Malaya. Mohammad Quayum (2006) reveals that “Lloyd Fernando was born in Sri Lanka in 1926, and in 1938, at the age of twelve, he migrated to Singapore with his family.” Quayum (2006) also illustrates the beginning days of Fernando in Singapore where the author “continued his schooling at St Patrick’s but the Japanese occupation of Singapore from 1943 to 1945 dealt a severe blow, interrupting his formal schooling, and, most tragically, costing his father’s life in one of the Japanese bombing raids.” His father’s death was a change point in his life. According to Quayum (2006), “following his father’s death, Fernando started working as trishaw rider, construction laborer and apprentice mechanic, to support himself and the family.” After the war, Fernando completed his Cambridge School Certificate and worked as a school teacher (Quayum 2006). In 1955, he entered the University of Singapore and he graduated in 1959. In fact he studied both English and Philosophy (Quayum 2006). In 1960, he joined the Department of English in the University of Malaya, Kuala Lumpur as an assistant lecturer. After he had studied Ph.D at the University of Leeds in England, he came back to the University of Malaya. In 1967, he “was elevated to Professor and Head of English at the University of Malaya, posts he held until 1979” (Quayum 2006). In fact, Fernando started writing fiction approximately in the 1970s. He wrote two novels *Scorpion Orchid* (1976) and *Green is the Colour* (1993). In addition to that, he edited several anthologies. With settings based on authentic historical situations, his novels reflect social and political issues that are aroused in a young nation struggling to find its own identity.

According to Cheah Wei Lyn (2006:1), a person who reads “Fernando’s novels can be easily alerted to the issues and concerns of people who struggle with the process of forming a new nation.” This merit has spurred critics and scholars to shed light on Fernando’s literary works. For instance, Fadillah Merican et al. (2004:124) elaborate that Fernando’s stories do not end on a note of ‘Edenic’ possibilities. It seems that Fadillah’s argument is true because in Fernando’s works there is no indication of how the future of the nation will be. In addition to that, based on Fernando’s works, Lyn (2006: 1) illustrates that “one gets the idea that the future depends on the passion and determination of the characters.” Fernando’s works reflect his own concerns about the future of Malaya and its ultimate destiny as a nation (Quayum 2001:168). Besides, they draw attention to “the moral and sociological problems of a country newly independent from its Western colonizers” (Lyn 2006:2).

Moreover, Koh (2001:155) reveals that the characters in the novel, *Scorpion Orchid*, that are really of different racial backgrounds desire to understand their ancestry and at the same time try to find a common ground that binds them together. They “realize that the ideal world that was filled with understanding was merely an illusion” (Lyn 2006:2). Thus, all of them start to feel that the “futility and desire for flight co-exist with a search for a meaningful identity and a place that could be regarded truly as home” (Koh 2001:155). Lyn (2006:2) writes that “Fernando is also a unique and unlike other Malaysian writers because his novels comprise of characters from different ethnic backgrounds.” In fact, a large number of Malaysian writers are more comfortable writing about the experience of the community they know best i.e. their own community. Lyn (2006:2) also adds that Fernando, in his works, “reveals that the nation that each racial group is not alone in its search for an identity in the new land.” That is why his works emphasize on the unity of the nation.

However, Collin Abraham (1997) elaborates that the racial division was terminated by the colonizers. It was this very diversity within the colonial situation that was used by the colonizers to maintain domination. Moreover, Abraham (1997) continues that the division resulted in a heightened racial tension and conflict; Fernando includes them as a foreground for the development of the characters and also to bring out the personal and inner struggle of each character as they respond to the chaos around them (Lyn 2006:2).

II. THEORETICAL BACKGROUND

Fernando’s *Scorpion Orchid* reflects the Malaysians’ search for identity and explores their sense of belonging. The national identity and the sense of belonging to the land emphasize on the national feeling as well as nationalism. Consequently, the analysis of the novel requires a sufficient knowledge of the word ‘nation.’ According to John McLeod (2000: 210), “The concept of ‘home’ often performs an important function in our lives. It can act as a valuable means of orientation by giving us a sense of our place in the world. It tells us where we originated from and where we belong. As an idea it stands for shelter, stability, security and comfort.” McLeod (2000: 210) later on adds: “To be ‘at home’ is to occupy a location where we are welcome, where we can be with people very much like ourselves.” Based on that, homeland is like a mother who feeds her children and gives them love and happiness; it is not merely a geographical place; it is culture, history, family, relatives, and neighbors. In fact, the sense of belonging to a particular nation is an exciting sense that most of the people around the world have.

By the same token, Adnan Mohammad Zarzour (1999:43) illustrates that “the word ‘nation’ refers to a group of people who speak one language and have the same origin such as the Arabs, the Persians, and the Turks.” These shared elements make them one nation. However, the British cultural historian, Raymond Williams, identifies the ‘nation’ “as a term radically connected with ‘native.’” He adds that “we are born into relationships which are typically settled in a place” (Williams 1983; Bhabha 1990:45). However, the two definitions that are discussed previously seem to be imperfect and insufficient to explain the meaning of the word ‘nation.’ Since the word ‘nation’ is ambiguous and it might involve various meanings, Ernest Renan (1990:19, in Bhabha 1990:19) provides, in the quotation below, its comprehensive definition in which he argues;

A nation is a soul, a spiritual principle.
Two things, which in truth are but one,
constitute this soul or spiritual principle.
One lies in the past, one in the present.
One is the possession in common of a
rich legacy of memories; the other is
present-day consent, the desire to live
together, the will to perpetuate the value
of the heritage that one has received in
the undivided form. (Renan 1990:19, in
Bhabha 1990:19).

As exposed in the excerpt above, unlike Zarzour’s definition of the nation that focuses on the language and the origin, Renan (1990:19, in Bhabha 1990:19) elaborates some extra elements that people should share in order to become a nation. They are supposed to have the desire to live together. Besides, they have to share the same heritage as well as the similar memories.

Similarly, Kamaludin Rifaat (1966) argues that the term ‘nation’ refers to “a particular group of people who might be different to a certain extent but they all together share some characteristics, features, and elements such as a specific language, geographical land, history, interest, and similar ideology.” Hence, if these elements are shared by group of people, even though they are from different countries, those people can be identified as a nation. In addition to that, Gastanteen Zureiq (1994) scrutinizes that “the ‘nation’ is a group of people who share some elements and features such as language, culture, history, ambition, pain, and interest.” These elements contribute together to make that group of people a united nation. People may also share some myths that are relevant to the culture and history. In fact, the word ‘myth’ conveys an ambiguous meaning as well. For instance, Timothy Brennan (1990:42) identifies the word ‘myth’ as a “distortion or lie; myth as mythology, legend, or oral

tradition; myths as literature prose; myths as shibboleth.” The correlation between the nation and the myths reinforces the national sense of belonging. It creates the national identity that is, later on, shaped as ‘nationalism.’

Pertaining the previous discussions, Brennan (1990: 57) identifies the term ‘nationalism’ as “a state of mind in which the supreme loyalty of the individual is felt to be due to the nation-state.” In spite of the national enthusiasm that nationalism connotes, “most commentators agree that the idea of nation is western in origin. It emerged with the growth of western capitalism and industrialization and was a fundamental component of imperialist expansion” (McLeod 2000:68). Even though the concept of nationalism was first created in the west, it has been developed in the East.

Thus, the ‘nation’ can indeed be identified as a group of people who share some characteristics, elements, and components that make them feel they are connected to each other. They experience the same history and inhabit in the same land or perhaps in attached lands, adopt analogous ideology and ambitions.

III. DISCUSSIONS AND ANALYSIS

Scorpion Orchid was set in Malaya in 1950s. It centers mainly on four young men, Guan Kheng, Sabran, Santinathan and Peter. The four characters struggle to live in Malaya during the racial riots. They meet at the university and unite in their hopes of an ideal Malaya. The novel begins with old uncle Rasu taking his family back to India. The situation in Malaya is unstable and there are rumors of social unrest. He allows his nephew, Santinathan, to remain in Malaya in order to complete his university study. The family also leaves Santinathan’s sister—Neela—because she refused to return to India with them. Santinathan is supposed to go back to India with his sister after he graduates. However, in the last year of their study, the racial riots break out and each one of the four friends is affected. Sabran becomes involved in a students’ union and tries his best to combine students’ union composed of the different races in the students. However, as he carries out his ‘mission’ he is aware that the unions he strives to combine are fighting for different reasons. During the riots, he is detained by police for suspicion of spreading rumors. Conversely, Santinathan rents a room after his family leaves Malaya. He continues attending the university until he is expelled for improper conduct. He then leaves the university. One day, his sister—Neela—visits him. She is pregnant with a university lecturer’s child—Ellman. Santinathan and Neela now recall their past in India before their father brought the family to Malaya. They realize that as much as they enjoyed their childhood in India, their motherland holds nothing for them now.

Later, Santinathan witnesses a brutal murder of a Eurasian man. He has been shocked and troubled. Consequently, he falls ill for some days. During the riots, Guan Kheng realizes that he does not feel at home in Malaya. He thinks about the different races that live in the country and decides that it is foolish to expect unity from a people so diverse. He falls back on his Chinese education. Although he may have forgotten some Chinese customs, he has retained enough to identify himself as Chinese. He attributes his calm and poise during the riots to his Chinese education. He knows who he is and his position in the country during the situation. In contrast, Peter, throughout the novel, constantly talks about going back to England. He feels he does not belong to Malaya. He thinks that he will be accepted in England or Australia. He even traces his lineage to prove he is more than 51% white so that he can migrate. During the riots, he is attacked. This strengthens his decision to move away from Malaya. He is contrasted with his mother, Mrs. D'Almeida. She is quite comfortable living among the locals and relishing local condiments like *sambal* and *belachan*. In other words, she is different from her son.

As the four friends struggle with their revelation of their own identity during the racial riots, they drift apart. However, they realize that their close friendship is on a superficial level. They did not really know each other. They began to see themselves as separate entities in the society and find it more and more difficult to reach common ground.

Conversely, the four students are linked to two mysterious characters—Sally and Tok Said. Sally is a prostitute to whom is admired by all of them. She accepts them for who they are. However, when she is assaulted during the riots, they abandon her. Consequently, she disappears from their lives.

Sally and the four friends are acquainted with Tok Said. None of the characters is able to tell what race Tok Said is. To Sally, he is an old Indian man. To Santinathan, he is Malay. To Guan Kheng, he could be Malay, Chinese, Indian or Eurasian. Although his racial background is not determined, those who meet him take his messages quite seriously. Santinathan is troubled when Tok Said tells him that he will die that year. Sally is distraught when Tok Said says she must love all who come to her. Sabran hears Tok Said telling him not to lose heart. Conversely, Guan Kheng meets a toothless man who tells him nothing. In general, they are all preoccupied by him.

While the people of Malaya experience uncertainty and fear, two university lecturers discuss their view about the riots. They both agree that the locals need the British to maintain peace in the country. They are of the opinion that the natives should be thankful to them for

bringing progress to the country. This hegemony towards the west still exists in many nations and countries until this moment.

However, the novel ends with a letter to Sabran in Malaya. Two years have passed and Peter writes to Sabran to tell him of his plan to return to Malaya. Peter reveals that England is not as he once thought. He realizes that he truly belongs to Malaya.

The novel is full of issues that reflect a sense of belonging to the migrant's homeland. For instance, in the novel, uncle Rasu and his family leave Malaya to their homeland, India, when they realize that Malaya is not safe for them because of the political unrest that has appeared. Although he stayed in Malaya for a long time, his sense of belonging is still to India. He does not consider Malaya as his land in which he must live for good or bad. This can obviously be seen in when the narrator of the story describes the last moments of uncle Rasu before he leaves Malaya: "The taxi crept through the evening crowd of anonymous creatures in the suburb. Rasu recognized a face here, a crony there. They had been the props of his existence. He felt no regret at leaving; in fact he was anxious to leave" (Fernando 1992:12).

In addition to that, Rasu believes that people in Malaya are not his original nation, India. For instance, he utters that "something is going to happen, Rasu thought. Bukit Mertajam and Ipoh. It's not safe to be here. It's better to be among our own people" (Fernando 1992:13). In fact, this is one of the problems that diaspora people experience in the hostland. They live in the land of domicile, but they still belong to their ancestral land as well as practice their own culture and traditions. This confirms what has been elaborated by Renan as discussed earlier that "a nation is a soul, a spiritual principle" (Renan 1990:19, in Bhabha 1990:19). It is not merely the place of residence or people around, but it is the land that a person feels. Just like Rasu, Peter has no sense of belonging to Malaya as quoted below:

"I mean you too, Santi," Peter said.
"You're a bloody foreigner. As for where I'm going, why to England, of course. They're a bit more civilized there. I'll get a job there, maybe as a teacher, marry and settle down and live to a ripe old age. You buggers can agitate and demonstrate fight it out amongst yourselves."(69).

Peter wants to leave Malaya and lives in England. He believes that due to his color and thinking, he cannot assimilate himself in Malaya. This is because the Malayan people consider him as Eurasian because he is white. This reinforces the idea that he does not belong to Malaya. However, he sometimes utilizes a colonial language such

as “civilized” that is repeatedly uttered by the colonizers to describe the west and to make it in a binary opposition with the east which is always depicted as “uncivilized”. Peter’s sense of belonging to England can be obviously seen in the quotation above when he argues with Santinathan about his intention to go to England. Peter believes in the hierarchy of the west. He seems to be convinced that the British have the right to colonize Malaya. This can be realized when he criticizes the slogans that are raised by some of the demonstrators such as “British Realty is sucking our blood”(23). He reveals that if he was the governor, he would “line them up and shoot the bloody lot of them”(23). The pronoun ‘them’ refers to the nationalists who call for liberty.

By the same token, the novel deals with nationhood and nationalism. Since the story is set in a time when Malaya was colonized, the national movements are given a wide space in its plot. This can clearly be understood when the Malay student, Sabran, does not believe what the British reveal about the natives. In fact, he knows that the colonizers always attempt to divide the natives by spreading rumors about each other. These rumors are utilized to make the natives disunited. Sabran says that “now there’s a rumour spreading that British Realty do not want to see us united. That they have planted agents to cause trouble between the unions. So long as we remain disunited, they can remain on top. So they say. But that’s not all”(59). This excerpt shows that Sabran is aware that the unity of the natives is one of the elements that lead to liberty. Therefore, he always reinforces his relationship with his friends who are of different races such as Santinathan and Guan Gheng. It seems that the three friends symbolize the main three races in Malaya. Sabran is Malay, Guan Kheng is Chinese, and Santinathan is Indian. However, Sabran’s intention of making people united regardless of their races reinforces what has been discussed in the article earlier in which the “National Young Lawyers Committee chairman Edmund Bon said his group had started conducting a survey on national unity among young Malaysians” (The Star 2007). Sabran tries his best in order not to lose his friendship with Santinathan, even though the latter say harmful words that hurt his feeling. In other words, he portrays what the different races must do in the real life. They need to forget their minor problems and unite together. However, Sabran’s argument about his friend, Santinathan, can clearly be realized in the quotation below:

Ever since Santinathan had come to stay in his Kampung near Endau, Sabran had come to a conviction that whatever Santinathan said or did could never separate them. They had found an

incredible way, not simply through language, of making their differing backgrounds respond to each other in mutual sympathy.(59).

In fact, Sabran is a hybrid character i.e. he can easily live with people of other races. He even enjoys his life in the Malayan multicultural society. For instance, “when he won a scholarship to Raffles Institution he went to live with his uncle who was a lorry driver in Singapore. It was exciting to go to school with classmates of different races and it was there he met Santinathan”(60). Fernando’s portrayal of Sabran makes him a good example for Malayan people.

In contrast, the situation becomes worse when the different races refuse to live together. In other words, the races that exist in Malaya have to forge a new nation that contains all of them. They must be proud of their new land and nation which have some elements from the values of each race and culture. Thus, they can work together to liberate and develop Malaya. This can be obviously seen when Santinathan illustrates that the different races may have troubles because they “don’t know how to live together”(61). In other words, the different races must accept each other because the land welcomes all of them. Therefore, they have to protect it. They need to liberate it from the colonizers.

However, Sally, whom is depicted as a prostitute in the story, symbolizes the land itself. Like the land, she merely gives love to people but no one loves her in return. In fact, this figurative language conveys a significant meaning. Sally and the land seem to be the same. For instance, Sally accommodates people, but they do not please her in return. On the other hand, the land welcomes the different races, but they refuse to unite to liberate it when it has been colonized. This can be clearly understood from Sally’s anger in the quotation below:

Why must I only give, why should they not love me in return? Why do they take, hurting? Why can’t they take with love? Why do they find that so difficult? I have taken whoever came to me, so often without money. I have given love so freely. I thought I had patience to wait even until I die to find someone who would love me.(86).

Although Sally takes some money from people who come to her, she believes that she gives them love in return. This can be realized from her response to Sabran when her friends abandon her when she has been raped. She says; “you mean what I’m doing is not love because they give me a little of money? It’s love. Maybe I never see most of them again, but when they’re with me, I give them a little love” (120). These sentences support the idea that Sally is a

symbol of the land. She loves people, but they do not love her in return. In addition to that, Sally reflects the real life in Malaya in the 1950s when there was unrest between the different races i.e. racial riots. This has been clearly portrayed in the excerpt below.

Even the rough ones I give them a little love. They are frightened, all of them, as if they are running away from something and want to rest. Malays, Chinese, Indians, Eurasians, I give them rest, I know they are confused, they talk bad of one another sometime—sometimes even they get very angry. But when they are with me they become calm, they don't argue, they don't talk. (120).

In fact, the author utilizes Sally in the novel to address some national issues such as nationhood and nationalism. He wants to make the races love the land which welcomes them the same way that Sally welcomes and loves people who come to her. Even though the land is colonized and Sally is raped, the land still welcomes people and Sally still welcomes her customers.

Living among people who possess different culture, language, myths, or goals creates a sense of loss, alienation, and racial prejudice. This makes the migrants live in between spaces; they neither belong to the new nation, nor to their own nation. For instance, the Chinese, Indians and Eurasians, who sailed to Malaya, have suffered a lot from identity's problems and a sense of loss. To them, Malaya is a new land with different language, religion, culture, history, experience and race as well. The experience of losing their original identity is so painful, especially to those who feel proud of their ancestral land, nation, culture ... etc. Due to the limitation of space and time, this essay does not deal with the whole problems of identity that the migrants experience in Malaya. It merely analyzes the experience of living in between spaces, racial prejudice and alienation as discussed in the forthcoming paragraphs.

Peter in the story lives in between spaces. He lives in Malaya, but he is not comfortable because his sense of belonging is still to England. This can be seen when he leaves Guan Kheng's car. He leaves them to save them the troubles for his existence with them attracts the attention of the attackers towards them. In fact, he is discriminated because he is Eurasian. For instance, when his friends think that he feels frightened when he is alone, he replies; "I'm alone you think I'm afraid to be alone, I'll show you. Just let me get out of this place as quickly as possible, and forget it ever existed"(82). The word 'place' in the quotation above refers to the car and Malaya as well. However, Peter prefers to go to England and live there,

although he was born in Malaya and he does not know any people in England. Peter's experience of living in between spaces can obviously be seen when Santinathan asks him why he wants to leave Malaya and live in England: "Ask yourself then what are you afraid of. You are afraid of something, aren't you? Have you ever asked yourself why? You were born here. You have lived here all your life. Yet you prefer to go and live among people you don't know. Why?"(142). Just like Peter's experience of living in between spaces, Santinathan also shares Peter some of that experience. For instance, he reveals that he does not agree with his father's decision to leave India and migrate to Malaya. In fact, his father and family have left their culture, land and people to live in a new land, Malaya, with different people and culture. His father died in Malaya by a Japanese bomb. He had come to search for a safe land, but unfortunately he came to die in Malaya. In fact, this can clearly be observed in the excerpt below in which Santinathan recalls his father's suffering in Malaya during the Japanese colonization:

"Poor father," he said. "I wonder what he had in mind when he brought us over to Singapore. And what did he get out of it? A Japanese bomb that blew off the side of his face. He thought he was doing us a favour; actually he came here simply to die. And now that he's dead, the family's gone back. There's a kind of beautiful pointlessness about it. What a rotten deal for a man to have had. And what would he say if he saw us now.(52).

The quotation above shows the difference between the decision of Santinathan's father when he brought the family to Malaya and Rasu's decision to leave Malaya with the family and go back to India. However, they have left Santinathan and Neela in Malaya. Thus, the whole family lives in between spaces. They are not sure which place is their land. They love Malaya at the beginning but leave it when it is not safe.

Since Peter is a Eurasian, he is completely discriminated by people in the novel. One day, he is attacked just because of his color. In other words, the narrator of the story reveals that Peter is attacked because "he's classed with the Europeans. And not only him – all the Europeans too" (72). This racial discrimination is one of the current issues that the Malaysians try their best to get it out of the people's minds. For instance, the three organizations call for a "rejection of any ideology that uses racism to promote national unity" (The Star 2007). Although Peter was born and brought up in Malaya, people still classify him as European. This racial prejudice practiced against Peter can easily be understood from the

dialogue between Santinathan, Sally, and Peter in the quotation below.

Santinathan said, "Peter, what happened?"

"He was beaten up."

"Peter, are you all right?"

Peter turned and looked at him with eyes. His face was discoloured with bruises, part of his scalp was matted with dried blood, his underlip was swollen.. Sally sponged his forehead with a wet a handkerchief. "I'm getting out of this damn place," he muttered, and turned his head away. (67).

The apartheid that Peter experiences leads him to decide to leave Malaya. For instance, in the excerpt above, he says; "I'm getting out of this damn place"(67). In addition to his experience of being discriminated by the ordinary people in the country, his close friends consider him as European. However, his friends are afraid that they are attacked because they are with him. Therefore, as discussed earlier, he leaves Guan Kheng's car in the middle of their way home in order to save his friends the troubles. In his conversation with them, Peter says, "I think you'd better drop me here. You'll be able to get home more safely that way"(81). Thus, he is racially discriminated even by his close friends.

In fact, Peter begins to feel that they are not his friends that he knows. For instance, when he leaves the car, he speaks to them "as though to a complete stranger. The years they had spent as contemporaries in school and university appeared suddenly to be paltry an excuse for their continuing friendship"(81). This prejudice reinforces his decision and intention to leave Malaya. Peter also feels alienated because the society stereotypes him as "a complete stranger", as though he was not born in Malaya. This can apparently be seen in the quotation below where Peter expresses his sadness when people alienate him:

"Here, as these men looked at me – At me, Peter burst in feverishly. "Not any of you. Me. Their look made me feel for the first time such a complete stranger – as if I was a creature made in the likeness of someone they did not know, whom they feared because he was so wholly foreign to them. I was an alien. Why? When we were eating that rojak – which by the way for the first time I didn't enjoy – I saw the point suddenly.(69).

Peter's experience of racial prejudice and alienation makes him believe that he does not belong to Malaya. For instance, he says, "I don't belong here. I don't really know

anybody here, and what's more with the British getting out; I don't want to. I am getting out too"(69). As a result, at the end of the story he travels to England and stays there.

IV. CONCLUSION

The discussions and analysis in this essay conclude that the issues of nationhood and nationalism have evidently been exposed in Fernando's *Scorpion Orchid*. Sabran attempts to unite the students from different races in one union to liberate Malaya from the colonizers. He strengthens his relationships with his friends and confirms that all people from different races should accept each other and live together. Similarly, Sally can be seen as a symbol of the land for she loves all people who visits her the same way that Malaya loves the different races who inhabit it. Even though Sally and Malaya have happily welcomed the different races, both have not been given love in return. However, Peter's suffering of racial prejudice and discrimination symbolizes the Eurasians of Malaya at that time when they were discriminated and stereotyped as Europeans just because they are white. As a result of the prejudice and alienation, Peter feels that he does not belong to Malaya and decides to travel England at the end of the novel. Just like Peter, Santinathan's uncle and family leave Malaya and return to their homeland, India.

In short, the novel is one of the marvelous novels that portray the society of Malaya in 1950s. It mirrors the experiences of the different races who lived in Malaya mainly the Malays, Indians, Chinese and Eurasians. In other words, the novel uncovers the identity problem of those races including their sense of belonging and living in between spaces.

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Knowledge and Level of Compliance of Tricycle Drivers on Traffic Rules and Regulations: A Case of the Tricycle City of the Philippines

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Abstract— *The importance of traffic laws is undeniable because it is designed to protect both the lives of the drivers and passengers. Having sufficient knowledge of rules on the road and much more on practicing those rules make a driver skilled and would surely minimize the accidents or crash on the road. This study was accomplished with the objective of determining the knowledge and level of compliance of the tricycle drivers on traffic rules and regulations in terms of Ten Commandments of traffic, pavement markings and, traffic signs/signals and islands in Cabanatuan City which is known as the Tricycle City of the Philippines. With the objective of gaining new insights with the current situation in the said subject, the researcher used a descriptive research method. The respondents of this study were the 100 driver-members of selected Tricycle Operators and Drivers Association (TODA) in Cabanatuan City who were randomly chosen from different barangays. It has been found out in this study that the motorists are knowledgeable in terms of the traffic rules and regulations but on the contrary, they are not always compliant. Based on the results of this study, the researcher suggests the refurbishing of the driver licensing system and the strict implementation of the existing laws on road traffic management.*

Keywords— *knowledge, level of compliance, traffic rules and regulations, tricycle operations.*

I. INTRODUCTION

Cabanatuan City prides itself as the Tricycle City of the Philippines (Dayang, 2018). In fact, tricycle operation in this city is a source of livelihood for around 10,000 families (Balara, Pascual, Santos, Ortiz, Gabriel and Mangahas, 2017). Tricycles, which are made by attaching a sidecar to a motorcycle, are one of the means of public transportation in the Philippines (Nguyen, 2020). Since tricycle is a three-wheeled vehicle, it is said to be more accident-prone compared to four-wheeled vehicles, this is also the reason why senior administration lawmaker in the Philippines are proposing safety and professional training for drivers and operators of tricycles (Romero, 2015). Unfortunately, despite the city claim and arrogance for being the Tricycle City of the Philippines, many local tricycle drivers seem hell-bent in making Cabanatuan as the City of the Most Notoriously Opportunistic and Abusive Tricycle Drivers in the country (Dayang, 2018). Needless to say that they are also the number one violators of traffic rules and many of the tricycle drivers are becoming a source of stress to other motorists and travelers. It is a sad reality that many tricycle drivers seem to think that for the reason that their vehicles are small, they

can blatantly ignore rules—going against traffic on one-way streets, squeezing between cars, even trucks, and making turns whenever they feel like it—putting their passengers' and their own lives at risk (Bolido, 2014). Each day, this is a normal scenario on the road of Cabanatuan City.

Based on data from the Philippine Statistics Authority, motorcycle-related injuries comprise 69% of the total identified transport incidents nationwide (Sy, 2017). Because of these disturbing figures, it pays for motorists to be aware of the most common reasons for accidents so they may use this information to reduce their level of risk (Michon, 2020). The instability of the sidecar attached to the motorcycles, which serve as passengers' seats is among the leading cause of accidents (Felongco, 2015). Driver's lack of awareness about traffic rules, regulations and laws, and their non-compliance with these traffic rules and regulations were the most significant causes of road traffic accidents (Al-Khalidi, 2006).

Traffic rules, regulations and guidelines have to be set in place and must be strictly followed by motorists so that serious accidents and injuries can be prevented (Nilkamal Pvt Ltd, 2018). The knowledge and attitude which can be

done through a compliance survey is a powerful tool that can be used to determine the knowledge and the attitude of the populations regarding traffic rules and regulations on the road (Vandamme, 2009). In order to address these issues related to lack of knowledge and compliance of the tricycle drivers in Cabanatuan City towards road traffic rules and regulations, the researcher has realized the need to conduct this study which purpose was to determine the knowledge and level of compliance of tricycle drivers in Cabanatuan City on traffic rules and regulations. Specifically, it sought to answer the profile of the respondents, their level of knowledge on traffic rules and regulations and their level of compliance on traffic rules and regulations.

II. METHODOLOGY

In determining the knowledge and level of compliance of tricycle drivers on traffic rules and regulations, this study

makes use of the descriptive research method. Descriptive research describes the state of affairs as it exists at the present time which employs surveys and fact-finding inquiries of different kinds. The researcher only reports what has happened or what is happening at the current state (Bist, 2014). The respondents of the study were the randomly selected 100 tricycle drivers of different Tricycle Operators and Drivers Association (TODA) in Cabanatuan City. With the objective of gaining familiarity with a phenomenon or to achieve new insights into the topic (Kothari and Garag, 2014); the researcher used a descriptive research method. The questionnaire was self-constructed based on the Traffic Management and Accident Investigation book of Delizo (2014) and before the conduct of a survey, the questionnaire was evaluated by experts in the field of Criminology. The following numerical and adjectival values were used:

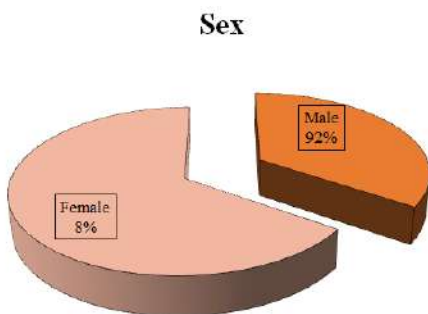
Ranges	Rate	Knowledge	Level of Compliance
4.20–5.00	5	Highly Knowledgeable	Always
3.40–4.19	4	Knowledgeable	Often
2.60–3.39	3	Moderately Knowledgeable	Sometimes
1.80–2.59	2	Fairly Knowledgeable	Seldom
1.00–1.79	1	Not Knowledgeable	Never

Frequency, percentage and weighted mean were the statistical tools used in this study. The information and data gathered by the researcher were organized, tabulated and collated for better analysis and interpretation.

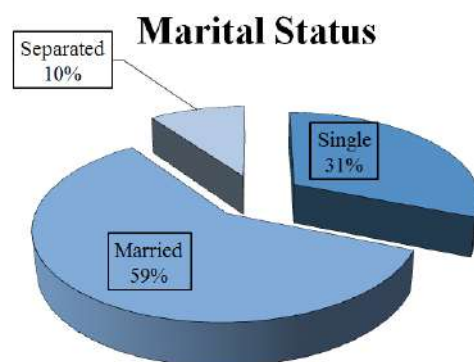
III. RESULTS AND DISCUSSION

This section presents the results of the survey conducted regarding the knowledge and the level of compliance of tricycle drivers in Cabanatuan City on traffic rules and regulations.

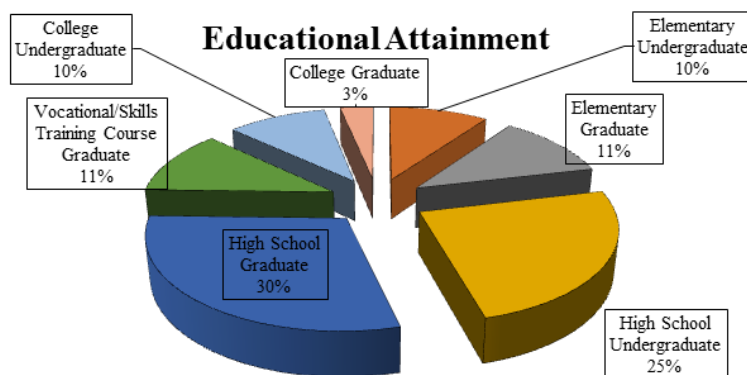
1. Profile of the Respondents



The data above revealed that the majority of the tricycle drivers were male. Driving is still dominated by male drivers; further strengthening the idea is the earlier research which shows that transport remains a male-dominated industry (Ames, Mateo-Babiano and Susilo, 2014).



The data above presented that majority of the respondents were married. Most of the respondents use tricycle operations as their occupations for the reason that they are providers for their families (TopGear.com.ph, 2018).



The data above displayed that majority of the tricycle drivers did not finish college. In fact, only 3% of the respondents were able to finish a degree. They chose to become tricycle

drivers due to poverty and because they were not able to finish their studies (San Diego, n.d.).

2. Knowledge of Tricycle Drivers on Traffic Rules and Regulations

Table 1. Knowledge of Tricycle Drivers on Ten Commandments of Traffic

No.	Indicators	WM	Verbal Description
1	Knowledge about the “Keep right” rule	4.08	Knowledgeable
2	Knowledge on how to observe road courtesy	4.11	Knowledgeable
3	Knowledge about places on the roadway that vehicles should not be parked	4.31	Highly Knowledgeable
4	Knowledge on what does it mean by “If in doubt, do not overtake”	3.97	Knowledgeable
5	Knowledge about the “bus stop rule”	3.93	Knowledgeable
6	Knowledge about the “Rules to prevent or untangle traffic congestion or traffic jam”	3.85	Knowledgeable
7	Knowledge about what is “Observe the Traffic Management Measure”	3.98	Knowledgeable
8	Knowledge about what is “The Philosophy of a Pinoy Driver”	3.75	Knowledgeable
9	Knowledge about the “On Pedestrians Rule”	4.25	Highly Knowledgeable
10	Knowledge about the “International Driving Safety Reminder”	4.02	Knowledgeable
Average Weighted Mean		4.03	Knowledgeable

The data above revealed that the tricycle drivers were highly knowledgeable about the places on the roadway that vehicles should not be parked with a weighted mean of 4.31. It is a good thing that tricycle drivers are well-informed that vehicles should not be parked near intersection, crosswalk, pedestrian lanes, fire stations, fire hydrant and even private driveways (Delizo, 2014). This commandment seems to be notable by drivers because these places are marked on the streets and this rule was appraised to the motorists during the

issuance of driver’s license. Similarly, the respondents were also highly knowledgeable on the pedestrian rule with a weighted mean of 4.25. Unfortunately, the drivers were discovered to be just knowledgeable about the philosophy of a Pinoy driver, this phrase means being considerate to his fellow drivers, for example in a Rotonda, first come first serve, but based on the surveillance among tricycle drivers, it seems that this philosophy is not being observed from them.

Table 2. Knowledge of Tricycle Drivers on Pavement Markings

No.	Indicators	WM	Verbal Description
1	Knowledge about what is meant by "Single white dotted line"	3.74	Knowledgeable
2	Knowledge about what is meant by "Single white continuous line in a two-lane traffic way"	3.80	Knowledgeable
3	Knowledge about what is meant by "Single continuous line on a four-lane road"	3.44	Knowledgeable
4	Knowledge about what is meant by "Double yellow/white line"	3.57	Knowledgeable
5	Knowledge about what is meant by "Single white/yellow line with white/yellow dotted line"	3.18	Moderately Knowledgeable
6	Knowledge about what is meant by "Yellow continuous line on the road provided with a passing lane"	3.67	Knowledgeable
7	Knowledge about what is meant by "Crosswalk or pedestrian lane"	4.11	Knowledgeable
8	Knowledge about what is meant by "Directional arrows"	3.93	Knowledgeable
9	Knowledge about what is meant by "Stop lines"	3.92	Knowledgeable
10	Knowledge about what is meant by "Barrel lines"	3.56	Knowledgeable
Average Weighted Mean		3.69	Knowledgeable

The data above illustrated that tricycle drivers were knowledgeable about what is meant by a crosswalk or a pedestrian lane with a weighted mean of 4.11. In an article written by Lindeke (2014), he mentioned that according to Mongelli, who is a tool engineer, high-visibility crosswalks can come in all sorts of subtle varieties, ranging from the basic crosswalk which is the two simple lines up to "continental" or "piano" crosswalks that are those thick white lines perpendicular to the traffic lane and also the "zebra" crosswalks which are the white lines at an angle. These markings were distinguished by the drivers because of

their visibility on the roads and can be pondered as common knowledge among motorists. On the contrary, drivers were only moderately knowledgeable about what is meant by a single white/yellow line with white/yellow dotted line with a weighted mean of 3.18. According to Tamayo (2016), reading road markings is such an important skill for new drivers, yet appears to be one that even veteran drivers seem to lack. He added that it could be because the road signage and markings in the Philippines seem to be in a perpetual state of flux, and even the authorities painting them often seem puzzled by where they should actually go.

Table 3. Knowledge of Tricycle Drivers on Traffic Signs/Signals and Islands

No.	Indicators	WM	Verbal Description
1	Knowledge about Danger Warning Signs	3.97	Knowledgeable
2	Knowledge about Prohibitive and Restrictive Signs	3.82	Knowledgeable
3	Knowledge about Mandatory Signs	3.39	Moderately Knowledgeable
4	Knowledge about Priority Signs	3.52	Knowledgeable
5	Knowledge about Informative Signs	3.51	Knowledgeable
6	Knowledge about the use of Pedestrian Island	3.38	Moderately Knowledgeable
7	Knowledge about the use of Division Island	3.23	Moderately Knowledgeable
8	Knowledge about the use of Channelizing Island	3.34	Moderately Knowledgeable
9	Knowledge about the use of Rotary Island	3.51	Knowledgeable
10	Knowledge about the meaning of each color on the traffic signal light	4.13	Knowledgeable
Average Weighted Mean		3.58	Knowledgeable

It can be noticed from the table above that motorists were knowledgeable about the meaning of each color on the traffic signal light with a weighted mean of 4.13. This is a knowledge that every child in the Philippines has gained since they all need to commute and use the pedestrian at some point in their lives (Kim, 2019). Traffic lights are some of the most common fixtures existing in any major road and can be usually seen on intersections, corners, turns, and other crucial junctions and learning how traffic lights work and what the signs and colors mean can only take a short period of time (Ayam, n.d.). Quite the reverse of the knowledge of drivers on other rules and regulations on traffic signals and

islands, the respondents were moderately knowledgeable on the use of Division Island with a weighted mean of 3.23. Division Island is a sub-classification of Traffic Islands which are constructed primarily to divide the streams of the motor vehicles (Delizo, 2014). Due to the fact that these areas are not given priorities in the lectures during the issuance of driver's license, the majority of the licensed drivers do not have full knowledge on traffic islands such as division, channelizing and rotary.

3. Level of Compliance of Tricycle Drivers on Traffic Rules and Regulations

Table 4. Level of Compliance on Ten Commandments

No.	Indicators	WM	Verbal Description
1	Keeping right while driving	3.70	Often
2	Yielding to emergency vehicles, pedestrians, vehicles with right of way, traffic with momentum and traffic signs	4.21	Always
3	Parking near the intersection, pedestrian lanes, fire stations, fire hydrant, and private driveways	3.48	Often
4	Overtaking even when there is upcoming traffic	2.92	Sometimes
5	Parking or passing on a bus stop	2.97	Sometimes
6	Giving way to intersections during traffic and avoiding overtaking/counter flowing	3.44	Often
7	Driving on the shoulder in the main highway and even when it is your vehicles coding	3.08	Sometimes
8	Giving way to vehicles that come first on rotundas or intersections in the absence of traffic signal lights	3.79	Often
9	Giving way to pedestrians and yield on a bus stop and jitney stop	4.05	Often
10	Driving within the speed limit to observe safety first	3.93	Often
Average Weighted Mean		3.56	Often

The table above exemplifies the level of compliance of tricycle drivers on the Ten Commandments of Traffic. It can be remarked that tricycle operators are always yielding to emergency vehicles, pedestrians, vehicles with right of way, traffic with momentum and traffic signs with a weighted mean of 4.21. It is essential that tricycle drivers are knowledgeable on the road traffic rules and regulations, but it is much desirable if they are compliant. It is a good thing that tricycle drivers give way to ambulance, police cars and fire trucks during emergencies. It is an obligation of every driver to give way to emergency vehicles at all times once they hear the siren (Carlos, 2017). Failure to do so is a

violation of the Republic Act No. 4136 Article V Section 49 which is the Right of way for police and other emergency vehicles. Contrariwise, drivers were sometimes overtaking even when there is upcoming traffic with a weighted mean of 2.92. Tricycle drivers are always on the rush that even if there is approaching traffic and because they are confident that their vehicles are small that it can pass through other big vehicles, they are remarkably more expected to engage in unsafe behaviors than other vehicle drivers even during traffic especially on straight roads (Uzonde, Jamson and Laia, 2019).

Table 5. Level of Compliance on Pavement Markings

No.	Indicators	WM	Verbal Description
1	Overtaking only when a single white dotted line is present and an opposing lane is clear	3.13	Sometimes
2	Overtaking when there is a single white continuous line	2.95	Sometimes
3	Overtaking by passing over the solid/continuous white lines on a four-lane road	2.98	Sometimes
4	Overtaking when double yellow/white line is present	2.36	Seldom
5	Overtaking when there is a single yellow/white line with a dotted line and the solid line is in my side	3.30	Sometimes
6	Passing on the passing lane if it is present on the roadway	3.10	Sometimes
7	Stopping and loading or unloading a passenger on pedestrian lane	3.07	Sometimes
8	Following directional arrows on intersections	3.28	Sometimes
9	Stopping at stop lines before intersections or pedestrian lanes	3.79	Often
10	Avoiding bumping on barrel lines in case of an accident	3.93	Often
Average Weighted Mean		3.19	Sometimes

It is displayed on the table above that the driver-respondents often avoid bumping on barrel lines in case of an accident with a weighted mean of 3.93. This is the scenario due to the fact that they are not mindful of the use of barrel lines. Barrel lines are a new concept in reducing the seriousness of accidents and engineered to act as impact cushion (Delizo, 2014). Equally, the tricycle drivers sometimes disregard the pedestrians if they know that they are ahead of them and they habitually use their horn extensively; furthermore, they also

disregard this rule if the intersection is clear and there is no pedestrian around. Meanwhile, the respondents occasionally overtake when a double yellow/white line is present with a weighted mean of 2.36. It also believed that the level of compliance depends on the positive law enforcement as a manner to build road safety culture (Alonso, Esteban, Montoro and Sergio, 2017) and competence of the law enforcers can be achieved if they are managed properly in their nature of work (Eduardo and Gabriel, 2017).

Table 6. Level of Compliance of Tricycle Drivers on Traffic Signs/Signals and Islands

No.	Indicators	WM	Verbal Description
1	Observing caution when triangular traffic signs are present on the road like "Intersection Ahead"	4.05	Often
2	Following prohibitive signs and restrictive signs like "No Entry"	4.18	Often
3	Following mandatory signs like "Minimum Speed"	3.77	Often
4	Following stop/yield signs especially on intersections	3.95	Often
5	Dropping passengers on unloading areas designated on the road	4.11	Often
6	Parking on a pedestrian island	2.84	Sometimes
7	Counter flowing when there is a division island on the road	2.95	Sometimes
8	Following channelizing island especially on intersections	3.61	Often
9	Following rotary islands when it is present	3.21	Sometimes
10	Jumping on traffic signal lights	2.95	Sometimes
Average Weighted Mean		3.56	Often

The table above shows that respondents often follow prohibitive signs and restrictive signs like "No Entry" with a weighted mean of 4.18 but there are still some tricycle

drivers in Cabanatuan City who consistently disregard the "No Entry" signs because they continue to pass the road. Correspondingly, tricycle drivers often drop their passengers

on areas intended for unloading with a weighted mean of 4.11 but still, there are violators of this law. It only shows that motorists are ignorant and undisciplined (Bondoc, 2020). In the study of Uzundu, Jamsonand Laia (2019), it was found out that tricycle drivers were also over-represented in picking/dropping off passengers compared to other vehicle drivers. It is true that they know the rules and regulations but they still violate them. The drivers sometimes park on Pedestrian Island with a weighted mean of 2.84. They do this violation even if they know the purpose of the Pedestrian Island. In many cases, tricycle drivers have been apprehended and penalized for various violations of traffic laws, rules and regulations.

IV. CONCLUSIONS AND RECOMMENDATIONS

It has been realized in this paper that tricycle drivers play a significant role in the lives of passengers every day. They are the medium of transportation for many travelers and commuters that's why it is substantial that they know the traffic rules and regulations in order to avoid or at least minimize the risk of accidents on the road brought by them. It has been discovered through this study that the driver-respondents are neither innocent nor ignorant on road traffic rules and regulations but unfortunately despite them being knowledgeable, they are not always compliant. This seems to be alarming because the majority of the drivers are licensed and it is expected that they are highly knowledgeable on traffic rules and regulations but it is much anticipated that they are obedient.

Based on the results of this study, the researcher suggests the strict implementation of the driver licensing scheme and avoid bribery and fixing during driver's license processing. On the part of the concerned agency on Traffic Management and Accident Investigation, stricter regulations and enforcement would help reduce traffic violations. Additionally, appropriate road safety education can be conducted for the welfare of the general public and it is recommended to tap the State Universities and Colleges to deliver such programs for the members of the Tricycle Operators and Drivers Association (TODA) in Cabanatuan City. These drivers must be trained with the right strategies, schemes, or tactics (Subia, 2018) that are proven to be effective (Subia, 2020) to reduce the risks of accidents on the road. This is beneficial on the part of the tricycle drivers because their knowledge of traffic rules and regulations can be refreshed. Congruently, the authorities must give priorities on the knowledge, attitudes, and practices of drivers towards traffic rules and regulations in Cabanatuan City because it

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may be of great help in the controlling the traffic rules violation and mitigation of road accidents involving the tricycle drivers (Riaz and Shahid, 2018) in the what so-called Tricycle City of the Philippines.

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The effect of four factors on parallelism in English sentence

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Abstract— This article is an attempt to shed the light on the importance of using parallelism in English sentences. The parallel sentences are easily read and comprehend the contrary of the non-parallel sentences which create confusion and ambiguity. However parallelism facilitates the production and comprehension of the recipients. This positive effect of parallelism is affected and restricted by four factors which can reduce its influence. This work tries to memorize these main factors and show the difference in the interpretations and comprehension of the sentences when they are parallel and non parallel.

Keywords— *parallelism in English sentence, conjunctions, comprehension.*

I. INTRODUCTION

Humans are prone to scrutinize, analyze and comprehend the mechanism of the linguistic structure of the sentence in order to facilitate their messages when they are interacting. Parallelism provides simplicity and facilitation to both the cooperators and the coordination process. Parallelism means the repetition and the commitment of the same structure when we combine sentences by conjunctions which are of variant kinds. The coordinated conjunctions such as *and, but, or, nor, than* and *yet*; the second kind is subordinate conjunctions such as *while*; the third type is correlative conjunctions such as *either...or, neither...nor, but...also, not only* and *if...then* and finally the relative clauses which use *that, which, who* to combine sentences. The agreement between the two conjuncts is very necessary to ease and increase the comprehension (Altmann, Henstra&Granham 1993) and production (Bock 1986 and many subsequent studies). It makes our speech run smoothly and our writing become clearer and more powerful.

In fact, parallelism has impact on the different aspects of language such as phonology (Carlson, 2001; Frazier et al. 1984), syntax, semantics (Kutas, 1993) and animacy (Carlson, 2001; Frazier et al. 1984). This influence is called *parallelism effect*. Here a question raises: what are the factors which affect the parallelism effect? In what follows, an attempt is given to summarize the most important factors which play remarkable roles in the parallelism effect.

1.1. Parallelism and the gapping

Many researchers like Frazier et al. (1984) find it is easy to grasp the ideas and thoughts when they are shown in a similar structure in both conjoined sentences, for example:

1.a. the black man hits the child and the white man hits the old.

1.b. the black man hits the child and the old is hit by the white man.

The recipient finds facilitation when he reads (1.a) rather than (1.b) because the second conjunct is of the same grammatical structure as the first sentence, so it glides smoothly from the first sentence to the second without interruption. But (1.b) there is a pause which cuts the smooth current of the constituent order of comprehension in the second sentence.

Frazier et al.(2000) have many opinions concerning this phenomenon. They thought this facilitation can be interpreted according to many possibilities; one of them is that both nouns in both conjoined sentences are preceded by determiner; the other opinion is the approximate length of the syllable in the two conjuncts which can be named as the effect of parallelism in phonology.

Is the repetition of the verb necessary ?

Aria et al. (2007), Branigan et al (2005), Pickering & Ferreira (2008) state the repetition is very emergent one to pursue the parallelism effect. While Traxler (2008) and

Knoeferle & Crocker (2009) affirm that the repetition of the prime verb doesn't affect strongly the parallelism facilitation.

The omitted material from the second conjunct contains the verb or may be the object (Johnson 1997, Kuno 1976, Sag 1980). The tendency of the parallelism effect to the non-gapping elements in the conjoined sentences is more than to the gapping one and when the second conjunct sometimes lacks the verb (missing), we assume that it holds the same priming verb. Then the sentence is an ambiguous one.

Now consider the following sentences:

1. Jane took the children to the school and Janet to the mall.
2. My mum gave me a bread and others cookie.

In (1) the second sentence contains of mere noun and pp. Janet is whether the subject and the post verbal for the verbless second sentence or the object for the priming sentence. The same interpretation is with (2).

The interpretations for the sentence:

- 1- Jane took the children to the school and Janet took the children to the mall.
- 2- Jane took the children to the school and she took Janet to the mall.

Frazier, Clifton & Munn (2000) state that:

Parallelism did not facilitate processing when the structure of a subject and object were manipulated, implying that parallelism effect are largely limited to the conjuncts of a coordinate structure and not due simply to the repetition of a phrase with a particular shape.

These ambiguities affect the parallelism effect and restrict its influence. This will lead us to the second factor: Does the parallelism effect depend on the surface or internal structure of the sentence?

1.2. Parallelism and the linguistic features

Psychologically the listener finds easy to grasp the parallel structure than the non-parallel structure. Frazier et al. (1984) find facilitation in reading the second parallel structure rather than the non-parallel structure. According to Chomsky (1957) the two conjuncts should be structurally compatible. It means they must be of like syntactic categories. In spite of the

different syntactic category of the conjoined sentences, they are still grammatical acceptable.

Nevertheless, the parallelism sometimes is in the internal structure and it depends on the context not on the surface structure only. Knoeferle (2014) affirms that the facilitation of parallelism comes either from the constituent order of the sentence or from the modulation of the linguistic context.

Munn (1992, 1993, 1999) states that the parallelism can be between the sentences which have the same semantic features. Gazdar, Klein, Pullum & Sag 1985; Pollard & Sag, Gazdar, Wasow & Weister 1985 emphasize the unification of the two conjuncts which means they share the same characteristic features and categories. For instance:

- 1- Jane wants to travel tomorrow or on Sunday.
- 2- Jane runs quickly but with quite care.
- 3- Jane runs quickly and to the garage.

In the first two sentences the adverbs (tomorrow), (on Sunday), (quickly) and (quite care) each parallel sentence has the same semantic feature of the adverb while the third sentence (quickly) and (to the garage) are different in their semantic categories; the first one is adverb of manner while the second is of goal. The unlike semantic feature of (3) affects the parallelism facilitation and reduces its effect.

1.3. Parallelism and Prosody

Prosody deals with the suprasegments such as rhythm, intonation, tone, stress (wikipedia). It plays a significant role in the parallelism effect and on the auditory processing of the sentence Carlson (2001) for it gives the sense of the intended message the speaker wants to convey. Lehiste, 1973; Price, Ostendorf, Shattuck-Hufnagel & Fong, 1991 state that prosody's contribution to parallelism is to make the sentence as unambiguous one.

The study of the relation between the prosody and the influence of parallelism isn't recent study but it belongs to many decades ago (Culter, Dahan, & van Donselaar 1997. Carlson (2001) assumed that the absence of prosody leads the ambiguity to the sentence. The interpretations as we mentioned before for the sentence which has gapping elements, the prosody is necessary (Kjelgaard, 1995; Speer, Kjelgaard, & Dobroth, 1996) to solve the ambiguous problem. But the prosody's effect isn't beneficial in the sentence's analysis. The effect of prosody on parallelism is called prosodic parallelism which can be used as a bridge between the gapping and non-gapping analysis of the sentences Carlson (2001). For the gapping sentence, the using of

prosodies is the crucial point which can distinguish the intended meaning.

One of the prosody's elements is pitch accents. Pitch accent is useful as many researchers find (Birch & Clifton, 1995; Schafer, Carlson, Clifton, & Frazier, 2000; Schafer, Carter, Clifton, & Frazier, 1996) when it marks the deferential point between the first and the second conjuncts. For instance:

- John shocked the teachers with his fluency and Jack with his appearance.

In this sentence whether we consider it a gapping or non-gapping sentence, the two words (*fluency and appearance*) are different, thus the location of the pitch accent on the specific element is very important to determine the contrastive points between the two conjuncts. However, the similarity of using the same pitch accent over the same syntactic element in both conjoined sentences will increase the effect of parallelism in spite of their contradictions.

1.4. The number of the elements between the verb and its particle.

The facilitation of the parallelism becomes more influential when the number of elements between the verb and its preposition is less and vice versa. Dubey et al. (2005) said "particle verbs are of particular interest for the investigation of parallelism, because they allow for a syntactic alternation which has only a minimal effect on meaning". Consider the following example:

- 1- Jane felt sick and she took off the cigarette.
- 2- Jane felt sick and she took the cigarette off.

In the sentences (1) and (2), Dubey et al. (2014) assumed that we have in our consideration two factors; the obvious syntactic constituent concerning parallelism in (1) and the phonological factors in (2) concerning of the variant syllables which separate between the verb and its preposition. The constituent stream of the sentence psycholinguistically becomes difficult and this difficulty can be explained according to other linguistic features. The facilitation in (1) is clearer than in (2) because the number of separated elements in (1) is less than in (2). Both sentences have identical meaning but different structure. However the meaning of sentence (1) is little affected by the syntactic exchange and this affects the parallelism effect as a result.

II. CONCLUSION

Parallelism plays a remarkable role in the sentences' comprehension, production and interpretation. It gives the sentence a kind of clarity, easy and smoothness which the non-parallel sentences lack. In the previous papers, we conclude that there are factors that affect the influence of the parallelism and reduce its effect. One of these factors is the gapping or missing element in the second sentence which leads to ambiguity and finally misleads the addressee. The second factor is the number between the verb and its particle. Whenever the number of the elements increases, the parallelism effect reduces. The third factor is: if we depend on the surface structure of the sentence or on the internal structure or context. In fact, if we restrict ourselves with the surface structure of the sentence, many realities will be vanished and marginalized. For this sake, if we go further inside the deep structure of the sentence, we will find similarity either in category or kind. As a result, this fact will help parallelism to pursue to achieve its purpose. The ultimate factor as a researcher's point of view is the prosody and its invisible impact on the recipients' sense of the intended meaning of what is said.

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Womanist Expressions in the Poetry of Judith Wright and Oodgeroo Noonuccal

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***Abstract**— Judith Wright and Oodgeroo Noonuccal, two well-known poets of Australia, consider woman to be the moral fiber of society playing an integral role to build the other life-sustaining relationships. Woman, they assert is the real maker of a “family” and her soul is steeped in the values and ideology of the society. But the tragedy lies in the fact that she is devoid of the real happiness of life. The poetic works of both the poets reveal their profound sympathy for women and their struggle to realize their desires and ambitions, both inside and outside. Dealing with the disappointment, senselessness and torment of women in a patriarchal society they depict how patriarchal attitudes are bred through various socialization processes like family, marriage, religion and education. Their poetry deal with the roles played by women that placate their life with love and care revealing also the difficulty faced in search of finding their identity and individuality. The poets view love as an ideology and also as one of the primary means through which women are subordinated and suppressed to the extent of losing their identity. However, both the poets also salute the hidden strength in women capable of bringing revolution when the appropriate time comes. Their expressions reveal that women need to voice their suffering, break the chains of the patriarchal system and develop a new set of values to liberate them from male prejudice placing them on equal terms. Both the poets have cross-culturally tried to educate women to take a stand against their suppression and oppression and show their determination to resist further exploitation to ascertain human status.*

***Keywords**— patriarchal system, women’s identity, liberation, humanity.*

The world of females, since the beginning have been an intriguing exploration for writers. There was a time when females and their sentiments were not addressed by the traditional society as she was not subjected to express freely her affections or dissatisfactions. It was in the late 18th and 19th century that women began to show interest towards writing as a reliable source to express their sensibility. However, they preferred to use pseudonyms or remain anonymous in that scenario. Feminism and Women’s Liberation Movement greatly supported the reformation of women eliminating the forms of tyranny based on gender and with the efforts sensibility as a concept emerged in 18th Century Britain. The term describes people’s capacity to be affected by the world around them and correlating emotional capabilities with moral development. Feminine sensibility means sentiments of a woman concerned with feelings and emotions to her circumstances. It refers to the emotions stored in the heart having a capacity to overwhelm the

surroundings. Feminine sensibility has been a major concern for writers as they have been deeply sympathetic with the struggle of females, both inside as well as outside and in the efforts have realistically portrayed the world of females expressing their expectations, conflicts, torments, struggle and above all their individuality. Judith Wright and Oodgeroo Noonuccal, the two most well-known poets of Australia, deal with such a world that reveals the life of woman with her relationships that placate her with love and care. They also focus on the journey of a woman in search of her identity and individuality.

Judith Wright and Oodgeroo Noonuccal assert that woman is the real maker of a “family” and her soul is steeped in the values and ideology of the society. They consider woman to be the moral fiber of any society playing an integral role to build the other life-sustaining relationships. They believe the strongest of emotions, that is, love transforms her life. Judith Wright considers love as a potent force that thrusts and

builds up the inner positive strength and imparts courage to face the intricacies of life “Only those men survive/ who dare to hold their love against the world” (CP,45). She describes love as a strong reciprocal sentiment which cancels fear “since love, who cancels fear/ with his fixed will,/ burned my vision clear/ and bid my sense be still”(CP,30). Judith describes the feeling and expression of love as follows:

Love, from its unknown centre,
spins a silence like thought;
and deep there as the heart can enter
my wholeness I sought.
(CP, 151).

According to Oodgeroo Noonuccal love is a feeling that knows no partiality. She places it at the highest pedestal because it is “love that sustains us” (MP,99) and it binds two souls, family, community and the entire humanity. Like Sufi Saints love is a pure and mystic feeling for her. It is a gift given by God as God “who made us all, and all His children He/ Loves equally” (MP,47). But the earthly existence has added another characteristic to such a chaste emotion that it has become “lost, neglected love” (MP,80). In the poem *Kiltara-Biljara (Eagle-Hawk)* Noonuccal talks of the hurt and pain associated with love: “Love hurts too much/ And you are battle-scarred/ From too many rejected loves.” (MP,101) Love, Noonuccal feels is a mixed bag which “bring(s) life sweetness” but one should also be ready to “Welcome too its pain” (MP,73). Love does not come alone but is accompanied by its “companion Sorrow” (MP,73). In the poem *Song* she conveys her outline of love:

Life is ours in vain
Lacking love, which never
Counts the loss or gain.
But remember, ever
Love is linked with pain. (MP,73)

Both the poets acknowledge the power of love that shapes the life of a woman. For them the concept of love and life force are inextricably intertwined since they believe that “life is the basis of truth and for life love is the dynamic principle.” [Inglis,77] However, they also acknowledge the disappointment, senselessness and torment associated with this feeling. They assert that the patriarchal attitude has created a huge culture between men and women through various socialization processes such as family, marriage, religion and education. Judith Wright conveys that women is

the one who gives “breath and life” to others and takes into herself “all living things that are” (CP,30) but her position lies desolate making her question “Then why is my blood not quiet? What is the good/ of the whips of music stinging along my blood?” (CP,64) *The Forest Path* pictures the journey of a woman who regrets the “loss of self” and “the darkness” which she faces in her life:

When the path we followed began to tend
downwards-
how it came about we hardly now remember-
we followed still, but we did not expect this,
the loss of self, the darkness and the forest.
(CP,111)

Similar grief is movingly expressed in *Half-Caste Girl* where the girl is trapped and assimilated into the patriarchal society:

She used her love for lever;
but the wall is cunningly made.
Not even the strong break jail.
So she is restless still under her rootworm cover,
hearing the noise of living,
forgetting the pain of dying.
(CP,19)

Oodgeroo Noonuccal depicts the appalling situation of women which leads to their loss of identity. In her poem *Namatjira* she exclaims with dread about the position provided to women: “What did their loud acclaim avail/ Who gave you honour, then gave you jail?” (MP,61) Noonuccal successfully portrays the dissatisfaction and psychological traumas faced by woman. Her anger is projected to see the struggling life of females, “Women working from dawn to dark, trapped and unhappy;” (MP,27) and “were forced and assailed,/ For fighting degradation they were bashed and jailed” (MP,85). Her poetry deals with the darkness inside a woman’s heart “Though baptised and blessed and Bibles/ We are still tabooed.” (MP,87) In the poem *The Child Wife* she reveals how the laws and norms of the society trap the life of a girl and show no concern to her feelings. Her life becomes meaningless when she is handed over to an “old man”. The torments of emotions inside her heart are described as:

“It was love I longed for,
...
Oh, old laws that tether me!

Oh, long years awaiting me!
And the grief comes over me,
And the tears fall down.
(MP,12)

Wright and Noonuccal acknowledge the words of D.H. Lawrence who has rightly pointed out that “The great relationship for humanity will always be the relationship between man and woman. The relationship between man and man, woman and woman, parent and child will always be subsidiary” [Lawrence, 130]. In the poetry of Judith Wright, the earthly love is linked with eroticism and titillation. It emerges as a cardinal desire whereas Noonuccal dismisses this romantic idealism. She views it as a pragmatic relationship where man offers sustenance to woman. In the poetic world of Wright, females are expressive, open and demanding in love whereas in case of Noonuccal they are submissive, compliant and docile. Referring to Wright’s poems of *Woman to Man*, Brady exclaims that these are not just poems about ‘women’s experience’ rather they are attempts at the ‘felt change of consciousness’ [Brady,136-137]. Both the poets reveal that woman invest more in love and give more affection than they receive. The fact is that women prefer to be more connected while men prefer to be more autonomous and withdrawn. Even when they try to reinforce intimacy, their efforts often result in a failure of intimacy. They agree with Tannen who writes: “Trying to trigger a symmetrical communication, they end up in an asymmetrical one” (Tannen,190). However, they both salute the hidden strength in the soul of women who exhibit it when the appropriate time comes. They both salute this quality of woman who is capable of bringing revolution. Judith Wright in her poetry portrays the tremendous fight woman puts in the course of life. She is instilled with certain virtues which mark her spirit and lend her endurance and perseverance. Her patience plays a commendable role but her sense of justice is extremely strong to put an end to her sufferings and torment that she is subjected to. For her potency and inner strength she is admired as in the poem *Waiting Ward* where “some wore fear like a wound” or “hope like a flower” or “waited for the touch of joy” or “summons of terror” but the girl who “wore fear like a flower” is remembered and admired:

But I would have her remembered,
the girl with the red hair.
She wore fear like a flower
and carried death like a child.

...
she was the ace of spades,
she knew the future early-
the girl who sang and smiled
and carried a black secret.
(CP,104)

In the poem *Forever* she makes a universal appeal: No one can live there always,/ the frost-bound queen of Never./ Once the blood moves, the flood moves.” (CP,312) Noonuccal also personifies the hidden strength of women. In her poem *Daisy Bindi* she upholds the strength of character a woman possesses. Her persistence in achieving her goal is a quality that the protagonist Daisy Bindi exhibits in order to fight against the evil slavery. She “rode like a man” “where aid there was none” and “organised her clan/ To strike for native justice and the plan rights of man”. She succeeds in her mission and “championed her people out of servitude”. Oodgeroo “Salutes to a spirit fine” who “dared to challenge slavery”:

High praise and honour to
Daisy of the Noongahs who
Fought and routed tyranny,
Dared to challenge slavery.
(MP,85)

In the poem *The Teacher* Noonuccal also makes a universal appeal to the world to educate women as culture imprisons them since the majority of them have accepted the status quo to the extent that they worship male domination: ‘No more gammon,/ If you have to teach the light,/ Teach us first to read and write.’(MP,23) Judith Wright and Oodgeroo Noonuccal have cross-culturally represented the state of women and have depicted how patriarchal intrusion exists in both the cultures. Discussing the problem of identity, they express the following words: “Women have not learned to see themselves because the mirrors they look into do not reflect them. They reflect the male idea of a woman- whether married or single.”[Jain,51] Both the poets have cross-culturally tried to educate women to take a stand against their suppression and oppression as they both consider that without the urge to see herself as an individual no woman can really think of marching ahead to ascertain a human status for herself. Women need to take a stand for themselves, voice their sufferings and show their determination to resist further exploitation. They need to break their chains of the patriarchal system, develop a new

set of values which liberates them from male prejudice and places them on equal terms.

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Revisiting the Past: A Thematic Study of Man Booker Prize Winning Novel *Wolf Hall* Written by Hilary Mantel

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Abstract— *Man Booker Prize is the most prominent award every year provided to the finest work in fiction of literary area. The award is an opportunity and a platform to sensible literature and novelists and their work. It helps them to make their approach to global readers. The research paper is the thematic study of Wolf Hall, one of the winning novels of Booker award. The novel won the award of 2010, written by Novelist Hilary Mantel who won the award twice for her Tudor novels in series. The novel provides a window to the readers to revisit the history of the country England). Mantel Shows the England of sixteenth Century through the eyes of her Protagonist Thomas Cromwell. She has woven the national myth with the historical facts into the novel. She includes the nation defining events to explore the nation's identity. Mantel has taken the most influential and discussed period of the history which plays an important role in the history of England as a nation.*

Keywords— *Mythology, Prophecies, witchcraft.*

Wolf Hall of Hilary Mantel is the winning novel of 2010 Booker Prize. The novel is a historical fiction based on history of Tudor era. Walter Benjamin, the writer of *The Storyteller*, expresses grief over the covering of information in the modern world because of its rejection of the miracles and because of its prompt verification. He privileges storytelling for keeping the story free from explanation. We live in an age in which the kind of information of which Benjamin speaks is easily accessible and globally acceptable. This is specifically true of the availability of historical information. Mantel's novel is one of the best examples where one can map the popular and public history of the early twentieth first century. The award winning fiction of Hilary Mantel is a good place to find "the most extraordinary things, marvelous things... relate with the greatest accuracy" (Benjamin) and a challenge to the prompt verification of a certain period of history.

Mantel began her career as a writer by exploring into the French Revolution and gave the manuscript *A Place of Greater Safety* (1992). After the success of four other novels, she returned to historical fiction in *The Giant O'Brien* (1998). She had not tackled history as immense both

in material and in legacy until *Wolf Hall* and *Bring up the Bodies* came into the shape. These novels rest "on the shoulders of historians" but they also rest on Mantel's unique perception that comes from her being born and brought up in an Irish Catholic family. Her family background was different. Her family had been living in northern England in the years that followed World War II. She reflects her approach towards miracles in an interview:

If you were brought up in a religious setting, like Catholicism...you believe in magic, but you were also told there was something more powerful than magic and that is the invisible world created by God. And the fact is that the visible world is only the tip. I still believe that. I have a very strong sense of the world of our sense being –how can I put it-not the whole story. (Mantel "Dead are Real")

It is perhaps this spiritual belief that engages Mantel with the myths of England in her Tudor novels. The magical and supernatural stories are unavoidable and inseparable part of the novel. Though Historical fiction has been seen as "a product of romantic

nationalism”(Anderson) yet Mantel has admitted her engagement with the nation in her historical novels. She comments that she must explore the mythological stories “since Englishness contained equal parts of both” (“Dead are Real”). The theme of theology has been woven together with national myth, magic, history, national narrative and fiction in order to reclaim lost histories and explore new national identities

Mantel writes history in *Wolf Hall* but she also weaves national myth into with the historical facts into the novel. As she shares in an interview “Dead are reals” that *Wolf Hall* may be about politics, “but it is also a song of England”. In one of her essays (Mantel “No Passes”) she expressed that how she felt excluded from English or British identity. She also admits about her identity that she felt a shift away from her Catholic, Northern England, and Irish ancestry:

[Mantel] planted her flag right in the center of Englishness-because nothing, she thought, could be more seminal to English identity than the reign of Henry VIII and the coming of the English Bible. Thomas Cromwell had showed the English how to know themselves: in 1538, he ordered parishes to keep records of baptisms, marriages, and burials. And now she, writing about Cromwell, would furnish another document of English self-knowledge. It would be political but also mythological since Englishness contained equal parts of both (Mantel “Dead are Real”)

Mantel was not going with the mythological voice first time. She already had done this work in *The Giant O'Brien* “a song of Ireland”. She intertwines myth and history together in the eighteenth century mystery. Mantel likes to weave mythological narratives into her historical narratives because it has the possibilities of the huge archetypes. What she has written in *Wolf Hall* and *Bring up the Bodies* is found in mythology like the female fatale, the discarded wife, and the ruler who must secure his kingdom for his descendants. Literature has already seen the treatment of the archetype of the wise man with Sir Thomas More. Rober Bolt’s *A Man for All Seasons* and Hitchens’ *The Man Who Made England* are presented Thomas More as Hero and demonizes Cromwell. Mantel reverses these historical models. She makes readers believe that Cromwell is the wise man while Thomas More is a saint and literary giant. There is a connection between More’s evil acts and the myth. Tudor society believed that giants are evil

because of their role in myth, fable and the Bible. By the late eighteenth century, giants became popular to study. As Mantel explores in her eighth novel *The Giant O'Brien*, Hunter, a Scottish man of Science vanquishes O’Brien, an Irish storyteller. Mantel considered it her favorite work until *Wolf Hall*.

In addition to mythology, witch and prophet are two things that we frequently find in her novel. In the novel, Anne Boleyn is accused of having bewitched Henry, while biographies and fictional explorations of Anne never link her to witch craft. Similarly Elizabeth Barton who appears in *Wolf Hall* was a prophet whose opposition to Henry’s marriage to Anne resulted in Barton’s death. Mantel links these two women together in the novel as women who think they can influence and manipulate the men around them only to discover their own opportunities. While the decline in many superstitious beliefs occurred, there was a decline in the belief that women were generally believed to be sexually more greedy than men. Henry’s court regarded any suggestion of witchcraft attached to Anne Boleyn as an implication that she was sexually more voracious than her husband. Cromwell used this reputation of Anne Boleyn to support the charges laid against her.

Some contemporaries discussed whether the prophets had got their foreknowledge from God, from conjuration or from astrology. In the novel Eustache Chapuys, Charles’s Ambassador to England and a regular visitor at Cromwell’s house observes that the English are trusting and easily moved by prophecies. Mantel’s Cromwell dismisses prophecies. In *Wolf Hall* Cromwell interrogates and convicts Elizabeth Barton for her prediction of Henry’s death. English belief in magical myths like prophecies and witches has been used to motivate attacks on women who have achieved position of power especially through their intellectual abilities or their public voices. These prophecies often used as a tool for handling political power. Acquiring power and its loss is a theme in all of Mantel’s work. They can be seen in the postmodern context in which Mantel lives. The characters within these myths seem to be non-aristocratic. It gives hints that only aristocrats can wield power. The women characters engaged in these myths suggest female suppression.

Though west is far away from myths and prophecies and lives in a secular age, still it is possible to say that the “demons and devils and witches and prophets have never been firmly expunged from the collective

imagination, whether by Christianity or any other enlightening movement”(Poole 29). Mantel has presented in her novel the contemporary British society fashions itself as secular.

In the middle ages, Thomas argues in *Religion and the Decline of Magic*, religion, spells, curse and prophecies were the coping methods for people facing challenges of diseases and plagues without medicine and, human misfortune. Helplessness in the face of disease was an essential element in the background to the beliefs of the sixteenth century. Prophecies had the most potential for power. Usually new discovered prophecies came from monasteries and often appear during chaotic years of the sixteenth century. One example Mantel offers is the prophecy on which Cromwell relied that breach with Rome was not a new direction but returned to an old one.

Such prophecies circulated often by word of mouth but also disseminated by transmitters. This national trait facilitated the passing and enforcing of Cromwell’s act in restraint of appeals because of its appropriation of an old prophecy declaring England’s independence from Rome. The first chapter of *Wolf Hall* all speaks about how early England was formed. But this chapter opens with an imaginary myth that discovery of an island by thirty three daughters of a Greek King naming Albina. After this mythological opening, Mantel retells Anne’s rise in the King’s favor and hints at Cromwell’s violent past. Cromwell struggles to acquire the divorce for Henry from Katherine because he needs to have a boy to secure his dynasty. This time Wolsey tells Cromwell about the Greek and Roman roots of Albion and the influence of myth or witchcraft on the power shifts of England’s kings. Mantel uses Wolsey, Cromwell’s mentor, as a medium of old stories in the novel *Wolf Hall* ,reminding us that “some people let us remember, do believe them”(Mantel 94). These old stories still circulate today in various forms. It must be the reason behind Mantel’s promotion of these fundamental myths.

The belief in witches and their power to do harm was very old in the sixteenth century. Through the witches, prophets, magic and religion, Mantel creates the intertextuality between her fictional novel, the myths of the creation of England and the history of HenryVIII’s break from Rome. Thomas Cromwell scoffs at the idea of using witchcraft as a basis for the charge against Anne. He was aware of the use of this treatise for persuading women. This means that Cromwell relied on the association of the devil

and sexual promiscuity with witchcraft to influence the verdict of the assessors at Anne Boleyn’s trial. The story of Albina and her sisters, the founder of Albion, also contains a female pact with the devil, of paganism and of female misrule. Mantel believes that “The visible world is only the tip. I still believe that. I have a very strong sense of the world of our senses being...not the whole story” (“Accumulated Anger”). She is therefore in her Tudors novels Intertwined religion with magic.

A nation’s history acts as its foundation and influences its concept of national identity. It provides a collective memory to its citizens. These fables and myths travel first orally then in print form. Mantel conveys the old myths through the character Wolsey who affirm to Cromwell do believe the old myths of Brutus and Edward IV’s three sons. These myths perform a major role in an early twenty first century novel about the early sixteenth century. How these myths have been passed, interpreted and organized over the centuries can be better understood through Mantel’s Novel. The combined narration of myths by Wolsy in *Wolf Hall* and other modernist writers like T.S. Eliot, James Joyce and D. H. Lawrence invoked same myths which are used to serve a nation’s political ambitions. It is well explained in one of the dissertation of Cohen. He argues that giants were just one example of a mythological trope that appears as history in medieval texts and were accepted in history likewise they appear in Bible. Giants appear in literature and folklore up until the fourteens century and this tradition got change in the earliest years of the Middle English period. It was the time when both secular and sacred myths were used as foundations for secular writing.

In *Wolf Hall*, Mantel relies on a version of one of these early narratives, the story of Brutus, mythological founder of Britain, and the giants of Albion. “Beneath every history, another history” (Mantel 66), this retelling is a strategy that Mantel uses to establish the prevailing medieval attitude of, inherited by Cromwell’s society that a women ruler, leader or dominator of men is an abomination. By adding this narration Mantel portrays the sinfulness and sexual monstrosity of these sisters as the result of their presumption to rule. Brutus reverses this unnatural order when he arrives with his Trojan men, slaying who will be the future colonizing empire that Britain will become “no matter...it all begins with slaughter” (Mantel 66).

The Victorians rejected myth as “incompatible with science”(Segal) and made it a sub-category of religion.

Among the theorists who sought to find other meaning and significance for myth was Ernst Cassirer. According to his view the myths in the early twentieth century are resulted from mental reception and interpretation made by earlier cultures. By taking modern approach of T. S. Eliot's modern poem *The Waste Land*, he found:

Myth as a psychological and social tool to cope with the guilt and anxiety that members of society feel towards their own aggression and to unite society by turning that aggression onto outsiders (Segal)

The myth of Brutus is England's fate, "its destiny as decreed from the very beginning" through colonization "it all begins in slaughter" (Mantel 66). The Albina myth is a complicated addition to this story because, rather than defeat the demons they find inhabiting their island, the sisters mate with them making love not war. It seems that the arrival of Brutus, his role in overturning the rule of the descendants of Albina, suggests a social need to establish the unnaturalness of woman as ruler. The Albina and Brutus myths, according to Cassirer continue to circulate the collective consciousness of a culture.

A state that promotes myths like these for political purposes usually makes such things to meet a political objective. The theorist argues that there always exists a binary of people characterized as demons and people characterized as divine in myths. In Nazi Germany, for example, Jews were cast in the role of the demons. In *Wolf Hall* the demons of England shift from beings those who follow Martin Luther to those who do not reject the Pope as the supreme head of the Church in England. Therefore Sir Thomas More is ventured but then he must die.

Cassirer, Girard and Malinowski's interpretations of myth find expressions in the use of Albina and Brutus myth in Mantel's Tudor novels. Yet, through Cromwell, Mantel also shows how new myths are made, remade and reworked. These new myths parallel the myths of the past because they narrate the origins of modern England and the birth of the nation through the machinations of King Henry VIII and his master secretary, Thomas Cromwell.

In early twentieth century, Sir James Frazer's *Golden Bough: a study in magic and religion* (1890) had influenced a broad range of disciplines in British society. Frazer's study examines symbols, myths and rites across culture, making connection but allowing his readers to draw their own conclusions. His influence was also seen among

modernist writers such as T. S. Eliot, James Joyce and D. H. Lawrence. W.B. Yeats by re-telling the myths and folk of Ireland promoted a distinct national culture giving birth to national myth. Later on Robert Graves explored the mythological construct of *The White Goddess* (1948), the deity upon which the poetic tradition rests. He briefly talks about the Danaids' appearance in British history and their dismissal by John Milton while arguing for the Trans-cultural importance of Albina. This is all intertextuality with the modernist implies is that Mantel through the use of myth and through the form of historical fiction is attempting to establish a new kind of national myth and a new kind of national identity through a new interpretation of a critical epoch of British history.

Shortly after winning her first Man Booker Prize for *Wolf Hall*, Mantel wrote an editorial for *The Guardian* in which she talks about the value of historical fiction. Mantel argues, "To try to engage with the present without engaging with the past is to live like a dog or cat rather than a human being ; it is to bob along on the waters of egoism solipsism and ignorance" ("History in Fiction"). Her editorial is a plea for better history she said:

History offers us vicarious experience. It allows the youngest student to possess the ground equally with his elders; without knowledge of history to give him a context for present events, he is at mercy of every social misdiagnosis handed to him. (Mantel "History in Fiction")

Myth, history and literature remained interlink till the early seventeenth century for example Shakespeare's history plays. Outside of universities and schools, "the proliferation of historical pageants, the expansion of historical tourism and the popularity of historical novels (Fielding) characterized post-Victorian society. For some early twentieth century historians, this popular celebration of history was not rigorous enough; they perceived Britain to be mostly ignorant of their past. The late nineteenth and early twentieth century's saw the establishment of several societies for the preservation of historical buildings and sites. Despite the existence of these new societies, history is recognized as a professional area of study and practice. In 1980 White argued that historical data and events should be narrativized and presented in more easily form to understand. Therefore it was clear that history and literature cannot be separated. White further identified that historical facts consists of four tropes: comic, romantic, tragic and satiric. Mantel alludes to these tropes in the first epigraph of

Wolf Hall: “There are three kinds of scenes, one called the tragic, second the comic, third the satiric”(Mantel)

Mantel weaves national myth with the historical facts into the novel. She herself says that *Wolf Hall* may be about politics, but it is also a song of England. The primary concern is revisiting the history of Britain behind the curtain of mythology, political upheavals, and church reformation in the Sixteenth Century. Mantel has chosen this huge archetype historical based fiction because no story can reflect England and its national identity better than the reign of Henry VIII and the coming of the English Bible. Thomas Cromwell had showed the English how to know themselves. It is political but also mythological as Englishness contained equal parts of both. Since these events are nation defining, the author chooses to set her historical fiction to define country’s history and national identity. Mantel knows the value of historical fiction as she said without past one cannot be engaged with the present.

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Perceptions of College Marketing Graduates to the difficulties Experienced in finding Employment in Nueva Ecija

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Abstract— Considering the continuous increase in the number of graduates further jobs in diverse companies and industries is undoubtedly and probably required. Graduates have more favorable reviews of their learning of management knowledge and skills in fields such as marketing that are important to other industries. This study described the difficulties experienced by college marketing graduates in finding employment in terms of laxity in knowledge, skills, and working experience. The study used descriptive method as it describes the present condition. A total of 200 alumni of business administration-marketing course (69 males and 131 females) were surveyed. The researcher used a likert-scale type questionnaire and analyzed it through statistical data treatment such as mean, weighted mean and ranking. Based on the gathered data, the researcher concluded that marketing graduates experiencing difficulties in finding a job is, one, due to the lack of knowledge as basic knowledge about the job is insufficient and they can't adapt quickly to the environment of the work. Thus, it is recommended that studying hard will uplift their career prospects in par with their educational attainment. Two, lack of skills due to insufficiency and apprehension to perform and apply in their job. It is recommended that marketing graduates attend trainings and seminars that would improve their skills. Three, Lack of working experience due to insufficient time and insufficient learnings on their on-the-job-training (OJT). It is recommended that their selected company be prominent in the industry and is aligned with their course to further develop their skills and competencies. Overall, the researcher concluded that the perception of the marketing graduates to their experienced difficulties in finding employment were all the enumerated laxity. It is recommended that the students should focus on improving ones' self to prevent the laxity and difficulty that can be experienced after graduation.

Keywords— *Employment, Employability, Difficulties, Challenges, Marketing, Graduates.*

I. INTRODUCTION

Considering the continuous increase in the number of graduates further jobs in diverse companies and industries is undoubtedly and probably required. Graduates have more favorable reviews of their learning of management knowledge and skills in fields such as marketing that are important to other industries.

Educators or management of education must understand that their job is to create students with competence in technological and human skills, both of which are equally important for graduates to become better human leaders in the workplace (Chan, 2011).

With regard to higher education, it aims not only at employability in the short term but also at the acquisition of skills that allow sustainable personal and professional development, as this is the only way in which graduates will be able to cope with potential labor market challenges (Schomburg & Teichler, 2011).

Graduates join a dialogue focused on their own individual skills and personal qualities / attributes such as the lack of recognition of broader social and economic inequality and unequal labor market prospects among various graduate classes strengthens the concept of individual accountability (Moreau & Leathwood, 2006).

Companies were successful in recruiting skilled candidates that underwent internships and other hands-on learning opportunities, which describe the skills needed for a specific job at a very detailed level so that they can be integrated into instruction (Mourshed et al., 2013).

Employers described communication skills, literacy skills, mathematical skills, passion and communication skills as very important (Pheko & Molefhe, 2017). The extent to which male and female students stress employability skills and their perceived level of ownership of those skills during their undergraduate degree programs (Wickramasinghe & Perera, 2010).

Graduate Employability is clearly a problem that stretches far beyond traditional involvement in higher education and is heavily involved in organizing, governing and controlling graduate jobs throughout the working lives of students (Tomlinson, 2012).

II. CONCEPTUAL FRAMEWORK

Employers expect students to have professional and organizational abilities, as well as the ability to demonstrate a broader range of skills and qualifications, commonly referred to as employability skills (Lowden et al., 2011).

Improvements in advanced learning increase graduates' employability but it is unclear whether such improvements

actually increase graduates' competitive capacities and skills (Garavan et al., 2012).

Graduates and employers strongly felt that industry participation in all facets of the undergraduate curriculum was advantageous, especially because it introduced students to "real world" issues and gave them time-saving experience (Crebert et al., 2004).

III. OBJECTIVE OF THE STUDY

This study described the perception college marketing graduates to difficulties experienced in finding employment in terms of laxity in knowledge, skills, and working experience.

IV. METHODOLOGY

The study used descriptive method as it describes the present condition. It further concern with the condition that exists; practices that prevail; and beliefs and processes that are going on; effects that being felt (Cohen, Manion, Morrison, 2002). A total of 200 alumni of business administration-marketing course (69 males and 131 females) were surveyed. The researcher used a likert-scale type questionnaire (Vagias, 2006) and analyzed it through statistical data treatment such as mean, weighted mean and ranking.

V. RESULTS AND DISCUSSIONS

Table 1. Lack of Knowledge

LACK OF KNOWLEDGE		4	3	2	1	TW F	WM	VERBAL INTERPRETATION
I had the difficulty in finding a job because...								
1.	My basic knowledge about the job is insufficient.	64	103	30	3	628	3.1	Agree
2.	I have apprehension on how I will perform the job.	33	106	50	11	561	2.8	Agree
3.	I just took the marketing course because my friends are taking up the same course.	19	61	90	30	469	2.3	Disagree
4.	I don't spend enough time to study while I am in college	19	84	88	9	513	2.6	Agree
5.	I can't adapt quickly to the environment of the work.	29	94	59	18	534	2.7	Agree
Average Weighted Mean							2.7	Agree

Legend Verbal Interpretation (VI)

- 3.25 – 4.00 Strongly Agree
- 2.50 – 3.24 Agree
- 1.75 – 2.49 Disagree
- 1.00 – 1.74 Strongly Disagree

Table 1 shows marketing graduates’ perceptions in terms of knowledge laxity. Based on the results, their basic knowledge is insufficient garnered the highest weighted mean (3.1) with the verbal interpretation of ‘Agree.’ Thus, it can be noted that influence of friends to take the marketing course garnered the lowest weighted mean (2.3) with the verbal interpretation of ‘Disagree.’

Table 2. Lack of Skills

LACK OF SKILLS		4	3	2	1	TW F	WM	Verbal Interpretation
I had the difficulty in finding a job because...								
1.	My basic skills are insufficient to perform the job.	51	106	36	7	601	3	Agree
2.	I do not have enough experience that I can use to be competent in my job.	33	124	39	4	586	2.9	Agree
3.	I have apprehension on how will I apply my skills to the job.	26	93	69	12	533	2.7	Agree
4.	I have no time to attend trainings and seminars that is why I lack appropriate skills necessary for the demands of my job.	31	116	44	9	569	2.8	Agree
5.	I have no enough money to be spent on skills training and seminars.	42	72	74	12	544	2.7	Agree
Average Weighted Mean							2.82	Agree

Legend Verbal Interpretation (VI)

- 3.25 – 4.00 Strongly Agree
- 2.50 – 3.24 Agree
- 1.75 – 2.49 Disagree
- 1.00 – 1.74 Strongly Disagree

Table 2 shows marketing graduates’ perceptions in terms of skills laxity. Based on the results, their basic skills are insufficient to perform a job garnered the highest weighted mean (3) with the verbal interpretation of ‘Agree.’ Thus, it can be noted that apprehension on the application of skills to the job and insufficient skills training and seminars both garnered the lowest weighted mean (2.7) with the verbal interpretation of ‘Agree.’

Table 3. Lack of Working Experience

WORKING EXPERIENCE		4	3	2	1	TW F	WM	Verbal Interpretation
1.	The time on my on-the-job-training (OJT) is insufficient.	54	106	31	9	605	3	Agree
2.	I have lack seriousness on my on-the-job-training (OJT).	31	87	65	17	532	2.7	Agree
3.	I have no time to attempt in applying for a part-time job that can give me experience while studying.	28	117	48	7	566	2.8	Agree
4.	I do not have enough learnings from my on-the-job-training (OJT).	13	86	88	13	499	2.45	Disagree
5.	Some firms value employees that have working experiences before they can be hired.	48	107	32	13	590	3	Agree
Average Weighted Mean							2.79	Agree

Legend Verbal Interpretation (VI)

- 3.25 – 4.00 Strongly Agree
- 2.50 – 3.24 Agree
- 1.75 – 2.49 Disagree
- 1.00 – 1.74 Strongly Disagree

Table 3 shows marketing graduates’ perceptions in terms of working experience laxity. Based on the results, the time on their on-the-job-training (OJT) is insufficient as well as no working experience both garnered the highest weighted mean (3) with the verbal interpretation ‘Agree.’ Thus, it can be noted that insufficient learnings from on-the-job-training (OJT) garnered the lowest weighted mean (2.45) with the interpretation ‘Disagree.’

Table 4. Mean Ratings Summary of Laxity

Factors	Average Weighted Mean	Verbal Interpretation	Rank
Lack of Knowledge	2.7	Agree	3
Lack of Skills	2.82	Agree	1
Lack of Working Experience	2.79	Agree	2

Legend Verbal Interpretation (VI)

- 3.25 – 4.00 Strongly Agree
- 2.50 – 3.24 Agree
- 1.75 – 2.49 Disagree
- 1.00 – 1.74 Strongly Disagree

Table 4 shows the ranking of the laxity as difficulty experienced by marketing graduates in finding employment. First in rank is Lack of Skills with an average weighted mean of 2.82 interpreted as Agree. Followed by Lack of Working Experience with an average weighted mean of 2.79 interpreted as Agree. Last in rank is Lack of knowledge with an average weighted mean of 2.7 interpreted as Agree. It can be noted that the average weighted mean of these factors are very close in which it suggests that the students and educators should improve and enhance their way of teaching and studying.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the gathered data, the researcher concluded that marketing graduates experiencing difficulties in finding a job is, one, due to the lack of knowledge as basic knowledge about the job is insufficient and they can't adapt quickly to the environment of the work. Thus, it is recommended that studying hard will uplift their career prospects in par with their educational attainment. Two, lack of skills due to insufficiency and apprehension to perform and apply in their job. It is recommended that marketing graduates attend trainings and seminars that would improve their skills. Three, Lack of working experience due to insufficient time and insufficient learnings on their on-the-job-training (OJT). It is recommended that their selected company be prominent in the industry and is aligned with their course to further develop their skills and competencies. Overall, the researcher concluded that the perception of the marketing graduates to their experienced difficulties in finding employment were all the enumerated laxity. It is recommended that the students should focus on improving ones' self to prevent the laxity and difficulty that can be experienced after graduation.

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The Dark Side of GTA: Chinatown Wars

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Abstract—Released way back in 2009, *Grand Theft Auto: Chinatown Wars* is an action-adventure videogame, developed for a console meant for teenagers. However, the videogame drew flak for its inclusion of certain controversial mini-games and missions involving drugs like cocaine and heroin. This short essay/review will focus on the corruptive influence of something as trivial as a videogame and how it works insidiously as a lure to a world of crime, which young minds find irresistible.

Keywords—Addiction, Arson, Delusions of power, Drug-dealing, GTA: Chinatown Wars

INTRODUCTION

I was having a hard time coming to terms with the quarantine in India (and the world over). Usually, I would find solace in reading philosophy and literature or I would binge on my favourite films or series. But, the headlines and podcasts made sure that my usual sangfroid was kept at bay. My penchant for etymology compels me to mention the origins of the word ‘sangfroid’. It comes from French sang-froid, literally, cold blood (or cold-blooded). We can’t afford to be cold-blooded right now. So, I think it’s not a bad thing, after all. I needed a distraction. I picked up my old gaming console (a Nintendo DS) and decided to play *Grand Theft Auto: Chinatown Wars*, a 2009 action-adventure video game developed by the mavens of the lucrative gaming business, Rockstar Leeds. I spent an hour or two in Liberty City (Chinatown in particular) indulging in the vicarious thrills offered by the game including carjacking and arson, which are hackneyed themes in almost all the other GTA games. Then, something dawned upon me which almost made me disconcerted. I remembered warning my students to stay aloof from drug peddlers and gangs with a predilection for anti-social activities. They vitiate young minds, don’t they? It seemed as though I were contradicting my words by playing a videogame that promoted wanton cruelty, at times, forcing me to draw parallels with Anders Breivik, the perpetrator of the 2011 Oslo attacks which left close to 60 people dead. But, this is a simulacrum... I was trying in vain to justify the schadenfreude.

The game became a hit and in 2014, it was released on other platforms including iOS and android. It will come as no surprise that despite the 18+ warning, the users who have downloaded the game the most are teenagers. I was reminded of William Golding’s prescient notion of

adolescent innocence as portrayed in his novel *The Lord of the Flies*. ‘Influence’ plays a big role and so does the milieu. The pandemic (COVID19) which is wreaking havoc on our planet has made their lives insular and more susceptible to ‘influence’ (at least for now) and things aren’t much different (from the novel). The teenagers who spent hours playing games like *GTA: Chinatown Wars*, (I will focus on this particular game because it is more addictive and offers an omniscient point of view, unlike its predecessors) tend to imbibe a false sense of superiority. We know what happened on that island (*The Lord of the Flies*) when a group of ingenuous kids were left to fend for themselves. I wonder if the players (both teenagers and adults) feel like gods when they vicariously participate (or orchestrate) in heists, vandalism and worst of them all, drug-peddling. Yes, that’s what struck me as odd. To make matters worse, the drug peddling missions can’t be skipped. It’s not even a matter of ‘either or’. Unless you buy or sell cocaine, (and other drugs) the triad bosses won’t show an interest in you or your criminal record. I wasn’t the only person who had to face a similar predicament. “Is it possible to trade acid or ecstasy for coke?” asked my cousin who is a teenager. Interestingly, the game won numerous accolades including the coveted VGX award for the best handheld game. As in Golding’s novel, the kids who spent hours playing the game have absolute control over a world where they can choose to punish or kill with impunity. They tend to internalize violence (as they are young) and might even bring up ‘drug-dealing’ patois over dinner to the chagrin of people around them.

The plot is too convoluted for a console game. The game’s story follows the adventures of Huang Lee, the spoiled son of a Triad boss (who was an unscrupulous gangster). Following the murder of his father and the theft of his

family sword (a katana), Huang leaves for Liberty City where he hopes to meet his uncle 'Kenny' and establish connections with several high profile drug lords of Asian descent. The developers of the GTA games, it seems, have a penchant for people of Asian and Afro-American descent. As I mentioned earlier, the game is played from a top-down perspective, with a rotatable aerial camera that allows the players to dynamically change angles during action sequences (omniscient view). This gives them full control over a simulated world. To make matters worse, the game is very addictive and the players (especially teenagers) might develop delusions of power over a period of time. Nintendo DS was originally meant for kids. The inclusion of a drug-dealing mini-game, as I mentioned earlier, invited vitriolic comments from critics all over the world and had also figured in some reviews. The infamous drug-dealing game (within the game) allows one to peddle six different drugs around the city including heroin, weed, ecstasy, cocaine, downers and acid. The players are expected to make profit which depends, to an extent, on the fluctuating market conditions. Imagine our kids mastering the subtle art of drug-peddling at an age when their inchoate minds ought to invest more time in reading and developing new skills. One of the developers had the audacity to justify the stand of the GTA franchise without mincing words.

"Nintendo wanted us to make GTA, and we wanted to make a game on their platform. They didn't want us to make a GTA for kids, and we weren't interested in making a game we wouldn't normally make"

The game also has a huge focus on weaponry as its predecessors – Desert eagles, machine guns, mini guns, flame-throwers, Molotov cocktails are all available, and the gamers could go on a killing spree like Breivik or the perpetrators of the recent Christchurch attacks. Players can also make use of the 'lock-on' system to target and annihilate enemies (or innocent bystanders). You can also master the art of crafting Molotov cocktails, the standard weaponry of guerrilla warfare and violent rioters. Molotovs, as we all know, became popular during the Second World War and was used by all sides. They were mass-produced by the Finnish military and had already been used by the guerrillas in the Spanish Civil War. If the French literary critic and semiotician Roland Barthes had dedicated a piece to this weapon, (in his *Mythologies*) he would have certainly decoded the myth behind its proletarian/rebel origins for us. In spite of his erudition in Marxism and Existentialism, Barthes didn't bother to interpret this Russian sign (The name 'Molotov' is derived from a Russian communist). There are other mini-games that work like crash courses on hot-wiring cars, bulldozing

exotic cars into the sea, kidnapping members of the rival gangs and setting gas stations ablaze. Including all this could have been extenuated if they had launched GTA: Chinatown wars on a mature platform, like the Play Station or the Xbox. But, instead, they had to pick a console like the Nintendo DS which was originally meant for teenagers.

Unlike the other GTA games, the player can disable as many police cars as possible to evade the police instead of seeking hideouts desperately. The more stars the players have, the more police they have to take out for each level. The developers have also introduced an in-game website where the player can order the weapons of their choice (or indulge in drug-dealing). GTA: Chinatown wars also takes vandalism and arson to the next level. CCTV cameras could be disabled or sabotaged by throwing Molotov cocktail bottles or a grenade. This also decreases the chances of being caught while you are negotiating the drug-deals.

"GTA: Chinatown Wars continues to be the highest rated Nintendo DS game ever, with an average review score of 93%. IGN UK gave it a rating of 9.2, calling it 'a masterpiece of handheld gaming', while IGN US gave the game 9.5 out of 10. In the United States, it sold just under 90,000 units during its first two weeks on the American market."

A review that I recently came across on IGN (a website for videogame reviews) specifically draws attention to the advantages that this game has over its predecessor (GTA IV), including, the availability of chainsaws and flamethrowers. I couldn't bring myself to think about the impact of a video game characterised only by wanton destruction, violence and everything vile. Kids will spend hours playing this game on their consoles. The psychological effect games like GTA: Chinatown Wars have on our children is irreparable and before we know, they will be sucked into a vortex of evil which will eventually leave their minds incorrigibly corrupt. The idea behind this review or vitriolic, if I may, is to draw your attention to a matter of utmost gravity, that is being consciously undermined by the giants of the gaming industry.

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Seeking Information used Digital Media to fulfill the Need for Maritime Tourism Information in Indonesia (Study on Youth in Jakarta)

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Abstract— Millennials nowadays are interested in maritime tourism as the destinations are unspoiled, bringing them back to nature, and several destinations also offer adrenaline attractions, such as mountains. In this technologically advanced era with social media, millennials tend to spend most of their time on social media. Search for maritime tourism destination information is also related to the usage pattern of social media. This study aimed to determine which of the digital media that was mostly used by the millennials who were studying in Jakarta to search maritime tourism destination information. This study employed seeking information theory. This study also used a quantitative descriptive survey method. The samples of this study are 100 students of Communication Studies of Mercu Buana University, gained by using the purposive technique. The data were analyzed using descriptive statistics. Results: The usage of Instagram and Youtube dominated the search for information regarding maritime tourism expense; the ideal time to travel; information regarding safety and convenience; information related to transportation; attraction or shows; culinary in maritime tourism attractions; also, local products that could be the souvenirs of maritime tourism destinations.

Keywords— Digital media, maritime tourism, Seeking information theory, the millennial generation

I. INTRODUCTION

Since the recent decades, the government has been seriously focusing on Indonesia's tourism sector. Tourism is believed as an essential factor in developing the economy of all countries, as it could create job opportunities, increase businesses, and also support local government to develop the region. "The tourism opportunity is extremely potent. We are included in the top ten countries that are worth to be visited," claimed Jokowi as reported by Antara. Furthermore. It was explained that tourism in Indonesia has contributed 17 billion US dollars to our foreign exchange, greater than the number given by the palm oil sector. Recognizing the opportunity, Jokowi believes that Indonesia should have better management of tourism destinations. ⁽¹⁾

Related to the development of the tourism sector in Indonesia, the usage of social media shows that the revolution industry era 4.0 has arisen. This phenomenon has contributed to the advancement of communication media. Social media is more interactive, practical, and effective with the unlimited scope, and it has successfully

changed the habit and behavior of many people in interacting with each other. Furthermore, Minister of Tourism of Indonesia, Arief Yahya, stated that "In order to change the world radically, there are two things that we can do, by regulation or technology. We choose digital technology in tourism activity to change the world." He also added that the growth of the tourism sector in Indonesia was also pushed by the interest of our society to travel, especially the millennials. A survey conducted by Alvira Research Center showed that 1 of 3 millennials in Indonesia would travel at least once a year." The promotion has been conducted, both in and outside the country. The promotion is also conducted through digital media or offline. We were helped by our millennials, and we could improve and develop several digital destinations in Indonesia," said Arief Yahya. ⁽²⁾

As the maritime country that has 17.499 islands from Sabang to Merauke, Indonesia has potential maritime tourism that needs to be improved in order to attract domestic and international tourists. The Deputy of Marketing and Development I, Ministry of Tourism of Indonesia, Rizky Handayani Mustafa urged that maritime

tourism in Indonesia is very potential, thus, the government decided to give more focus on the maritime sector. "The ministry of tourism will develop ten new tourist destinations in Indonesia, and seven of those are maritime-based tourism," said Rizki H.M. In addition, The Rector of ITS, Prof. Ir. Joni Hermana stated that the potency of maritime tourism has reached 1.38 trillion USD, eight times greater than the current Indonesian Budget. "However, 25% of poverty in Indonesia was found in the coastal area. This is definitely the challenge for our country," he added. ⁽³⁾

Based on the problem elaborated above, serious action is needed to support the maritime tourism by the usage of digital media to fulfill the need for maritime tourism destination information among the millennials in Jakarta who tend to travel to several maritime tourism destinations in Indonesia. Thus, an analytical and descriptive understanding of digital media that are mostly used by the millennials in Jakarta is needed, and also, the digital media studied are included websites, Facebook, Instagram, youtube, and blog.

According to the Constitution of the Republic of Indonesia No. 10 2009 on Tourism, especially Article 20 that "Every tourist has the right to get accurate information regarding tourist attraction" (Junaid, 2016) and the agenda of the Ministry of Tourism since October 2017 is to keep improving the promotion strategy, thus, a study that is able to analyze the message of the digital media used by the people in Jabodetabek is needed, especially the message of digital media that provide information regarding maritime tourism destination in Indonesia. The deeper and accurate understanding of the digital media chosen is expected to support the improvement of the promotion strategy of digital media. The changes in accessing information in this digital era, where there is an increase in interest and willingness to find information independently through the internet (Wilson, 2008). Kent, Taylor & White (Kent, Taylor, & White, 2003) websites for the corporation is not only to provide information but also as the public relations media for the institution. The search for information on the internet is triggered by the society who eager to know the information that they need. (Gottlieb, Oudeyer, Lopes, & Baranes, 2013). Furthermore, the search for information regarding tourism destination tends to the internet (Almeida-Santana & Moreno-Gil, 2017) and even social media (Kim, Joanna Sin, & Yoo-Lee, 2014), (Cahyanto et al., 2016)

Social media has successfully stimulated social engagement. Social engagement is the ability to maintain the scope of the relationships and social activity, or

participation in social activity. (Mansur & Ali, 2017), (Cabiddu, Carlo, & Piccoli, 2014), (Dolan, Conduit, Fahy, & Goodman, 2016)

Based on the research conducted by *We Are Social*, 64% of the population in Indonesia are exposed to the internet and 59% of the population are the active users of social media. The five most used social media are Facebook, Youtube, Instagram, Tumblr, and QZone. (We Are Social, January 2020).



Fig.1: The Digitalization in Indonesia

(source: <https://wearesocial.com/blog/2020/01/global-digital-report-2020>)

The background above has led the researcher to the research question of this study, which is "How far the usage of digital media in fulfilling the need for a maritime tourism destination in Indonesia on millennials in Jakarta?"

II. LITERATURE REVIEW

A study on tourism in Indonesia attracted many groups, such as academics, tourism journalists, traveling community, and also the people who are interested in the development of culture, culinary, religious, shopping, and maritime tourism. However, the study on the usage of digital media to fulfill the need for information regarding maritime tourism destinations in Indonesia on millennials in Jakarta was never conducted until the present. Some of the studies analyzed the maritime tourism and digital media as an interactive promotion facility for the development of tourism in Indonesia.

Studies on tourism have been conducted, for instance, by Yeni Imaniar Hamzah on the Potency of Social Media as Interactive Promotion Facility for Tourism in Indonesia (Hamzah et al., 2013), the search for Indonesia's tourist destination (Sihite & Nugroho, 2018), Information System Strengthening on Digital-Based Tourism (Junaid, 2019), (Junaid, 2016), (Junaid, 2018).

Tourism promotion is generally about the facility and the access of transportation (Junaid, 2019) convenience (Goossens, 2000) safety (Junaid & D’Hautserre, 2017), expenses (Gursoy & McCleary, 2004), culinary (Sayogi & Demartoto, 2018), souvenirs or local products (Sayogi & Demartoto, 2018), and hospitality (Sigala, Christou, & Gretzel, 2016), (Almeida-Santana & Moreno-Gil, 2017), (Cahyanto et al., 2016).

The youth who are familiar with social media will search for information regarding maritime tourism destination. This habit is in accordance with the studies on travel awareness through social media (Hanana, Elian, & Marta, 2017), searching for information through social media (Chung & Koo, 2015), trend in seeking information through social media (Almeida-Santana & Moreno-Gil, 2017), customer engagement (Harrigan, Evers, Miles, & Daly, 2017), traveling behavior (Rodríguez, 2009).

The behavior of seeking information through social media has been conducted by the millennials (Hamid, Bukhari, Ravana, Norman, & Ijab, 2016), the time that influences when someone is seeking information (Savolainen, 2006), search for information conducted by the travelers (Kambele, Li, & Zhou, 2015), search for information through social network (Borgatti & Cross, 2003), seeking information through Facebook (Asghar, 2015), and seeking information in digital library (Taylor, 2015).

III. METHOD

This study employed mixed methods which focused on the data collecting and analysis, also combining quantitative and qualitative data, both in single study and series study. According to Creswell (Cresswell, Plano-Clark, Gutmann, & Hanson, 2003), mixed-method is an approach that combines qualitative and quantitative research. There are several strategies in mixed-method, and this study used sequential explanatory. Creswell also urged that in employing the strategy, the first step to be executed is quantitative data collecting and analysis, followed by qualitative data collecting and analysis obtained based on the result of focus group discussion.

The population of this study is the students who study and live in Jakarta and several regions in Indonesia with characteristics as follows: (1) Students of Mercubuana University who are 17 – 24 years old. (2) Possess at least one experience of solo/family traveling to any maritime tourism destination in Indonesia. (3) An active user of digital media, such as websites, Facebook, Instagram, Youtube, and blog to fulfill their need for information

regarding maritime tourism destinations in Indonesia. The samples were limited to 100 students of Communication Studies of Mercu Buana University.

Data were collected by distributing questionnaires and conducting focus group discussions (Hennink & Leavy, 2015) with 30 informants involved (taken from 100 respondents that have answered the questionnaire) based on the interview guidance provided.

The researcher conducted an instrument test to measure whether the instrument or questionnaire that would be implemented could measure accurately. The result of Cronbach’s Alpha Reliability Test is 0.959, which means that the instrument is reliable.

Meanwhile, the result of the validity test on the questionnaire instrument points, it was found that the result of all questions is above 0.3, which means that the entire instrument is valid. Data analysis employed is descriptive statistics. In addition, some analysis used are means, median, modus, and frequency table.

IV. RESULT AND DISCUSSION

This study was conducted in Mercu Buana University Jakarta by distributing a questionnaire to the students of the Faculty of Communication Studies. The results were described by explaining the identity of the respondents as follows: More than half of the respondents are female 76.9%, and the rest is male 23.1%. Most of the respondents are from Public Relations 94.9%, and the rest are from Marketing Communications and Broadcasting with each of 2.6%. More than half of the respondents accessed website once per week 68.4%, more than three times a week 17.1%, twice a week 10.3%, and three times a week 4.3%. More than half of the respondents accessed Facebook once per day (74.4%). The majority of the respondents accessed Instagram more than three times a day (75.2%). Almost half of the respondents (47.9%) accessed Youtube more than three times a day; once a day (24.8%). The majority of the respondents accessed the blog once a week (86.3%).

Tables 1. Seeking Information About Travel Cost

	Min	Max	Mean	Std. Deviation
Travel Cost Via Website	1	4	2.90	.607
Travel Cost Via Facebook	1	4	2.33	.743
Travel Cost Via Ig	1	4	3.09	.601
Travel Cost Via Youtube	1	4	2.95	.680
Travel Cost Via Blog	1	4	2.61	.731
Valid N (listwise)	117	117		

The respondents searched for information regarding maritime travel cost mostly through Instagram with the mean of 3.09, the second alternative is Youtube (2.95) and followed by Website (2.90)

Table 2. Seeking Information About Ideal Times

	Min	Max	Mean	Std. Deviation
Ideal Time Via Website	1	4	2.82	.624
Ideal Time Via Facebook	1	4	2.34	.745
Ideal Time Via Ig	1	4	3.12	.618
Ideal Time Via Youtube	1	4	3.03	.642
Ideal Time Via Blog	1	4	2.61	.787
Valid N (listwise)	117	117		

The majority of the respondents searched for information regarding ideal time to travel to the maritime destination is through Instagram (3.12) and the second alternative is through Youtube (3.03)

Table 3. Seeking Information About Safety

	Min	Max	Mean	Std. Deviation
Safety Via Website	1	4	2.84	.556
Safety Via Facebook	1	4	2.37	.794
Safety Via Ig	1	4	3.07	.612
Safety Via Youtube	1	4	3.04	.635
Safety Via Blog	1	4	2.59	.767
Valid N (listwise)	117	117		

The respondents searched for information regarding safety in maritime tourism destination through Instagram (3.07) and Youtube (3.04)

Table 4. Seeking Information About Convenience

	Min	Max	Mean	Std. Deviation
Convenience Via Website	1	4	2.94	.562
Convenience Via Facebook	1	4	2.46	.794
Convenience Via Ig	1	4	3.09	.616
Convenience Via Youtube	1	4	3.06	.606
Convenience Via Blog	1	4	2.62	.717
Valid N (listwise)				

The respondents searched for information regarding convenience is through Instagram (3.09) and Youtube (3.06)

Table 5. Seeking Information About Transportation

	Min	Max	Mean	Std. Deviation
Transportation Via Blog	1	4	2.65	.711
Transportation Via Youtube	1	4	2.99	.650
Transportation Via Ig	1	4	3.05	.641
Transportation Via Facebook	1	4	2.39	.809
Transportation Via Website	2	4	2.95	.585
Valid N (listwise)				

The respondents searched for information regarding transportation to reach maritime tourism destination is through Instagram (3.05) and Youtube (2.99), followed by website (2.95)

Table 6. Seeking Information About Attraction

	Min	Max	Mean	Std. Deviation
Attraction Via Website	1	4	2.88	.618
Attraction Via Facebook	1	4	2.40	.777
Attraction Via Ig	1	4	3.13	.595
Attraction Via Youtube	2	4	3.03	.579
Attraction Via Blog	1	4	2.60	.708
Valid N (listwise)				

The respondents searched for information regarding attraction provided in maritime tourism destination is through Instagram (3.15) and Youtube (3.03)

Table 7. Seeking Information About Culinary

	Min	Max	Mean	Std. Deviation
Culinary Via Website	1	4	2.88	.604
Culinary Via Facebook	1	4	2.42	.768
Culinary Via Ig	1	4	3.16	.601
Culinary Via Youtube	2	4	3.08	.559
Culinary Via Blog	1	4	2.62	.680
Valid N (listwise)				

The respondents searched for information regarding culinary in maritime tourism destination is through Instagram (3.16) and Youtube (3.08)

Table 8. Seeking Information about Local Product

	Min	Max	Mean	Std. Deviation
Local Product Via Blog	1	4	2.62	.717
Local Product Via Website	1	4	2.88	.607
Local Product Via Facebook	1	4	2.44	.771
Local Product Via Ig	1	4	3.09	.629
Local Product Via Youtube	2	4	3.03	.556
Valid N (listwise)				

The respondents searched for information regarding local products during their trip to maritime tourism destination through Instagram (3.09) and Youtube (3.03). The respondents also recommended well-known maritime tourism destinations. The majority of the destinations are reachable, accessible, and rare to be found in the urban area. The respondents also recommended the destinations to others.

Furthermore, according to the focus group discussion conducted, these results were obtained: maritime tourism is an activity of spending the time on the beach or near the sea, the rest understand maritime tourism as activity in the sea such as diving, snorkeling, and many more.

While traveling to the maritime tourism destination, there are several things to be followed and paid attention to, including Safety, avoid to get too close to the sea; Sunset or sunrise to take pictures; Cleanliness, Convenience; Food; Budget; Strong Physical Condition.

These are the information needed regarding maritime tourism: Understand the information regarding the location, condition; weather; as to snorkel we need to ensure that the weather could support our activity; Homestay, or information regarding the nearest villa. We also need to look into the information regarding other facilities, for instance, when we are going to dive or snorkel, we should understand what we will need for the activities. Information regarding safety and medical appliances is also needed to prevent and overcome any accident.

The convenience during maritime tourism is Safety, as when the place is safe, we will feel comfortable; Cleanliness; and the attractions. The road that we would pass by to reach the destination should also be considered a crucial part. We should ensure that the road is safe to minimize any obstacle.

It is also essential to ensure the equipment and tools needed. Several questions regarding safety such as dangerous species and corals should be asked to the guardian. The rules should be paid attention to.

The ideal time to travel to maritime tourism destination is when/during the sunset or sunrise; we have the plan to travel more than one day and we have written down things that we are going to do during the vacation; taste and chances, where each individual has their own taste and chances, such as during eid when the places were crowded or after the eid when most people went back to work. Some travelers also believe that the ideal time to travel is when the others are busy with their works or during the weekdays; most of us also tend to consider the weather before travel.

The locations categorized as a maritime tourism destination are the location with the calmer sea. The location is usually well-known for people. However, some people also prefer to go to more quiet places, where fewer people hear about it.

The maritime tourism expenses are transportation, logistics, tent, place, cleaning services, and guardian. The expenses for the accommodation or villa, and many more. The tourist attraction that could be found is snorkeling, diving, sand-castle building, and surfing.

Consumption pattern behavior of using social media among millennials is dominated by the usage of Instagram, Twitter, and Youtube. As explained by the respondents: Khairunnisa: I use Instagram and Snapchat more often; Natasa: Twitter—I love threads written on the timeline; Shania: I prefer Twitter because I can find any information regarding affordable trips, recommendations, and many more; Delta: Youtube on travel vlog; Ridho: I actually prefer Path, but now I use Instagram more often.

The reason why they choose social media is Delta: Instagram because it makes easier for me to find information. Nur Alfiyyah: Youtube, I have a certain satisfaction after watching videos regarding tourism and traveling. Esti Wiranti: Youtube, the information provided is clearer.

Every social media has its own characteristics, including the weakness and benefits, as stated by our respondents: Natasa: Prefer to upload only the positive sides; Reza: The reviews written on blogs are more honest and detail; Tannya: I choose Youtube and Instagram because the information is visualized and it makes people are more interested; Ridho: Youtube and Instagram only show the bright sides without providing detail and descriptive information, thus, I prefer to blog.

We could dig deeper into information regarding maritime tourism needed by the millennials. First, preferred media to gain information regarding the maritime tourism destination: Reza: Google reference, because we could see the reviews and rates by the visitors; Tia: From people who have visited the destination because it is more reliable and honest; Natasa: Instagram, because each destination has its own account, including the information regarding the travel package offered; Tannya: Google Reference and Blog, as the reviews on the destinations are more reliable and honest.

Furthermore, the respondents also discussed the expenses of maritime tourism: Shania: Twitter, there are plenty of threads talking about traveling and recommended destination; Natasa: I prefer through Apps such as Traveloka and Pegi-Pegi.

Meanwhile, if the respondents want to get information regarding the ideal time to travel, they have various opinion such as Natasha: I usually check it through the timing diagram provided by Google; Reza: From people that I know have visited the place; Alfiyyah: I choose to check through official website; Ridho: I do not think that the official website provides enough information, I prefer to set the time to travel by myself.

The millennials also consider the information regarding safety and convenience during the travel to maritime tourism destinations. Moreover, several regions are the potential to have a tsunami, earthquakes, or floods. Thus, the information regarding safety is essentially needed. The respondents explained: Tannya: I prefer to seek for information regarding the safety and convenience through websites because it will show the reviews from people who have visited the places; Reza: I choose twitter, there are some people who post pictures and information regarding the cleanliness of the places; Ridho: I choose information provided on Instagram.

Transportation is also considered by our millennial respondents. Some destinations are not accessible, Sawarna Beach, for instance, and many more. The respondents also stated that: Dian N: When I looked for information regarding the destination, I have also received the information regarding the transportation needed to get there; Reza: Blog, because there is detail information regarding the transportation; Ridho: From people that I know have visited the place, thus, I can also arrange the budget.

Besides the beauty of the sea, maritime tourism destination also offers the natural beauty of the beach and interesting attractions as the supporting facilities. Thus, the information regarding the attraction is essentially needed

for the millennials. It is believed that by knowing the attractions, our respondents could prepare the equipment needed such as swimsuits, diving equipment, and many more. The respondents stated that: Dian N: I got the information regarding the attraction through TV and Youtube; Reza: I do the same thing, TV and Youtube provide clearer information regarding the attraction on maritime tourism destination; Tia: I seek for the information through people's update on social media, for example, Instastories (Instagram).

Another important thing that is needed is the traditional dish. Information regarding local food or traditional dish provided on maritime tourism destination could be gained through Graziani: Youtube, several content creators have vlogs that review traditional food in detail; Alfiyyah: I prefer seeking the information through TV because I can also know the price of each food; Dea P: I seek for the information through Zomato App, because I can see the information regarding the price and the menu.

Similar to traditional food, local products that are originally made in maritime tourism destination is also important. The local products could be bought and brought as souvenirs. Such as shells, pearls, and many more. The respondents looked for information regarding the local products through social media such as Shania: I love to find local products in social media because some of them are well-known such as Joger Bali; Reza: I hear from people who have visited the places. Thus, I can also know the information about the price and the quality; Alfiyaah: Official website, as there will be detail information provided regarding the products.

V. CONCLUSION

The maritime tourism destinations preferred by the millennials are the places that provide natural ambiance and also attractions that challenge their adrenaline, such as the mountains. In this advance technological era where the millennials tend to be dependent on social media, the search for information regarding maritime tourism destinations is also related to the usage of social media.

Based on the results, the usage of Instagram and Youtube is the most dominant in seeking for information regarding the expenses in maritime tourism destinations; ideal time; transportation; attractions or shows; culinary or traditional dish; and local products that can be bought as souvenirs.

Indonesia is a maritime country with a wide area of waters. Thus, the millennials recommended a lot of maritime tourism destinations that provide the beauty of our natural sea and ocean.

We suggest that the information could be delivered more detail and to be more appropriate to the what the tourists need. Especially the millenials, both domestic and foreign.

It Also suggested that the management or the government should put more attention and care toward the facilities provided onmaritime tourism destinations in order to provide a more convenient trip. The transportation, access, attraction, safety, and convenience also should be more considered.

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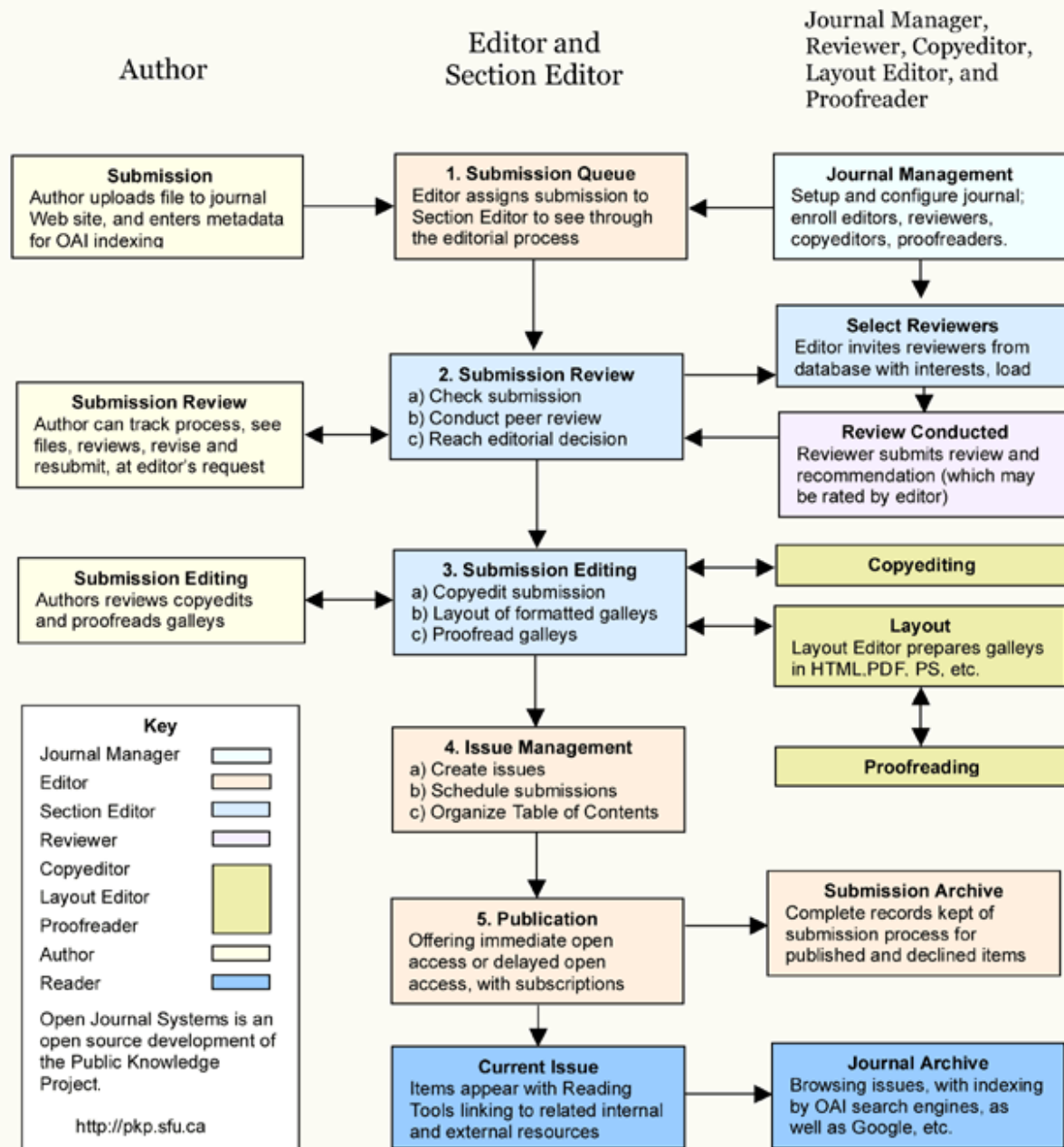
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